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A Delphi Study to Identify Possible Futures of Black Colleges: Public and Private

Gloria Jeanette Miller Duval

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A DELPHI STUDY TO IDENTIFY POSSIBLE FUTURES OF BLACK COLLEGES: PUBLIC AND PRIVATE

by

Gloria Jeanette Miller Duval

A Dissertation
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Faculty of The Graduate College
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A DELPHI STUDY TO IDENTIFY POSSIBLE FUTURES OF BLACK COLLEGES: PUBLIC AND PRIVATE

Gloria Jeanette Miller Duval, Ed.D.

Western Michigan University, 1983

The purpose of this study was to identify possible futures of Black colleges, public and private. The study addressed four questions: (1) Within the next 10 years, are the events concerning structure and administration of Black colleges likely to occur? (2) Within the next 10 years, are the events concerning programming at Black colleges likely to occur? (3) What will be the funding profile of Black colleges over the next decade? (4) What will be the impact of the events describing structure, administration, and programming at Black colleges? The Delphi technique was thought to be the most appropriate method to determine expert judgment and consensus with respect to the aforesaid research questions. Consensus was defined as 70% of the panelists responding within a 20-point spread.

A 13-member panel, composed of Black college presidents and a vice-president, a U.S. Department of Education official, faculty members, a professional consultant on Black higher education, and representatives from the Rockefeller Foundation and the Lily Endowment, assigned individual probabilities to change items, listed under the topics "Structure and Administration" and "Programming," and assigned what each expected to be the percentage of support from
predetermined sources on the questionnaire to Black colleges. They then assessed the impact (effect) that the consensus items would have on Black colleges.

Based on the panel's assigned probabilities, the described events concerning structure, administration, and programming were not likely to become the future of Black colleges. With respect to programming, the panel expected the impact to be favorable. However, the panel expected half of the consensus items related to structure and administration to have favorable impact and the other half to have unfavorable impact. The panel expected in the future that public Black colleges' primary source of support would be state tax funds and private Black colleges' primary source of support would be fees and tuition.

The results of this study should be used by Black educators and other decision makers as they plan for a stronger Black college of the future.
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Dedicated to my three-year-old son

Paul Everatt Duval, V

I hope you never remember my ill temper, the constant lack of
time, the weekly nine-to-five and weekend twelve-to-nine baby-
sitters, my angrily holding you by the shoulders shouting, "Let me
think; let me write; leave me alone!" You were hurt and cried, but
gave me in return unquestionable, unwavering love. Hopefully, I
give to you, as my parents gave to me, the gift of books, a yearning
to know, explore, understand, and an unrelenting desire to succeed.
I love you, Paul.

Mommie
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Finally, but most important, I am forever indebted to my parents, Rev. Charles L. and Mrs. Viola G. Miller, who nurtured my vision and insisted that I fulfill the dream.

Gloria Jeanette Miller Duval
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CHAPTER I

INTRODUCTION

The Black college is facing the worst crisis in its 145-year history. The leading indicators which make the future of Black colleges questionable include: the general decline of the U.S. economy, severe budget cuts in higher education, uncertain relevancy of the separate private Black college, dubious legality of the separate public Black college, the emergence of a new student population, Black enrollment drifts to White colleges/universities and community colleges, and Black colleges' puissant emphasis on liberal arts education in a steadily developing technocratic society. The aforestated circumstances create an urgent need for Black educators and funding agents to assess these institutions in relation to future structure, administration, programming, and funding, all of which address their relevancy and viability. Accordingly, this research was designed to determine expert consensus with respect to the possible future of Black private and public colleges.

The present precarious state of Black colleges is not an abrupt occurrence. It has been evolutionary, beginning with early problems associated with Black higher education. For much of White society, Black higher education was an affront and an anomaly in a southern society whose economy was dependent on submissive common labor. It was a step from the place of subservience to which Blacks were to be permanently relegated.

1
The dissension among supporters of the Black college has focused on the creation of an educational ideology which would guide its instructional program. The problem has not been one of mission (giving Black students the opportunity of higher education), but one of purpose.

Creating a guiding ideology for the Black college became overshadowed by the college's strong emphasis on liberal arts and its attempt to emulate the White college, a dubious standard bearer for Black Americans. Frazier (cited in Hare, 1974) maintained that the Black colleges were "purveyors of super-American, ultra bourgeois prejudices and aspirations," who abandoned the need to "preserve a separate subculture as other ethnic colleges did." Black colleges were opposed to "everything which made Negroes different from whites, on the grounds that it was lower class" (p. 69).

The problem historically has centered on the nonacceptance by the Black college of their special role as principle contributors to the total development of Black life in the United States and the obvious need to develop special means to make their contribution more relevant. (LeMelle & LeMelle, 1979, p. 25)

The Black college has also had a problem linking itself, meaningfully, to its local Black community. It has had a history of alienating itself from this natural source of support. Although many of the colleges are forming ties, traditionally there have been no academic or nonacademic activities which would bond students and faculty to the community. Lyceum activities were, generally, the only attempt. The result has been the creation of an elite aura for the colleges and poor financial support from the community.
Of all the problems confronting Black colleges, perhaps the most crucial is that of finance. Private Black colleges need substantial increases in income to remain viable, according to Alan Pifer (1973), former President of the Carnegie Corporation of New York. Under the Higher Education Act of 1965, funds were appropriated for developing institutions, defined as colleges "struggling for survival and isolated from the main current of academic life" (Congressional Quarterly Almanac, 1965, pp. 294-297).

As a result of the 1965 Higher Education Act, large appropriations were allocated to Black colleges, but the latter decades witnessed a dwindling of these sources. Small White colleges began to demand their fair share of federal funds because they too were developing institutions with Black students. Therefore, monies normally reserved for Black colleges were now dispersed over a larger group and many Black colleges did not fare well in the era of accountability. The Black college scenario only worsens in view of President Reagan's broad budgetary cuts in higher education. The 1983 federal budget will impose severe cuts in compensatory education programs, "money earmarked for programs to aid educationally disadvantaged in economically deprived areas" (Teare, 1982, p. 1).

Desegregation has also posed several acute problems for the Black college. With the barriers to White colleges and universities removed, the enrollment at Black colleges has declined significantly. In 1978, only 25% of Black students enrolled in colleges attended historically Black colleges (NAFEO, 1978, p. 5). Ironically, the Black populace struggle for the desegregation of education has
created a prophecy of doom for the Black college, public and private. The federal government contends that the continuance of the Black public college is a perpetuation of the dual system of higher education that the 1954 Supreme Court decision was to dismantle. The private Black college is not isolated from this assumption because its financial stability is as linked to the federal budget as that of the public college. This line of reasoning gives credence to a false assumption—"that racial isolation and related experiences 'cause' Black institutions and therefore that Black institutions 'cause' further isolation." A fallacy that assumes that "things occurring together are mutually interdependent." This fallacy has become a factor in educational policy (Morris, 1979, p. 181). Hence, Black colleges are viewed as a simple "residue of a bygone society hostile to the higher education of Blacks, while the education of hundreds of thousands of Blacks at these institutions is left to an unexplained anomaly—a few hundred thousand accidents of Black history" (Morris, 1979, p. 181).

Although the Black college has been an ardent vehicle for social change (producing Black heroes, perpetuating Black pride, history, identity, and a collective effort to confront the racism that has pervaded the Black past and threatens its future), it has been the most successful agent educating Black people. To protect the existence of these colleges, Black educators, philanthropists, and federal agencies must plan and forecast what the future of these institutions will be.
Problem

The problem addressed in this study was the identification of possible futures of Black colleges in relation to structure, administration, programming, and funding.

Rationale

The future of American Black colleges has always been tenuous—dependent upon philanthropic contributions, federal grants, and the ability of their presidents to raise funds in an environment that views the institutions as inferior and unworthy of academic pursuits. This tenuousness becomes more problematic in view of America's current social change.

The Carnegie Council on Policy Studies in Higher Education predicts for the next 20 years declining enrollments after more than 30 years of "steady increase." This decline will be staggered, with Slide 1 occurring from Fall, 1983, through the academic year, 1988. This first slide will reflect a 40% enrollment decline. The second slide will occur from the Fall of 1991 through academic year, 1997, reflecting a 60% decline (Carnegie Council, 1980, p. 45). This enrollment decline will be offset to some extent by the enrollment boom among older Americans. The Carnegie forecast primarily addresses the 18 to 34 age group. However, the enrollment of students over 35 has increased by 36.8% in 5 years. Black students ages 25 through 35 increased from 7.7% in 1969 to 14.7% in 1979 (Magarrell, 1981, p. 3). This new, mature student brings a
different group of needs to his/her educational experience than does the younger group. The older group has, generally, outlined career goals and knows what he/she wants the end result of his/her education to be. Colleges may have to readjust to meet the needs of these demanding, commanding personalities.

There is also a new student emerging who is concentrating on professional and vocational subjects. Student majors in professional and vocational education increased from 40% to 60% between 1969 and 1975. The dismal economic forecast for the United States will continue to make students pursue those disciplines which appear to have direct linkage to success in the labor market. This new student is overwhelmingly choosing "large institutions in metropolitan settings" (Carnegie Council, 1980, p. 28). These two characteristics pose particular problems to the Black college because a majority are not comprehensive institutions; they remain liberal arts colleges. Secondly, most of these colleges are in rural southern towns.

Blacks and Latinos remain underrepresented in relation to Whites participating in postsecondary education. However, the two groups are attending college and other postsecondary institutions in rising numbers. With the decrease in the 18- through 24-year-old group, it is expected that all colleges will recruit even more intensively from these communities (New Challenges, 1979, p. 19). Recruitment of minority students is not enough; retention is the key and White colleges/community colleges have failed at the retention of minority students. Although only 25% of Blacks attending college
are enrolled in Black institutions, 43% of those awarded the baccalaureate degree are graduates of Black institutions. The attrition of Black students at White colleges remains high (NAFEO, 1978, p. 5). It has been only within the past year that community colleges have addressed the need to combat "steady decline in quality and quantity of community college transfer students" (Community Colleges, 1981, p. 3). Leslie Koltar, Chancellor of the Los Angeles Community College District (LACCD), stated that "only three percent of the LACCD student body [composed of 58% minority students] transferred to the University of California or California State University Systems in 1979, although 40% entering students said preparing for eventual transfer was the main reason for attending college" (Community Colleges, 1981, p. 3). He maintained that students do not reach this goal because curricular programs and support services (counseling, advising, and placement testing) have not sufficiently helped them (Community Colleges, 1981, p. 3). The retention of students and success at the Black college has largely been because it has recognized the needs of its clientele. The college's emphasis on highly intensified developmental programs for "students enrolled without requisite college-level skills probably accounts for its lower attrition rate" (NAFEO, 1978, p. 5).

These are uncertain times for all of higher education, but particularly so for the Black college. It not only has to re-evaluate itself in response to the aforementioned social change, it must justify its existence as a separate entity plagued with financial instability. If the Black college is to meet the problems of
the next two decades, it must analyze all factors likely to affect future enrollments and insist on institution-wide or system-wide planning which, when done effectively, anticipates future problems. Because the problems facing the colleges are similar and approach them collectively, the experts on Black higher education should attempt to reach consensus on what the future of the Black College will be.

Purpose

The purpose of this study was to identify possible futures of the Black college so that Black educators and other significant audiences (federal and private funding agencies) can plan for its stability and viability as separate entities in American higher education. The study explored the following research questions:

1. Within the next 10 years, are the events concerning structure and administration of Black colleges likely to occur?

2. Within the next 10 years, are the events concerning programming at Black colleges likely to occur?

3. What will be the funding profile of Black colleges over the next decade?

4. What will be the impact of the events describing structure, administration, and programming at Black colleges?

Assumptions

The future of the public and private Black college was examined concurrently. Because both institutions' financial survival is
linked to federal appropriations (annual allocations or continued
grants) and their historic/contemporary mission is the same (to pro-
vide Black Americans the opportunity for higher education), the re-
searcher's assumption was that there is no significant difference
between the two.

Overview of the Study

Chapter II presents a review of literature related to the struc-
ture, administration, programming, and funding of Black colleges.
This chapter provides a frame of reference for the development of
change statements which were evaluated by the Delphi panelists. The
Delphi Technique, its validity and reliability, is assessed through
pertinent literature. A description of procedures and methodology
comprise Chapter III, which is divided into four major sections:
(1) Selecting the Panel, (2) Developing Change Statements, (3) Admin-
istration of the Questionnaire, and (4) Collating Responses. Chap-
ter IV presents a discussion of the findings and results of the re-
search; and Chapter V presents the summary, conclusion, and implica-
tions of the study. Recommendations and suggestions for further
study are outlined.
CHAPTER II

LITERATURE REVIEW

This chapter surveys literature related to the mission, programming, and funding of Black colleges. It provides a frame of reference for discussing the Black college and serves as the foundation from which change statements were developed for evaluation by the Delphi panelists. This chapter also surveys literature which critically assesses the Delphi Technique.

Black College Structure and Administration

The structure and administration of a college or university are closely tied with the institution's mission. Mission influences what the structure and administration of an institution should be or become; hence, this subtopic will be discussed via an exploration of the mission of Black colleges.

In discussing the mission of Black colleges, one must be aware of the fallacy in speaking of THE mission of these institutions. The diversity among the schools is great and demands a discussion of a wide range of missions (Pettigrew, 1971, pp. 813-817). Pettigrew defined these missions as ranging from "producing an articulate Black middle class and concerted protest for change to serving as cultural repositories and links to Africa" (p. 816). However, he maintained that the "fundamental mission has been to offer advanced educational opportunities to millions of talented Black youths who
were essentially denied such opportunities elsewhere" (p. 816). The

triumph of educating masses of talented Black youths is becoming
discolored, according to DuBois (1982), who contended that many
Black administrators view the colleges as centers for remedial
learning. He stated:

Others point to the fact that greater numbers of poorly
prepared Black students are now seeking to enter college,
and contend that some institutions must be available to
provide the remedial mathematics and communication pro-
grams that will make it possible for them to get an edu-
cation and eventually enter the labor market as produc-
tive citizens. Black colleges are seen in this argument
not as the educators of the best Black minds but as a
vehicle [sic] for social progress. (p. 72)

Pettigrew (1971) acknowledged that the fundamental mission of
Black colleges has entailed remedial training. However, he firmly
added that this may well have been the "single most important func-
tion of the Black colleges" (p. 816). He contended that institu-
tions have a tradition of conducting "input-output ('value added')
analysis of what colleges actually provide their graduates which
they otherwise would not have possessed" (p. 816). From this point
of view, he added, "it would not be surprising if many Black col-
leges have long surpassed Ivy League schools in their value-added
contributions to their students" (p. 816).

The Black revolutionists of the sixties recognized yet another
mission of the Black college. They saw the colleges as institutions
of control. The Black colleges' disciplinary action against Black
student protestors "underscored these colleges' pro-status quo,
anti-revolutionary stance" (Thompson, 1973, p. 19). Thompson
stated:
They [Black revolutionists] pointed out that when the crucial moment came to choose sides in the fight against racial segregation and discrimination, Black colleges, in effect, chose the side of the white establishment. . . . Black colleges were regarded as ultimately "white colleges," used by the white establishment to control Black society. (p. 19)

This examination of past perceived missions and accomplishment is necessary if one is to consider what the future structure and administration of these institutions may be. Before the future can be considered, administrators, planners, and educators must thoroughly understand the current status of their institutions. This understanding cannot be realized unless they know what the college's past has been.

Pettigrew (1971) recognized a shift in the fundamental mission of Black colleges in 1971. He stated that the "critical tasks with respect to the Black middle class, protest, Black culture and Africa remain the same" (p. 816). However, he noted that there were social indices which forecasted a shift in the college's role as the "dominant source of education for Black youths" (p. 816). These indices include: (a) declining enrollment at Black colleges, (b) an increase in Black enrollment at community colleges and White universities, (c) severe federal budget reductions targeted for student financial aid and aid to developing institutions, and (d) federal mandate for racial balance at all schools receiving federal funds. Additionally, there are small colleges facing bankruptcy which are "too small to be effective and too small to be attractive to students who want a larger range of courses and other features found at larger universities" (Nabrit, 1971, p. 663).
Caruthers and Lott (1981) concurred with Pettigrew's contention that a university must understand its current identity. They stated:

It is difficult, if not impossible to develop sound strategies for creating a new identity for an institution if its current identity is not understood. Planned change requires clear understanding of one's current status . . . . Many factors will undoubtedly cause institutions to evaluate whether or not their current mission can remain viable. (pp. 1-2)

The authors further stated that the projected downward trend in the enrollment of traditionally aged college students will be felt by most institutions, and these institutions must assess whether certain programs can still be operated at a sufficient scale to justify their continuance. There will be some institutions which can offset losses in traditionally aged students "with increased numbers of adult learners" (p. 2), but these institutions must still carefully evaluate changes in mission. "Financial pressures from inflation; competition for public support may also affect institutional mission" (Caruthers & Lott, 1981, p. 3).

It is accurate that the "external environment of higher education is constantly changing, and that many environmental factors can create opportunities for colleges and universities to develop" (Caruthers & Lott, 1981, p. 3). However, in the process of strategically planning for opportunities and forecasting the probability of an event occurring as well as its potential effect on a college, educators must consider past and present missions of the institutions.
Black College Programming

The instructional program of American colleges has, historically, been geared toward liberal arts—Black colleges have emulated the "majority" college example. Foerster (1938), in his examination of the future of the liberal arts college, defined liberal education as being concerned with the "development of free human beings who could enter fully with their humanity" (p. 1). These were colleges of enlightenment which sought to recreate the Renaissance "man."

Vergierus, a Renaissance humanist, defined liberal studies as those studies "worthy of a free man; . . . by which we attain and practice virtue and wisdom; that education which calls forth, trains, and develops those highest gifts of body and mind which enoble men" (Foerster, 1938, pp. 5-6).

For every humanist who advocated and protected liberal arts education, there was the pragmatist who advocated utilitarian education—an education with practical applications to real life situations. Thus, the question which began as an undercurrent but developed into a major controversy in higher education was: Should the instructional program of American colleges be an exercise in human enlightenment or should it be pragmatic, stressing professional and vocational education. Bond (1966) contended that this controversy with respect to Black higher education became more sincere in 1894. Booker T. Washington and William E. B. DuBois were leading proponents of the opposing schools of thought. Washington (cited in Bond, 1966) firmly believed that instructional programs
which lead to "useful trades and occupations" should constitute Black higher education. He stated: "I would set no limits to the attainment of the Negro in arts, in letters or statesmanship; but I believe the surest way to reach those ends is by laying the foundations in the little things of life that lies immediately at one's door" (p. 363).

Conversely, DuBois (cited in Bond, 1966) believed that "inversion had always been the rule in the development of culture." Black people must reverse their roles as cheap laborers. Hence:

The Negro race is going to be saved by its exceptional men . . . if we make money the object of man-training, we shall make moneymakers but not necessarily men; if we make technical skill the object of education, we may possess artisans, but not, in nature, men. (p. 363).

DuBois was at heart a humanist who believed that the function of Black higher education was to "train and develop those highest gifts of body and mind which enoble men" (Foerster, 1938, pp. 5-6).

The preceding historic discussion is important to any examination of programming at Black colleges in that the basic controversy surrounding instructional focus at Black institutions of higher education has endured into the 1980's. The preceding discussion also establishes a frame of reference for considering possible futures in programming at Black colleges.

The effect of the liberal arts controversy manifested itself "when the demand for educational programs shifted away from humanities, social sciences and education in the 1970's to applied physical sciences, health sciences and business" (Zammuto, 1982, p. 6). Liberal arts institutions have a difficult time adjusting to the
changing program demands of students. They lack the academic
variety which is necessary "when there are major shifts in the de-
mand for fields of study" (p. 6). Zammuto further stated that
liberal arts institutions had a low degree of pragmatic variety
which eroded the market for their traditional services. One of the
primary problems faced by these institutions is that there is no
"ready program replacements to match changes in demand" (Zammuto,
1982, p. 6). The need for diversity in a small college curriculum
is imperative in a dynamic environment. Zammuto, in discussing
organizational correlation of decline, stated: "Under conditions of
environmental change, high variety organizations tend to outperform
their low-variety counterparts. This is because their differential
internal structure enables them to better respond to shifts in the
environment" (p. 5).

The shift in program demand from liberal arts to professional
education is but one of a host of factors that have implications for
what future programming at Black colleges can be. The growing num-
bers of older students will affect programming at the public as well
as the private Black college. All colleges will compete for stu-
dents in this market. This competition will become more intense
with the success of (a) private industry's educational offerings
specifically toolled to major concerns of the increasingly older stu-
dent; (b) continuing education programs of professional associations;
and (c) the community based offerings of the two-year colleges (New
Challenges, 1979, p. 39). Although the authors of New Challenges,
New Needs, New Images: America in Transition outlined programmatic
action liberal arts institutions could take in meeting the challenge from older students and competitors, the strategy is applicable to the public Black college as well. The authors suggested creating "project development which is community based and not student based" (p. 40). "Negotiated tuition aid contracts between labor and industry could boost program enrollment" (p. 40). Only about 5% of such monies are currently utilized. Another not fully examined source of program support lies in third sector training. "This non-profit sector of the economy is currently the fastest growing and includes a number of people involved in human services. Such workers should be prime candidates for programs developed at traditionally self-contained liberal arts colleges" (New Challenges, 1979, p. 40).

Two-year colleges are successfully invading the market of the 18-24-year-old cohort as well as the market of older students. Although community college's minority enrollment is increasing, the institutions have serious problems retaining minority students. Preer (1981) stated that more students dropped out of two-year than four-year colleges. Unless Black colleges can develop program strategies to bring the 18-24-year-old cohort back to their campuses, these institutions could be sidelined. The Ford Foundation Commission (cited in Middleton, 1982) recommended that "community colleges, which enroll a large portion of minority students, work with four-year colleges to increase the number of students who transfer to baccalaureate programs" (p. 10). The Ford Foundation suggested that this cooperation could result in the development of an automatic
transfer system (Middleton, 1982, p. 10). Because of the high attrition of minority students at White campuses and Black colleges' comparatively lower attrition rate, the Black college may be better equipped to retain minority students because it has traditionally developed academic support services for purposes of retention. It has been stated that "Black students feel more comfortable, and therefore can make more academic progress, at an institution dominated by members of their own race" (DuBois, 1982, p. 72). Hence, the Black college should be most appropriate for any cooperative venture with community colleges which would result in the automatic transfer of minority students.

Remedial programs are thorned roses for Black colleges. These programs have boosted the success of Black colleges in educating masses of Black students, yet they have also served to discolor the image of these institutions. Despite this serious shortcoming, Klein (1982) forecasts the possibility of increased remedial instruction at Black colleges. He stated:

Even at Howard University in Washington whose 17 colleges and professional schools made it the most comprehensive of the Black universities, incoming freshmen score almost 100 points below national averages in standard reading and mathematics. The upshot is that many Black schools must invest more of their hard-won resources in programs of remedial instruction. (p. 16)

Remedial programs at White institutions are closely related to retention of ill-prepared students. "Faculty, especially at senior colleges, and research institutions, often have negative attitudes toward remedial students and are poorly prepared to teach them. This is believed to reinforce students' negative self-image and to
undermine their expectations" (Preer, 1981, p. 24). Preer further stated: "Work with low-income or minority students . . . may suffer if remedial programs are inadequately financed, superficial, lack permanence or institutional support, and are viewed as outside the institution's central purpose" (pp. 24-25). The future may reveal Black colleges expanding remedial instruction and advancing its cause throughout higher education as more students, Black and White, leave public secondary education ill equipped to enter college.

Although Black colleges must diversify their programs to compete in an ever-increasing tight market, the colleges must also continue to teach and conduct research related to the Black community's experience: origins in Africa, history in the Americas, the rural and urban Blacks, sociology of the Black family, Black American art and music, and so on (Pifer, 1973, pp. 33-34). To do so does not mean isolation from the mainstream; it does mean that the institutions are committed to developing "some uniqueness in supporting a truly pluralistic society" (Blake, 1971, p. 745). To this end, Blake suggested three areas of program emphasis which can possibly forecast a new viable future for the Black colleges.

Predominately Black colleges must (1) create new areas of knowledge and an intellectual peerage among themselves that generate new questions about American culture and civilization as currently presented by American scholars; (2) try to approach science and technology from a new perspective, that of applied science and its relationship to solutions to the physical and spiritual problems of racial and class bias; (3) create the necessary rituals, celebrations, and traditions which signal respect for and preservation of the historical record and accomplishments of Black men in America in the areas of
both individual achievement and mass cultural infusion. (p. 757)

Black College Funding

The crux of the Black college crisis has been and continues to be funding. Thompson (1973) reported that the annual budget of Black colleges in his study ranged from $1,240,722 to $3,399,359. He stated, however, that the problem is not the schools' "small budget but rather that seven of ten of them have been operating with substantial deficits for at least two years" (p. 245). "Figures available for 1968-69 indicate that thirty-one of the private Black colleges had deficits totaling seven and a half million dollars" (Trent, 1971, p. 649). The problem extends to the public Black college as well. "Prior to passage of the Higher Education Act of 1965, most Black colleges received little or no support from the Federal Government. In 1963 the colleges received 1 percent of federal funds or $18 million dollars" (Federal Interagency Committee, 1971, p. 1). The historic financial plight of Black state colleges is best reflected in comparing two state universities in Tallahassee, Florida. It is reported that:

At the end of WWII, Florida State was a teachers' college of women with an enrollment of about 4,000. Thirty seven years and $300 million worth of construction later, it boasts 14 colleges and graduate schools and an enrollment of 22,500. At the end of WWII, Florida A & M was primarily a teachers' college for Black men and women with some 2,000 students. Now it has seven schools, all primarily undergraduate, and an enrollment of 5,200. The value of the physical plant at the 95 year old school is about $60 million, a fifth of the total spent on Florida State University in the postwar period alone. (Klein, 1982b, p. 1)
Federal aid to Black colleges and universities "increased almost 58 percent over the three-year period from 1969-1971 ... of the $171 million in federal funds received in 1971, $74 million (or 44 percent) was for student assistance" (Federal Interagency Committee, 1971, p. 1). The proportion of total funds to Black colleges "increased from 2.9 percent in fiscal year 1969 to 5.5 percent in fiscal year 1972. In fiscal year 1973, while the percentage of total funds going to Black schools increased to 5.6, the amounts to Black institutions fell to 250 million" (Federal Interagency Committee, 1972 and 1973, p. 3).

In 1978, the Federal Interagency Committee on Education reported that "funds to historically Black colleges represented 5.1% of all federal funds to higher education in 1978"\(^1\) (p. 1). The committee further reported that "86 of the 100 historically Black colleges and universities received more than $1 million each from federal agencies" (p. 1). The committee cautioned the federal government to be cognizant that more than half of the funds (53%) allocated to Black institutions was in the form of student aid, a total of $192 million. Student aid subsidizes "less than half of the educational costs at these institutions" (p. 1), and the committee related the importance of federal departments and agencies "to recognize the need for increased institutional assistance to historically Black colleges beyond student-aid funds in order to play a major

\(^{1}\)This figure does not include appropriations to Howard University which are paid separately by Congress in lieu of an endowment.
role in helping these institutions meet the educational needs of their students" (pp. 1-2).

The future in terms of federal aid to the Black colleges is bleak. It is reported that by "the Fall of 1983, only about 1.8 million low-income students would be eligible for basic federal assistance, known as Pell Grants" (Schorr, 1982, p. 21). Schorr further stated that "students at small colleges who get a bigger share of government help, would lose three-fifths of their aid" (p. 21) if Congress approves the 1983 federal budget. The problem becomes more acute for Black colleges whose students come from families who cannot afford to contribute to tuition. The United Negro College fund (cited in Klein, 1982a) reported that:

In 1980, the median family income of prospective freshmen at fund-related schools was $11,100 compared with $22,200 for students nationally. The average annual parental contribution to freshmen's education at the 41 funded schools was $870, sharply below the $2,320 for all students. The median parental contribution was zero, indicating most freshmen received no parental aid. . . . Last year, an $80 a student reduction in Pell grants was accompanied by a 4% drop in Negro-fund members' enrollment. (pp. 1, 16)

Tuition increase to offset operating cost, then, becomes a poor alternative to institutional support (Trent, 1971, p. 649).

Federal aid, although the primary source of support for public and private Black colleges, is but one source of funding. The future is dismal in terms of support from other sources as well. DuBois (1982) reported that state legislatures throughout the South are finding it difficult to justify expending money for minority colleges when they are hard pressed to find money for other state
agencies. He further stated that:

Fund-raising efforts on behalf of private Black colleges are not expanding to meet the inflationary spirals in salaries and other essential operating costs. With the withdrawal of federal aid from many human services and arts organizations, foundations are having to redirect their giving programs toward other high-priority needs. (p. 72)

Black colleges also lack the large endowments and other sources of income which give other institutions leverage in times of retraction (Federal Interagency Committee, 1971, p. 4). In 1971, of the 36 colleges in the United Negro College Fund, the total endowment for all colleges was $76,250,000. The astounding fact is that five of the colleges held 62% of the endowment funds (Trent, 1971, p. 649).

Alumni offices are just beginning to function as viable sources of income for Black colleges. At Howard University in Washington, D.C., the 1970 alumni contributions were too small to maintain the Alumni Office. Yet in 1981, the university had $1 million pledged as a result of fund-raising. The Alumni Office at Hampton Institute in Virginia raised over $500,000 in 1980 (Billingsley, 1981, p. 124). This support is crucial if Black colleges are to remain viable institutions.

The future with respect to Black colleges' funding continues to be uncertain. However, it is an area with which educational policy makers and Black educators must reckon if there is to be a future for these institutions. Because federal appropriations vacillate with each new governing political party, and because private foundations are feeling the crunch of the national economy, the question

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for policy makers in Black higher education is: How can Black colleges become and continue to be self-sustaining, adaptable, effective educational enterprises?

The Delphi

Any critical analysis of the present or forecasting of the future would be remiss without an examination of historical trends which serve as the foundation of present and/or future events. Hence, the first three sections of this chapter provide a frame of reference for evaluating alternative futures of the Black public and private college. The reader surveys historic and contemporary issues which have implications for possible alternative futures. Such a literature review enables a researcher, concerned with future studies, to make "conjectures based upon rational judgment and shared information rather than merely guessing" (Weatherman & Swenson, 1974, p. 97).

Policy-Oriented Future Studies

The study of the future is an important aspect of policy making. Dror (1970) stated that "the main mission of future studies should be to contribute to the improvement of policy making and that the main test of future studies should be its impact on policy making" (p. 3). To affect the improvement of policy making, he offered the following guidelines for policy-oriented future studies.

(1) Alternative futures should be related to present decisions; (2) matters of actual or potential policy concern should be dealt with; (c) "Look out" functions
should be engaged in; (4) alternative futures of critical issues should be examined even in the absence of links with the present; (5) alternative future values should be explored; (6) alternative comprehensive futures should be developed; (7) signs of future studies quality are needed; (8) communicability and accessibility should be increased; (9) future studies methodology should be adjusted to policy making needs; (10) alternative futures of political feasibility should be explored; (11) formats for presentation of future studies findings for policy making use should be designed; (12) changes in the public policy making system necessary for making future studies input desired and used should be studied; (13) alternative futures of the policy making system should be explored; (14) policy-oriented future study should be aware of its limitations and dangers; and (15) policy-oriented future studies should pay much attention to problems of interface with policy making in close relation with policy sciences as a whole. (pp. 1-2)

This research is a policy-oriented future study. Its goal was to gather expert opinion with respect to possible alternative futures of Black colleges, public and private. The results of this research should be used by Black college administrators and policy makers to plan and affect policy as it relates to Black institutions of higher education. To conduct this research, a methodology was needed which would effectively elicit and refine the opinions of a group of experts on Black public and private colleges and universities. The Delphi Technique was deemed most appropriate.

The Delphi Technique

Delphi, an intuitive approach for forecasting alternative futures, relies on the competence of its panel to render judgment about the area of study (Weatherman & Swenson, 1974, p. 97). The Delphi process, developed by Olaf Helmer and his colleagues at the Rand Corporation to obtain group opinions about urgent defense
problems, has four major characteristics (Weatherman & Swenson, 1974):

1. The technique relies on the strength of informed intuitive judgment on topics for which reliable objective evidence cannot be obtained, using a panel of persons nominated for their acknowledged competence in the field.

2. Anonymity, achieved through the use of questionnaires with unidentified respondents, is essential in reducing undesirable aspects of group interaction, especially the influence of socially dominant individuals that occurs in face-to-face confrontation.

3. The statistical summary of previous round responses reported to participants serves several functions: (1) it produces carefully considered group response, (2) it hastens the development of consensus, and (3) it permits consensus to be reached without asking the group to arrive at a common opinion.

4. The manager of a Delphi study, through the selection of panels and items, as well as through selection of feedback data, attempts to reduce irrelevancies (noise) and to retain centralized control of the process.

Linstone and Turoff (1974) contend that the Delphi is warranted when:

1. The problem does not lend itself to precise analytical techniques but can benefit from subjective judgments on a collective basis.

2. The individuals needed to contribute to the examination of a broad or complex problem have no history of adequate communication and may represent diverse backgrounds with respect to experience or expertise.

3. More individuals are needed than can effectively interact in a face-to-face exchange.

4. Time and cost make frequent group meetings infeasible.

5. The efficiency of face-to-face meetings can be increased by a supplemental group communication process.
6. Disagreements among individuals are so severe or politically unpalatable that the communication process must be refereed and/or anonymity assured.

7. The heterogeneity of the participants must be preserved to assure validity of the results, i.e., avoidance of domination by quantity or by strength of personality ("bandwagon effect").

Masters (1975), in his study of alternative futures for continuing education, communicated with several experts regarding validity and reliability of the Delphi. Martino (cited in Masters, 1975) stated that if the Delphi "does a better job of tapping the collective expertise of a group than do other methods such as group discussion, voting, etc., validation is unnecessary. If it does not, validation is irrelevant" (p. 21). Gordon (cited in Masters, 1975) stated that "Delphi is a means of collecting expert opinion from a particular, carefully selected panel and statistical validation is an inappropriate test" (p. 21). Marien (cited in Masters, 1975) stated:

Similar to any questionnaire, Delphi is no better than the questions asked and the respondents to whom they are posed. Reliability is only one of several attributes that are important in thinking about alternative futures, and the perhaps futile quest for validation may serve to inhibit creative thinking about alternative possibilities. (p. 21)

However, Weatherman and Swenson (1974) maintained that there are participant variables which affect the validity and reliability of a Delphi study (assumptions of the Delphi accompany the participant variables):

Critical to the validity and reliability of a Delphi study are a number of characteristics of the experts used as panel members, including the following:
(a) Representativeness of panel. A sufficient number of panel members have been included in a given study to insure that the outcome accurately represents thinking in a field.

(b) Appropriateness and competence of panel. Each panel member has been appropriately chosen and is competent to render the judgments required.

(c) Commitment of panel. Panel members will give carefully considered judgments to repeated questionnaires.

(d) Clarity of questionnaire. Respondents will understand the questionnaire items.

(e) Independence of responses. Responses will not be affected by statistical reporting of other responses as they would by pressures of a convened group (that is, responses will not converge due to a wish to conform to opinions of other panel members).

(f) Personality differences of panel. Individual dispositional differences will not affect response patterns.

(g) Nonrespondents. There is no significant difference between respondents and those who fail to complete and return the survey instrument.

Masters (1975) reported that there were several studies which attested the reliability of Delphi. He stated that "in 1971, Gordon (The Futures Group) conducted a study which pointed out that high levels of correlation exist when exactly the same questions are presented to similar but independent panels of experts" (p. 22). In 11 experiments conducted by the Rand Corporation, "a part of the results showed that different samples drawn from a homogeneous group of participants achieved correlation coefficients as high as .78 when the size of panel was 11 people. As the size of the panel increased, the reliability of group responses increased" (Masters, 1975, p. 22).
Finally, Weatherman and Swenson (1974) stated that a researcher should consider the following when conducting a Delphi (further assumptions of technique accompany the considerations):

(a) **Pertinent items.** The content of items in the first round questionnaire generates information germane to the purpose of the study.

(b) **Interval between rounds.** The amount of delay between iterations does not affect individual estimations.

(c) **Method of reporting previous responses.** The manner of aggregating the previous expert opinions does not affect subsequent responses.

(d) **Number of questionnaires.** The number of rounds does not affect the result.

(e) **Round I questionnaire format.** The initial questionnaire might be open-ended or require specified responses.

(f) **Showing interrelationships among events.**

(pp. 108-109)

**Summary**

This chapter served four purposes. It provided (1) a survey of the literature with respect to Black colleges' structure, administration, programming, and funding; (2) a critical analysis of the Delphi technique and a brief overview of policy oriented future studies; (3) a historical framework for examining the future of Black colleges with respect to the aforestated topics; and (4) a basis for the development of change items which composed the Delphi questionnaire.

The next chapter, III, will discuss the methodology of the research: selecting the panel, developing change items, administering the questionnaires, and collating responses.
Consensus on the possible future of the Black college in areas of structure, administration, programming, and funding was determined by the use of the Delphi technique. This "intuitive approach for forecasting alternative futures includes three major steps: (1) selecting the panel; (2) developing change items; and (3) collating the responses" (Masters, 1975, p. 26). This researcher added another step in between Masters's Steps 2 and 3: administering the questionnaires: Rounds 1, 2, 3, and Impact. The following discussion presents the procedures used in each stage of the Delphi process.

Selecting the Panel

Weatherman and Swenson (1974) stated that the (Delphi) "technique relies on the strength of informed intuitive judgment on topics for which reliable objective evidence cannot be obtained, using a panel of persons nominated for their acknowledged competence in the field" (p. 97). Accordingly, the panel for this study had expertise in one or more of the categories examined in this research (structure, administration, programming, and funding). Expertise was measured by "status or reputation among peers, professional expertise, publications, amount of relevant substantive knowledge, and an ability to make judgments" (Masters, 1975, p. 27).
The 13-member panel was selected from recommendations by representatives from the Commission for the Study of Blacks in Higher Education, and Black college presidents with whom the researcher is acquainted. It included three representatives from major foundations which fund Black colleges, one president from a major urban Black college, four presidents of church affiliated Black colleges, one representative from the Office of Education (division related to minority education), two faculty members, one vice president of an urban Black college, and one president of an assisting agency to Black colleges. Anonymity, achieved via the use of questionnaires and other formal communication channels, is crucial in selecting Delphi panelists. It offsets the "effects of dominant individuals and reduces group pressure" (Dalkey, 1968, p. 8).

A letter summarizing the purpose of the study and a description of the Delphi technique was mailed to each participant. To determine the demographic profile of the panel, each participant was asked to submit a biographical sketch stating his/her age, educational degrees, present position and title, number of years in Black higher education, number of publications in the past 5 years, and membership in professional organizations. Panelists were also requested to sign a consent statement and to recommend the name of at least two colleagues whom they considered experts in Black higher education. Before any panelist was contacted, the researcher requested permission to survey human subjects from Western Michigan University.
Developing Change Items

Change items, written by the researcher, were developed from publications of leading authorities on Black higher education. In 1971, the American Academy of Arts and Sciences, devoted the entire issue of its publication, *Daedalus*, to the future of Black colleges. The participating authors were recognized authorities on Black higher education. Many of the change items related to structure, administration, programming, and funding came from this source. Publications of the National Center for Higher Education Management Systems, the *Chronicle of Higher Education*, and the researcher's work experience as a consultant to approximately 56 of the historically Black colleges also served as a foundation for the development of change items. Trent (1971) in his article, "The Future Role of the Negro College," identified all probable sources of funding for Black colleges. The researcher used all sources identified by the author in developing change items for Section III: Funding. These publications and others which were a part of this study's literature review provided validity to change items developed by the researcher. However, it should be noted that validity is rarely addressed in the Delphi process. Masters (1975) communicated with several experts regarding the validity and reliability of the Delphi. Martino (cited in Masters, 1975), an expert on Delphi, stated:

> The validation of Delphi, like the validation of other types of forecasts, may be a red herring. The paradox of self-fulfilling or self-defeating forecasts may make it impossible to determine whether a given forecasting method is "valid" or not. The proper question, I believe, is whether Delphi produces better information for a
decision-maker than do alternative forecasting methods. Putting it another way, does Delphi do a better job of tapping the collective expertise of a group than do methods such as group discussions, voting, etc.? If the answer is "yes," then validation is unnecessary. If the answer is "no," then validation is irrelevant. (p. 21)

Marien (cited in Masters, 1975), another Delphi expert from the World Institute, stated the "futile quest for validation may serve to inhibit creative thinking about alternative possibilities" (p. 21).

A pilot of the questionnaire was conducted. Dr. Tilman Cothran, sociology professor at Western Michigan University and former professor at Dillard University, New Orleans; Dr. Jack Hopkins, President of Nazareth College; Dr. John Bernhard, President of Western Michigan University; Dr. Roy Hudson, former President of Hampton Institute, now employed at The Upjohn Company; and Dr. Nick Poulton, Director of University Planning at Western Michigan University, were asked to participate in the pilot. These participants were instructed to critique the change items with respect to deletions, additions, and corrections regarding precision, clarity, and conciseness (for definitions see Glossary, Appendix B).

As a result of the pilot study, the questionnaire was re-formatted and Section I: "Black College Mission" was changed to "Structure and Administration." Several pilot participants believed that mission was addressed indirectly, with the exception of one item, and that a majority of the items in the first section explored structural and administrative futures of Black colleges.
In Sections I and II ("Structure and Administration" and "Programming"), participants were asked to indicate the probability (0%-100%) of an item occurring by a given year (designated in the questionnaire). The questionnaire spanned 10 years, with 5-year intervals beginning with 1983. Section III ("Funding") had a different format. Panelists were given the major sources of finance and were asked to forecast the percentage (0%-100%) of funding from the various sources indicated on the questionnaire over the 10-year period. The panelists were at liberty to add additional items to each section (at the first round) as well as provide comments and/or a rationale for each response.

Administration of the Questionnaires:
Rounds 1, 2, 3, and Impact

All questionnaire packets included a cover letter, instructions, and a questionnaire. Panelists' comments from previous rounds were included in the second and third round questionnaires. The comments, listed in Appendices F, H, J, and L, were to be used by the panelists as a basis for deciding whether or not to change their initial response from Round 1.

The first questionnaire packet, which included an overview of the Delphi technique, was mailed on July 12 and 13, 1982. Although panelists were asked to respond within 10 days of their receipt of the questionnaire, the final first round response was not received until September 1982. Six panelists did not return responses and were dropped from the panel. In an attempt to give the other
To motivate panelists to respond and to give them a token of appreciation for participating, the researcher included a dollar bill in all subsequent questionnaire packets. Several panelists returned the dollar, stating that they were pleased to participate in the research.

The second round questionnaire packet was mailed October 10, 1982, and the final response was received November 15. One panelist did not respond. The third round questionnaire was mailed November 20, 1982, and the final response was received December 6. One response was received too late to be included in the collating process and two participants did not respond.

The impact questionnaire included the median group response for each item for which consensus had been reached and the packet included a gift wrapped book, as opposed to the dollar bill, to thank the panelists for participating in the study through to its completion. The packet was mailed December 16, 1982, and the final response was received January 22, 1983. One panelist failed to return a response.

An attempt was made during each round to get response from panelists who failed to return the questionnaire. Additional questionnaires were sent and the researcher continued to call until some reason was given for the nonresponse. All except one panelist stated that they found their schedules too busy after considering the thought and time it would take to participate in such a worthwhile research activity. One panelist had to drop out because of health reasons.
Collating Responses

Group consensus was defined, statistically, as 70% of the panelists responding within a 20-point spread. The 70% consensus represents a strength of agreement that a simple majority lacks. Although a higher statistical definition of consensus would have been ideal, the 70% designation reduced the time involved in the administration of and participation in the study.

Moderate consensus was defined as 51% of the panelists responding within a 20-point spread. The response indicated the probability of the described item occurring. Although 51% lacks strength of agreement, it is a simple majority. However, in an attempt to strengthen response on these items, they were resubmitted for the second round. If moderate consensus remained, these items were removed from the third round.

Items for which response was below moderate consensus were automatically repeated on subsequent rounds. Panelists were asked to indicate their rationale for retaining or changing their response on Round 2. Once consensus was reached, minority respondents were not asked to define or change their position.

If polarity, a cluster of responses at both ends of a continuum, resulted for any questionnaire items, the item was withdrawn after the second round and is noted in the findings of this research as possible alternative futures for Black colleges. Polarity was determined if "forty percent of the panelists clustered at the left end of the continuum and forty percent at the right end" (Masters,
Round 4 assessed the impact that items, for which there was consensus, would have on the structure, administration, programming, and funding of Black colleges. Impact is operationally defined as potential effect of a given event (Sheffer, 1979, p. 10). Following each item, the group response was stated. Panelists were then able "to decide the potential impact of an event in light of the group response from the previous rounds" (Sheffer, 1979, p. 64). Designations for impact statements were UF (highly unfavorable), MUF (moderately unfavorable), MF (moderately favorable), HF (highly favorable), and NC (no change). In discussing the results of the impact round, these specific descriptors were collapsed and results were reported in terms of favorability, unfavorability, or no change (no change is defined as having no impact). Implications for this study were based on the majority decision (51% of the panel responding in a given direction) in the impact round. The decision was whether or not the impact would be favorable, unfavorable, or whether the probable event would have no effect on Black colleges and universities.

Summary

This chapter presented the methodology of the study. It discussed the process of selecting the panel, developing the change items, administering the questionnaires: Rounds 1, 2, 3, and Impact, and collating the responses. The next chapter, IV, will present the findings of the study. Each round will be discussed separately.
CHAPTER IV

FINDINGS

This chapter presents the results of a Delphi study to identify possible futures of Black colleges: public and private. The purpose of the research was to identify possible futures of the Black college so that Black educators and other significant audiences can plan for its stability and viability as a separate entity in American higher education. The findings and results of this chapter are based on the individual deliberations and probabilities of a 13-member panel.

Panelists' Demographics

Each participant completed a personal data form so that the researcher could determine the demographic profile of the panel with respect to average age, total number of years in Black higher education, lowest and highest degrees held, the number of publications written by each panelist in the last 5 years, and membership in professional organizations. The data revealed that the average age of the panelists was 55. The panel represented a total of 219 years in Black higher education, and 255 years affiliated with Black higher education. Of the 13 panelists, 10 had a doctorate degree; one had a master's degree in urban planning as well as a Master of Arts degree, one a Master of Business Administration, and one had a Master of Arts. The panel included five Black college presidents, three
private foundation representatives (one assistant director, one
director, and one vice president of education), one officer from the
United States Department of Education, one former Black college
faculty member and one current faculty member, one Black college
vice president for planning and operation analysis, and one presi-
dent of an assisting agency for Black colleges. The panelists repre-
sented a total of 62 publications within the last 5 years (1976–
1981). Panelists held a total of 67 memberships in professional
organizations.

The researcher spoke with each of the panelists and all indi-
cated that they were advocates of the existence of the Black college.
Initially 18 people agreed to participate. One U.S. Department of
Education official dropped out because of health reasons; one Black
college faculty member and four Black college presidents did not re-
turn a response to the first round questionnaire. During the latter
month of August, one panelist was added for a total of 13 panelists.

Delphi Round 1 Results

After receiving each participant's questionnaire response, the
data were tabulated via use of a cumulative frequency chart and a
distribution of response scale. Consensus was defined as 70% of the
panelists responding within a 20-point spread. If consensus was
reached for one or two years but not the remaining year(s), that
item was resubmitted in the second round questionnaire.
Structure and Administration

Of the nine items in Section I: "Structure and Administration" consensus was reached on four items and the probability of these events occurring was low, according to the panel. Table 1 lists all items for which consensus was reached in Section I. The table discloses the median probability of an event occurring or not occurring as reported by the Delphi panel.

Of the five items for which consensus was not reached in Section I, four of these items had consensus for two years but not the third year, 1993 (see Table 2). The panel agreed that by 1983 there was a 15% probability that there would be assiduous recruitment of White students on Black college campuses. However, the panel did not arrive at consensus for the latter two years. The panel also did not agree that Black colleges may or may not increase emphasis on remedial education (Item 10). There was a wide distribution of responses for Item 10: for 1983, the range of responses was 3%-100%; 1988, 5%-85%; and 1993, 5%-90%. Panelists' comments underline the continuing controversy surrounding remedial programs on Black college campuses (see Appendix F, First Delphi Questionnaire, Panelists' Comments).

Programming

Consensus was reached for only three items in Section II: "Programming": (1) transformation of Black colleges located in non-metropolitan areas into off-campus centers operated by either White
<table>
<thead>
<tr>
<th>Change Items</th>
<th>Probability that item can occur bya</th>
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<tbody>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td><strong>Section I: &quot;Structure and Administration&quot;</strong></td>
<td></td>
</tr>
<tr>
<td>2. Disappearance of small Black colleges, located in non-metropolitan areas, which cannot compete with urban Black or White colleges/universities.</td>
<td>5%</td>
</tr>
<tr>
<td>3. Transformation of small church colleges into junior colleges or preparatory schools.</td>
<td>5%</td>
</tr>
<tr>
<td>5. The development of centers for social change (which advocate socioeconomic parity and advancement for Black people) as an auxiliary function of comprehensive Black colleges.</td>
<td>5%</td>
</tr>
<tr>
<td>6. A merger of small private Black colleges in close proximity to one another.</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Section II: &quot;Programming&quot;</strong></td>
<td></td>
</tr>
<tr>
<td>5. Transformation of Black colleges located in non-metropolitan areas into off-campus centers operated by either White or Black metropolitan universities.</td>
<td>10%</td>
</tr>
<tr>
<td>Change items</td>
<td>Probability that item can occur by&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td>6. Increased Black college emphasis on liberal arts education.</td>
<td>10%</td>
</tr>
<tr>
<td>11. Cooperative ventures with other universities (e.g., faculty exchange, program coordination) resulting in improved programming and reduced cost.</td>
<td>20%</td>
</tr>
</tbody>
</table>

<sup>a</sup>Probability reported is the median score of the respondent group.
Table 2

First Round Black College Delphi Questionnaire Group Response Nonconsensus Items

<table>
<thead>
<tr>
<th>Change items</th>
<th>Probability that item can occur by&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td>Section I: &quot;Structure and Administration&quot;</td>
<td></td>
</tr>
<tr>
<td>1. A fundamental redefinition of the primary mission of Black colleges.</td>
<td>10%</td>
</tr>
<tr>
<td>4. Disappearance of the distinguishable public Black college</td>
<td>10%</td>
</tr>
<tr>
<td>7. A merger of the remaining separate historical Black and the historical White public colleges within a state system.</td>
<td>5%</td>
</tr>
<tr>
<td>8. Assiduous recruitment of White students.</td>
<td>15%</td>
</tr>
<tr>
<td>9. Increase in the number of White students enrolled at Black colleges.</td>
<td>8%</td>
</tr>
<tr>
<td>Section II: &quot;Programming&quot;</td>
<td></td>
</tr>
<tr>
<td>1. Development of a broader curriculum which includes the use of the Black experience as a vehicle to study socio-political-economic dimensions of American society, history, and world politics.</td>
<td>5%</td>
</tr>
</tbody>
</table>
Table 2—Continued

<table>
<thead>
<tr>
<th>Change items</th>
<th>Probability that item can occur by&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td>2. Greater cooperation between business and Black colleges in developing academic programs for professional education.</td>
<td>20%</td>
</tr>
<tr>
<td>3. Greater cooperation between business and Black colleges in developing academic programs for vocational education.</td>
<td>15%</td>
</tr>
<tr>
<td>4. Cooperative ventures with community colleges in terms of automatic transfers for students to Black colleges.</td>
<td>10%</td>
</tr>
<tr>
<td>7. Increased Black college emphasis on professional education.</td>
<td>No consensus</td>
</tr>
<tr>
<td>8. Increased Black college emphasis on vocational education.</td>
<td>10%</td>
</tr>
<tr>
<td>9. Increased emphasis on continuing education.</td>
<td>10%</td>
</tr>
<tr>
<td>10. Increased Black college emphasis on remedial education.</td>
<td>No consensus</td>
</tr>
</tbody>
</table>

<sup>a</sup>Probability reported is the median score of the respondent group.
or Black metropolitan universities; (2) increased Black college emphasis on liberal arts education; and (3) cooperative ventures with other universities (e.g., faculty exchange, program coordination) resulting in improved programming and reduced cost. The panel agreed that the probable occurrence of these events was low (see Table 1).

The data indicated that although panelists agreed that there was little probability of change in the structure, administration, and programming of Black colleges by 1983, relative to this researcher's change items, they were uncertain about what might happen during the latter 5-year span, 1988-1993. Their response indicated that there was some probability of change, but as they projected further into the future their disagreement was greater.

Funding

In Section III: "Funding," panelists were asked to estimate the percentage of support that Black colleges would receive over the 10-year span from sources identified by the researcher. The purpose of this section was not to arrive at consensus, but to determine panel direction with respect to funding of Black colleges. Consequently, this section was not repeated in subsequent rounds.

The panel reported that the majority of support to public Black colleges would come from state tax funds (see Table 3) and the least amount of support would come from sustentation campaigns and other sources (one panelist listed endowments under the "Other" category). It is thought that alumni will continue to give only nominal support
to the public Black college: 5% by 1983, 6% by 1988, and 7% by 1993. The second largest percentage of support will come from fees and tuition. However, the panel believes that this support will gradually decline. Hence, it indicates that by 1983, 26% of public Black college support will be derived from fees and tuition; by 1988, 24%; and by 1993, 23%.

Table 3

Estimation of Percentage of Support to Public Black Colleges

<table>
<thead>
<tr>
<th>Source of support</th>
<th>1983 %</th>
<th>Range</th>
<th>1988 %</th>
<th>Range</th>
<th>1993 %</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees and tuition</td>
<td>26</td>
<td>5-60</td>
<td>24</td>
<td>5-55</td>
<td>23</td>
<td>3-50</td>
</tr>
<tr>
<td>State tax funds</td>
<td>30</td>
<td>4-53</td>
<td>34</td>
<td>5-55</td>
<td>32</td>
<td>2-50</td>
</tr>
<tr>
<td>Alumni</td>
<td>5</td>
<td>1-25</td>
<td>6</td>
<td>2-25</td>
<td>7</td>
<td>2-27</td>
</tr>
<tr>
<td>Federal government</td>
<td>16</td>
<td>5-30</td>
<td>13</td>
<td>2-25</td>
<td>13</td>
<td>3-23</td>
</tr>
<tr>
<td>Private foundations</td>
<td>7</td>
<td>1-20</td>
<td>8</td>
<td>2-20</td>
<td>8</td>
<td>2-25</td>
</tr>
<tr>
<td>Industry</td>
<td>6</td>
<td>3-15</td>
<td>8</td>
<td>2-20</td>
<td>9</td>
<td>4-20</td>
</tr>
<tr>
<td>Sustentation campaigns</td>
<td>3</td>
<td>1-10</td>
<td>2</td>
<td>1-11</td>
<td>3</td>
<td>0-12</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1-5</td>
<td>2</td>
<td>1-2</td>
<td>3</td>
<td>1-9</td>
</tr>
</tbody>
</table>

The percentage indicated is the mean group response for each source. Hence, totals, if calculated, will not equal 100%.

It is expected that the majority of private Black college support will come from fees and tuition (see Table 4). The panel expects a slight but gradual increase over the 10-year span (by 1983, 34%; by 1988, 35%; and by 1993, 37%). The second source providing
Table 4

Estimation of Percentage of Support to Private Black Colleges

<table>
<thead>
<tr>
<th>Source of support</th>
<th>1983</th>
<th></th>
<th>1988</th>
<th></th>
<th>1993</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>Range</td>
<td>%</td>
<td>Range</td>
<td>%</td>
<td>Range</td>
</tr>
<tr>
<td>Fees and tuition</td>
<td>34</td>
<td>3-80</td>
<td>35</td>
<td>2-50</td>
<td>37</td>
<td>2-50</td>
</tr>
<tr>
<td>State tax funds</td>
<td>6</td>
<td>1-20</td>
<td>6</td>
<td>2-20</td>
<td>6</td>
<td>1-13</td>
</tr>
<tr>
<td>Alumni</td>
<td>5</td>
<td>1-20</td>
<td>8</td>
<td>2-22</td>
<td>10</td>
<td>2-30</td>
</tr>
<tr>
<td>Federal government</td>
<td>22</td>
<td>3-40</td>
<td>18</td>
<td>3-35</td>
<td>16</td>
<td>2-40</td>
</tr>
<tr>
<td>Private foundations</td>
<td>7</td>
<td>1-15</td>
<td>9</td>
<td>1-17</td>
<td>9</td>
<td>1-15</td>
</tr>
<tr>
<td>Industry</td>
<td>6</td>
<td>1-10</td>
<td>7</td>
<td>1-20</td>
<td>8</td>
<td>1-30</td>
</tr>
<tr>
<td>Sustentation campaigns</td>
<td>10</td>
<td>1-33</td>
<td>1</td>
<td>1-28</td>
<td>12</td>
<td>0-30</td>
</tr>
<tr>
<td>United Negro College Fund</td>
<td>9</td>
<td>2-33</td>
<td>8</td>
<td>3-28</td>
<td>8</td>
<td>2-25</td>
</tr>
<tr>
<td>(to member colleges)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church grants</td>
<td>9</td>
<td>2-33</td>
<td>9</td>
<td>2-28</td>
<td>9</td>
<td>1-20</td>
</tr>
<tr>
<td>(to affiliated colleges)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>0-25</td>
<td>3</td>
<td>0-5</td>
<td>2</td>
<td>0-5</td>
</tr>
</tbody>
</table>

The percentage indicated is the mean group response for each source. Hence, totals, if calculated, will not equal 100%.

the greatest support to private Black colleges is expected to be the federal government. However, the panel expects a slight gradual decline in support from this source (22% by 1983, 18% by 1988, and 16% by 1993). It is expected that colleges which are members of the United Negro College Fund will receive only 9% of their support from this source with a 1% decline by 1988. Private colleges affiliated with the religious sector are expected to receive 9% of their...
support from this source and the 9% will remain stable through 1993. Although it is expected that support from industry and private foundations will be nominal, the panel believes there will be a slight gradual increase in support from these sources.

Delphi Round 2 Results

Thirteen of the original 38 first round questionnaire items composed the second round questionnaire. All items for which consensus was arrived during the first round were excluded from the second round questionnaire. However, if an item had consensus for one or two years during the 10-year span (1983-1993) and not the remaining year(s), the item was resubmitted for the second round.

The second round questionnaire included a distribution of responses with "x's" representing each panelist's response (see Appendix G). Each panelist received the second questionnaire with his/her personal response indicated by an arrow on the distribution. Panelists' comments were provided for each item and panelists were asked to reconsider their first round probability using the comments and the approximate range wherein 50% of the panelists responded as a basis of deliberation (the approximate range was enclosed within parallel lines). Participants who did not respond to an item in the first round were encouraged to respond in the second round. Only one panelist failed to return a response to the second round questionnaire.
Structure and Administration

Five items were resubmitted for the second round of Section I: "Structure and Administration." Of these five, consensus was reached on the following items: (a) disappearance of the distinguishable public Black college; (b) a merger of the remaining separate historical Black public colleges and the historical White public colleges within a state system; and (c) increase in the number of White students enrolled at Black colleges (see Table 5).

There remained a wide distribution of responses to Item 1 (a fundamental redefinition of the primary mission of Black colleges) and Item 8 (assiduous recruitment of White students).

Programming

None of the eight items resubmitted for the second round of Section II: "Programming," reached consensus. Panelists' comments indicated that there may have been a semantics problem in some of the items which may have prevented consensus. One panelist found "broader" difficult to interpret in Item 1 (development of a broader curriculum which includes the use of the Black experience as a vehicle to study socio-political-economic dimensions of American society, history, and world politics). Item 7 (increased Black college emphasis on professional education) was shrouded with a problem of definition. Panelists' comments (see Appendix H) indicated that there was not a uniform definition of "professional." One panelist felt that the word should have been defined in the glossary which
### Table 5
Second Round Black College Delphi Questionnaire Group Response

<table>
<thead>
<tr>
<th>Change Item</th>
<th>Probability that item can occur by&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td><strong>Section I: &quot;Structure and Administration&quot;</strong></td>
<td></td>
</tr>
<tr>
<td>1. A fundamental redefinition of the primary mission of Black colleges.</td>
<td>10%</td>
</tr>
<tr>
<td>4. Disappearance of the distinguishable public Black college.</td>
<td>10%</td>
</tr>
<tr>
<td>7. A merger of the remaining separate historical Black public colleges and the historical White public colleges within a state system.</td>
<td>5%</td>
</tr>
<tr>
<td>8. Assiduous recruitment of White students.</td>
<td>15%</td>
</tr>
<tr>
<td>9. Increase in the number of White students enrolled at Black colleges.</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Section II: &quot;Programming&quot;</strong></td>
<td></td>
</tr>
<tr>
<td>1. Development of a broader curriculum which includes the use of the Black experience as a vehicle to study socio-political-economic dimensions of American society, history, and world politics.</td>
<td>5%</td>
</tr>
</tbody>
</table>
Table 5—Continued

<table>
<thead>
<tr>
<th>Change item</th>
<th>Probability that item can occur by&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td>2. Greater cooperation between business and Black colleges in developing academic programs for professional education.</td>
<td>20%</td>
</tr>
<tr>
<td>3. Greater cooperation between business and Black colleges in developing academic programs for vocational education.</td>
<td>15%</td>
</tr>
<tr>
<td>4. Cooperative ventures with community colleges in terms of automatic transfers for students to Black colleges.</td>
<td>10%</td>
</tr>
<tr>
<td>7. Increased Black college emphasis on professional education.</td>
<td>No consensus&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>8. Increased Black college emphasis on vocational education.</td>
<td>10%</td>
</tr>
<tr>
<td>10. Increased Black college emphasis on remedial education.</td>
<td>No consensus&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>a</sup>Probability reported is the median score of the respondent group.

<sup>b</sup>Second round results.
accompanied the first round questionnaire. There did not appear to be a problem of semantics with the other items in Section II. As in Round 1, panelists could not agree on the direction that the described event would take.

Delphi Round 3 Results

Consensus was reached for four of the 13 items in Round 2 questionnaire. The four items were withdrawn from the process and the remaining nine items composed the third round questionnaire. The third round was similar to the second. The questionnaire included a redistribution of responses, with x's representing each panelist's response. Each panelist received the third questionnaire with his/her personal response indicated by an arrow on the distribution. Panelists' comments were provided for each item and panelists were asked to reconsider their second round probability using the comments and the approximate range wherein 50% of the panelists responded as a basis for deliberation. Participants who did not respond to an item in the second round were, again, encouraged to respond in this round.

The third round was the last round of the process to reach consensus. One panelist returned her response too late for it to be included in the third round analysis and two panelists did not return responses. The researcher erred in reporting consensus for Item 9 (Section II): increased emphasis on continuing education. Consensus was not reached for 1993. The item should have been included in the third round questionnaire but was not. Consequently,
it was dropped from the impact questionnaire.

**Structure and Administration**

Consensus was reached on two of the items included in Section I: "Structure and Administration." The panelists estimated that the probability of there being a redefinition of the primary mission of Black colleges was low (10% by 1983, 20% by 1988, and 25% by 1993). It is important to note that two panelists stated that the researcher's failure to state her definition of "primary mission" was a crucial weakness of the item (see Appendix J). However, the majority of the panelists expressed no difficulty with the item. The panelists projected that the slight increase across years in the probability of there being a redefinition of mission would be accompanied by an increase in emphasis to recruit White students (they estimated a 50% probability of assiduous recruitment of White students by 1993—see Table 6). However, they indicated that these recruitment efforts would not be successful. This is apparent because the probability of there being an increase in the number of White students was lower than the probability of assiduous recruitment (see Item 9, Section I, Table 5, and Item 8, Section I, Table 6).

**Programming**

Only three of the seven items in Section II: "Programming," reached consensus in Round 3 (see Table 6). Two of the items for which there was not consensus were related to vocational or
<table>
<thead>
<tr>
<th>Change item</th>
<th>Probability that item can occur by$^a$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td><strong>Section I: &quot;Structure and Administration&quot;</strong></td>
<td></td>
</tr>
<tr>
<td>1. A fundamental redefinition of the primary mission of Black colleges.</td>
<td>10%</td>
</tr>
<tr>
<td>8. Assiduous recruitment of White students.</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Section II: &quot;Programming&quot;</strong></td>
<td></td>
</tr>
<tr>
<td>1. Development of a broader curriculum which includes the use of the Black experience as a vehicle to study socio-political-economic dimensions of American society, history, and world politics.</td>
<td>5%</td>
</tr>
<tr>
<td>2. Greater cooperation between business and Black colleges in developing academic programs for professional education.</td>
<td>20%</td>
</tr>
<tr>
<td>3. Greater cooperation between business and Black colleges in developing academic programs for vocational education.</td>
<td>15%</td>
</tr>
</tbody>
</table>
Table 6—Continued

<table>
<thead>
<tr>
<th>Change item</th>
<th>Probability that item can occur by&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td>4. Cooperative ventures with community colleges in terms of automatic transfers for students to Black colleges.</td>
<td>10%</td>
</tr>
<tr>
<td>7. Increased Black college emphasis on professional education.</td>
<td>10%&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>8. Increased Black college emphasis on vocational education.</td>
<td>10%</td>
</tr>
<tr>
<td>10. Increased Black college emphasis on remedial education.</td>
<td>No consensus</td>
</tr>
</tbody>
</table>

<sup>a</sup>Probability reported is the median score of the respondent group.

<sup>b</sup>Third round results.
professional education. Several of the panelists felt that the absence of a definition of the two terms was a weakness of all items related to each. In reviewing panelists' comments, it was apparent that there was not a common definition, among panelists, for the terms. Hence, this lack of clarity may have attributed to the failure to reach consensus. It should be noted, however, that the panel did agree that there would be little probability in an increase in Black college emphasis on vocational education and a simple majority projected that Black colleges would increase their emphasis on professional education (see Items 7 and 8, Section II, Table 6). Item 10, "Increased Black college emphasis on remedial education," was the only item for which consensus was not reached for any year. The growing controversy over the image that remedial education creates for Black colleges may have influenced panelists and aided in the panel's failure to reach consensus (see First Round Panelists' Comments, Appendix F).

Impact Questionnaire Results

The fourth round required that panelists assess the impact that the items, for which consensus was reached, would have on Black colleges and universities. The questionnaire for the fourth round was composed of nine consensus items in Section I: "Structure and Administration," and seven consensus items in Section II: "Programming." Each panelist was asked to use the group response indicated after each item (see Appendix K) as a basis for projecting what effect the described event would have on Black colleges and universities. They
were asked to indicate whether the event would have either an unfavorable, moderately unfavorable, moderately favorable, or highly favorable impact or whether the event would have no impact on Black colleges or universities. For the purpose of analysis, the above descriptors were collapsed under the categories favorable, unfavorable, or no change (no change is defined as having no impact).

Structure and Administration

In Rounds 1, 2, and 3, there emerged no strong candidate for probable occurrence. Item 4, Section I, concerning the disappearance of the public Black colleges was the only exception (see Table 5). Based upon these low probabilities, the questions asked the panel in this round were: Will the impact on Black colleges be favorable or will the low likelihood of these events occurring have no impact on the colleges?

For all time periods (1983, 1988, and 1993) a majority of the panel indicated that the following items under "Structure and Administration" were unlikely to occur and they believed that the unlikely occurrence of these items would have favorable impact on Black colleges. The items are: (a) a fundamental redefinition of the primary mission of Black colleges; (b) the development of centers for social change (which advocate socioeconomic parity and advancement for Black people) as an auxiliary function of comprehensive Black colleges; (c) a merger of small private Black colleges in close proximity to one another; and (d) increase in the number of White students enrolled at Black colleges (see Table 7).
Table 7

Black College Delphi Impact Questionnaire Group Response

<table>
<thead>
<tr>
<th>Change item</th>
<th>Percentage of panelists responding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unfavorable</td>
</tr>
<tr>
<td>1. A fundamental redefinition of the primary mission of Black colleges.</td>
<td>33.3</td>
</tr>
<tr>
<td>(Group response: 10% probability by 1983, 20% by 1988, and 25% by 1993)</td>
<td></td>
</tr>
<tr>
<td>2. Disappearance of small Black colleges, located in non-metropolitan areas,</td>
<td>75.0</td>
</tr>
<tr>
<td>which cannot compete with Black/White colleges/universities. (Group response: 5% probability by 1983, 10% by 1988, and 15% by 1993)</td>
<td></td>
</tr>
<tr>
<td>3. Transformation of small church colleges into junior colleges or preparatory schools. (Group response: 5% probability by 1983, 10% by 1988, and 15% by 1993)</td>
<td>66.7</td>
</tr>
<tr>
<td>4. Disappearance of the distinguishable public Black college. (Group response: 10% probability by 1983, 15% by 1988, and 50% by 1993)</td>
<td>83.3</td>
</tr>
</tbody>
</table>

Section I: "Structure and Administration"
<table>
<thead>
<tr>
<th>Change item</th>
<th>Percentage of panelists responding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unfavorable</td>
</tr>
<tr>
<td>5. The development of centers for social change (which advocate socioeconomic parity and advancement for Black people) as an auxiliary function of comprehensive Black colleges. (Group response: 5% probability by 1983, 15% by 1988, and 12% by 1993)</td>
<td>--</td>
</tr>
<tr>
<td>6. A merger of small private Black colleges in close proximity to one another. (Group response: 5% probability by 1983, 10% by 1988, and 15% by 1993)</td>
<td>--</td>
</tr>
<tr>
<td>7. A merger of the remaining separate historical Black public colleges and the historical White public colleges within a state system. (Group response: 5% probability by 1983, 15% by 1988, and 30% by 1993)</td>
<td>83.3</td>
</tr>
<tr>
<td>8. Assiduous recruitment of White students. (Group response: 15% probability by 1983, 20% by 1988, and 50% by 1993)</td>
<td>16.7</td>
</tr>
<tr>
<td>9. Increase in the number of White students enrolled at Black colleges. (Group response: 8% probability by 1983, 15% by 1988, and 25% by 1993)</td>
<td>16.7</td>
</tr>
<tr>
<td>Change item</td>
<td>Percentage of panelists responding</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
<td>Unfavorable</td>
</tr>
<tr>
<td>Section II: &quot;Programming&quot;</td>
<td></td>
</tr>
<tr>
<td>1. Development of a broader curriculum which includes the use of the Black experience as a vehicle to study socio-political-economic dimensions of American society, history, and world politics. (Group response: 5% probability by 1983, 25% by 1988, and 20% by 1993)</td>
<td>--</td>
</tr>
<tr>
<td>2. Transformation of Black colleges located in non-metropolitan areas into off-campus centers operated by either White or Black metropolitan universities. (Group response: 10% probability by 1983, 12% by 1988, and 20% by 1993)</td>
<td>33.3</td>
</tr>
<tr>
<td>3. Increased Black college emphasis on liberal arts education. (Group response: 10% probability by 1983, 15% by 1988, and 15% by 1993)</td>
<td>25.0</td>
</tr>
<tr>
<td>4. Increased Black college emphasis on professional education. (Group response: 10% probability by 1983, 20% by 1988, and 20% by 1993)</td>
<td>8.3</td>
</tr>
</tbody>
</table>
Table 7—Continued

<table>
<thead>
<tr>
<th>Change item</th>
<th>Percentage of panelists responding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unfavorable</td>
</tr>
<tr>
<td>5. Increased Black college emphasis on vocational education. (Group response: 10% probability by 1983, 20% by 1988, and 25% by 1993)</td>
<td>33.3</td>
</tr>
<tr>
<td>6. Cooperative ventures with other universities (e.g., faculty exchange, program coordination) resulting in improved programming and reduced costs. (Group response: 20% probability by 1983, 20% by 1988, and 30% by 1993)</td>
<td>--</td>
</tr>
</tbody>
</table>
The panel also indicated that the following events were unlikely to occur by the years stated and they believed this would have unfavorable impact on Black colleges. These items are:
(a) disappearance of small Black colleges, located in nonmetropolitan areas, which cannot compete with Black/White colleges/universities; (b) transformation of small church colleges into junior colleges or preparatory schools; and (c) a merger of the remaining separate historical Black public colleges and the historical White public colleges within a state system.

The panel agreed that by 1993 the following events had a 50% chance of occurring: (a) disappearance of the distinguishable public Black college and (b) assiduous recruitment of White students. A majority of the panelists believed that the high probability of the disappearance of the public Black college would have unfavorable impact on Black colleges. However, they believed that the probable occurrence of assiduous recruitment would have favorable impact on the institutions.

Programming

Under the category of "Programming," a majority of the panelists believed that the unlikely occurrence of the following events (by 1983, 1988, and 1993) would have favorable impact on Black colleges: (a) development of a broader curriculum which includes the use of the Black experience as a vehicle to study socio-political-economic dimensions of American society, history, and world politics; (b) increased Black college emphasis on liberal arts education; and
(c) increased Black college emphasis on professional education.

This information is reported in Table 7.

The item, cooperative ventures with other universities (e.g., faculty exchange and program coordination) resulting in improved programming and reduced costs, received the highest probability across years for any item in Section II (although still low) and panelists believed that this would have favorable impact on Black colleges.

There was no majority in either direction with respect to impact of the following items (which were not likely to occur): (a) transformation of Black colleges located in nonmetropolitan areas into off-campus centers operated by either White or Black metropolitan universities and (b) increased Black college emphasis on vocational education.

Summary

This chapter presented findings for Rounds 1, 2, and 3 of the Delphi process and it also discussed the results of Round 4 which was the impact questionnaire. Conclusions, based on these findings, will be discussed in Chapter V. Chapter V will also present a synopsis of the research; implications, based on the impact questionnaire results; and the researcher's recommendations and suggestions for further study.
CHAPTER V

SUMMARY

This chapter summarizes the research. It restates the purpose and assumptions of the study as well as provides an overview of the review of literature and discusses conclusions of the study. Implications of the study as well as recommendations and suggestions for further study will conclude this chapter.

Summary

Purpose of the Study

The purpose of this study was to identify possible futures of the Black college so that Black educators and other significant audiences (federal and private funding agencies) can plan for its stability and viability as separate entities in American higher education. The study explored the following research questions:

1. Within the next 10 years, are the events concerning structure and administration of Black colleges likely to occur?

2. Within the next 10 years, are the events concerning programming at Black colleges likely to occur?

3. What will be the funding profile of Black colleges over the next decade?
4. What will be the impact of the events describing structure, administration, and programming at Black colleges?

Assumptions

The future of the public and private Black college was examined concurrently because both institutions' financial survival is linked to federal appropriations (annual allocations or continued grants) and their historic and contemporary mission (to provide Black Americans the opportunity for higher education) is the same; the researcher's assumption was that there is no significant difference between the two.

The researcher would be remiss if she did not express the concern of one of the Delphi panelists in relation to this assumption. Carol Smith, Program Delegate to the Committee on Black Higher Education and Black Colleges and Universities, stated:

The lumping together of all Black colleges and universities is certainly a weakness. The plights of public vs. private, non-church-related private vs. other private, large vs. small, urban vs. rural institutions are decidedly different. The commonality is their origin and current disadvantaged status in so far as support from alumni, foundations and public government support is concerned.

Review of the Literature

The literature review provided a frame of reference for discussing the Black college and served as the foundation from which change items were developed for evaluation by the Delphi panel. The chapter was divided into four sections. In Section I, Black college
structure and administration were discussed via the examination of Black college mission—the rationale being that mission influences what the structure and administration of an institution should be or should become. Section II, "Black College Programming," provided historical perspective on the instructional program of Black colleges and also discussed current trends which may influence future program emphasis. Section III, "Black College Funding," discussed the past financial status of Black colleges and discussed trends toward future financing. Section IV, "The Delphi Technique" critically assessed the Delphi process and provided an overview of policy-oriented future studies.

Literature related to the future of Black colleges was sparse and, when found, was sketchy. In 1971, the American Academy of Arts and Science focused the entire issue of Daedalus on the future of Black colleges. Since that time, there have not been any major publications devoted to this topic.

Methodology

Consensus on the possible future of the Black college with respect to structure, administration, programming, and funding was determined by the use of the Delphi technique. This "intuitive approach for forecasting alternative futures includes three major steps: (1) selecting the panel; (2) developing change statements; (3) collating the responses" (Masters, 1975, p. 26).

The Delphi panel included 13 experts in Black higher education and the process involved four rounds of questionnaires. In the
first round, panelists were asked to estimate the probability of a described event occurring. In Rounds 2 and 3, each panelist was provided with all panelists' comments and was asked to reconsider the first round probability (second round probability for the third questionnaire) using the comments and the approximate range wherein 50% of the panelists responded as a basis for deliberation. Consensus was defined as 70% of the participants responding within a 20-point spread. Fifty-one percent represented a simple majority and items with 51% consensus were resubmitted for the second round, only, in an effort to get a stronger consensus. In Round 4, panelists were given all items for which consensus had been reached and were asked to indicate the impact (effect) that the described events would have on Black colleges by the year 1993.

Findings

The panelists agreed that the probable occurrence of any of the events related to structure, administration, and programming was low. There were two exceptions. Toward the end of the decade (1993) the panel believed there was a 50% probability of (a) there being assiduous recruitment of White students and (b) the distinguishable public Black college disappearing. Consensus was not reached for one item for any year: Increased Black college emphasis on remedial education. The panel believed that a majority of the items related to structure and administration would have a favorable impact on Black colleges (see Table 7).
The panel believed that all of the items, except two, relating to programming would have favorable impact on the colleges (see Table 7). The two items, in the impact results, lacking a majority in either direction were: (1) transformation of Black colleges located in nonmetropolitan areas into off-campus centers operated by either White or Black metropolitan universities, and (2) increased Black college emphasis on vocational education.

The panel expected that the majority of support to public Black colleges would come from state tax funds. They expected a slight increase in support from this source by 1988, but a slight decrease by 1993 (see Table 3). The majority of support to private Black colleges was expected to come from fees and tuition. The panel expected a slight increase from 1983 to 1988 and from 1988 to 1993 (see Table 3).

This information is critical to the planning processes which should be ongoing at Black colleges and it is intended for use by decision makers who may take one of three positions and corresponding actions: (1) agree with the possible directions indicated by this Delphi panel and work to support efforts in this direction; (2) disagree with the possible direction and work to change circumstances which lead Black colleges in this direction; and (3) do nothing concerning the possible directions of the colleges and let these colleges'/universities' future be determined by others.
Conclusions

This section will present the conclusions of the research questions. The answer to Question 4 concerning impact will be incorporated into the discussion of conclusions of Questions 1 and 2. Each research question will be stated, its conclusion discussed, and implications presented.

Research Question 1

Within the next 10 years, are the events concerning structure and administration of Black colleges likely to occur?

Conclusion. Because of the low probability assigned to these events by the Delphi panel, the conclusion reached is that the described events are not likely to be the future of Black colleges at any period during the 10-year span. There were two exceptions. By 1993, public Black colleges may likely disappear and there may be a more diligent effort to recruit White students. The panel believed that the impact of these two events would be unfavorable and favorable, respectively. The unlikely occurrence of items dealing with mission, social change, merger of small private colleges, and increase in White students at Black colleges was expected to have favorable impact on these institutions. The unlikely occurrence of those items concerning the disappearance of small colleges in metropolitan areas, transformation of small church colleges, and the merger of public Black and White institutions in a state system was expected to have unfavorable impact on Black colleges.
Implications. The research implies that there should be an increasing effort to recruit White students. That Black colleges may be forced to do this is supported in the literature which stated that "traditionally Black colleges because of Title VI of the Civil Rights Act of 1964\textsuperscript{2} and the case of ADAMS v. RICHARDSON are under strong pressure to increase their White student enrollment (Preer, 1981, Foreword). However, the panel also implies, in the impact study, that the fundamental mission of Black colleges (to provide higher education to Black students) should not change.

It is implied that small private schools are in trouble, that there is a need to restructure some of the small church affiliated colleges into junior colleges or preparatory schools and a need to merge small private Black colleges in close proximity to one another. Merging and restructuring institutions should create a stronger operation and weed out weaknesses in institutional systems. It is interesting to note that Wiley College, Texas College, and Houston-Tillotson College are beginning to talk about the possibility of merging their campuses (\textit{Jet}, January 17, 1983, p. 29).

The problem of the late 20th century will continue to be the "color line." It is implied that by 1993, this country will continue to debate the necessity of a dual racial system of public higher education. As a consequence of this debate, the merger of

\textsuperscript{2}A more extensive examination of Title VI can be found in Paul Mohr and Albert Jones (Eds.), \textit{The Law and the Unitary System of Higher Education: A discussion of Title VI, U.S. Civil Rights Act on Selected Black Public Colleges and Universities}. Lincoln, NE: Chicago-Southern Network Study Commission on Undergraduate Education and Education of Teachers, 1975.
historically White and Black public universities is a strong probability.

**Research Question 2**

Within the next 10 years, are the events concerning programming at Black colleges likely to occur?

**Conclusion.** Because of the low probability assigned to these events by the Delphi panel, the conclusion reached is that the described events will not likely become the future for Black colleges. The panel believed that the unlikely occurrence of these events would have favorable impact on Black colleges.

**Implications.** There appears to be uncertainty about the direction of programming at Black colleges. The panelists' impact responses imply that the colleges' curricula should remain liberal arts oriented. However, they could not agree on what direction continuing or remedial education should take. It has been established in the literature review of this study (New Challenges, 1979; Zammuto, 1982) that students are leaning toward career oriented curricula which will make them more marketable; liberal arts curricula lack this appeal. If Black colleges cannot respond to new student needs, the stagnation of their programs will be their demise. The implication is that cooperative ventures with other schools (faculty exchange and program coordination) will provide Black college students with new program options.
Research Question 3

What will be the funding profile of Black colleges over the next decade?

Conclusions. The primary and secondary sources of support for private Black colleges are expected to be fees and tuition and the federal government, respectively. Public Black colleges' primary and secondary sources of support are expected to be state tax funds and fees and tuition, respectively.

Implications: The panel implies that funding will continue to be a problem for Black colleges. The primary source of support for public Black colleges is expected to remain state tax funds. This is problematic because legislatures throughout the South are finding it difficult to justify expending money for minority colleges when they are hard pressed to find money for other state agencies (Dubois, 1982, p. 72). However, the financial plight of most private Black colleges is more dismal. Fees and tuition are expected to be their major source of support and these sources do not cover the operational costs of the private institution (Trent, 1971, p. 649). Furthermore, an increase in tuition and fees will cause a decline in student enrollment because a majority of the students at Black colleges come from low income families that have difficulty paying present costs. Financial aid is no solution because in spite of the fact that "student aid has increased in total dollars, the size of individual awards has not kept up proportionally with increased
college costs" (Preer, 1981, Foreword). Students may opt to go to public or community colleges or they may decide not to go to college at all.

Recommendations

The need for Black colleges and universities is obvious and this need is apparent only to those persons who can examine the successes and failures of these colleges with unbiased vision. Predominantly White institutions have poor retention records relative to Black students. They lack either the commitment or the resources to provide the support necessary to retain Black students through graduation. This researcher expects that Black colleges/universities will continue to be the primary producers of Black baccalaureate graduates. The findings of this research, however, emphasize a dismal future for Black colleges. The results, in effect, predict stagnation. This stagnation may well be an epitaph because the future is assessible only to those institutions that can adapt to changing needs of society. This ability to adapt implies the need to plan for change. The researcher recommends the following:

1. Black college presidents, their chief academic officers, and planning officers should expand institutional research and development to include trend analysis and strategic planning.

2. Program evaluation should be ongoing in an effort to identify and maximize strengths. Program weaknesses should be identified and eradicated.
3. It is imperative that Black colleges begin to "market" their services, even in view of the immediate financial strain.

4. Black college presidents and chief academic officers should plan yearly meetings wherein they discuss the state of their institutions; **concertedly** plan approaches to **similar** problems and discuss individual institutional success or failures.

Suggestions for Further Study

The following research suggestions appear to be appropriate as a follow-up of this study: (a) replicating this study within 5 years to determine if probable events have changed and if so to determine what actions should be taken to support or alter the directions; (b) conducting a Delphi study of chief academic officers to determine what they believe the program emphasis should be at Black colleges and to determine how Black colleges can best deliver these programs; and (c) conducting a study of Black alumni to determine their impression of the quality of education they received, to determine what they believe are the major successes and failures of these institutions and to determine the primary reasons for their contributions or nonsupport of their alma maters.
APPENDICES
Appendix A

Initial Letter to Pilot Participants
May 26, 1982

Dear

Thank you for agreeing to participate in the pilot of a Delphi Study to Identify Possible Futures for Black Colleges: Public and Private. This study is partial fulfillment for my Doctorate of Education from the Department of Educational Leadership at Western Michigan University. The Delphi Technique is an intuitive approach for reaching consensus on statements of the future through the use of a panel of experts, each remaining anonymous to the other.

This letter accompanies the questionnaire packet to which the Delphi panelists will respond. Your task is to review the entire packet and evaluate it with respect to deletions, additions and corrections regarding precision, clarity and conciseness. Operational definitions of these terms as well as terms pertinent to the final study are attached. Based upon your experience in higher education and your personal projections of what the future of higher education can be, please add any statements which have been omitted in the questionnaire which you feel the final panel should consider.

I would appreciate your returning your comments to me within ten days of your receipt of this packet. Thank you for your cooperation.

Sincerely,

Gloria Miller Duval
Doctoral Student

Dr. Richard E. Munsterman
Chairman
Dissertation Committee

Enclosures:

kfc

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Appendix B

Pilot Questionnaire, Instructions, and Glossary
Glossary

The following are operational definitions:

1. **Additions**: change statements, developed by panelists, perceived as having a possibility of occurrence.

2. **Black College**: an institution of Black higher education which was established under the legal segregated system of dual education.

3. **Clarify**: free of obtuse or obstructive language (reference to change statements).

4. **Conciseness**: free of unnecessary elaboration and superfluous detail; the state of being succinct (reference to change statements).

5. **Consensus**: a statistical definition of panelist agreement.

6. **Deletions**: language or change statements which pilot participants feel should be eliminated from the study.

7. **Delphi Technique**: an intuitive approach for forecasting the possible future; a panel of experts is used to assign probability of occurrence.

8. **Impact**: the potential effect of an event.

9. **Mission**: the function of a college or university.

10. **Precision**: the state of being exact, sharply focused.

11. **Pilot**: a test for validity, precision, conciseness, and clarity; a group of people other than the Delphi panelists perform the test.

12. **Programming**: all instructional and student support services of a college or university.
Instructions

1. Attached is a list of change statements describing possible events or circumstances which could occur in Black higher education over a 10-year span (1983, 1988, 1993).

2. In Sections I and II (Mission and Programming), please read each statement and evaluate it by assigning a probability of occurrence (0%-100%) for each year listed (1983, 1988, 1993). In Section III (Funding), the major sources of finance are identified. Please indicate your estimation of the percentage of support from these sources in the given years. Again: ESTIMATE THE PERCENTAGE OF SUPPORT FROM THESE SOURCES. DO NOT ASSIGN A PROBABILITY OCCURRENCE.

3. Please add your own statements describing the future of Black higher education if you feel there are omissions.

4. Responses from this questionnaire will be collated. All items with consensus 70% and above will be withdrawn. Items with 51% will be resubmitted for the second round only and new statements will be added.

Summaries of the panel evaluation for each statement will be returned to each member, and you will be asked to consider revising your previous response or leaving it unchanged. If your response for any item falls outside the interquartile range of responses and you do not wish to change your response, you will be asked to define your position with a rationale. Your comments, without identification of source, will be given to other panelists. This process will continue for three rounds.
5. In the fourth round, you will be given all statements for which consensus was reached. You will be asked to assess the impact (potential effect) these events will have on Black higher education by indicating if it will be highly unfavorable, moderately unfavorable, moderately favorable, highly favorable, or no change.

6. Panelists will not be identified during this study and responses will not be identified as to source. If you do find out that a colleague is participating in the study, please do not discuss the project with him/her. At the conclusion of the study, a summary of the results and a list of participants will be sent to all panelists. Those who have not consented to be identified will not be.

Thank you for your assistance.

Please return your questionnaire in the stamped, addressed envelope no later than ______________________.

Return to:

Gloria Miller Duval
Department of Educational Leadership
Sangren Hall
Western Michigan University
Kalamazoo, Michigan 49008
NOTE: Please read each statement in Parts I and II; assign a probability of occurrences (0%-100%) for each year listed (1983, 1988, 1993). Although some statements specifically relate to either the private Black College or public Black College, please remember to evaluate the statements with all Black Colleges as a frame of reference, not just your own institution.

Sample: 1983 1988 1993
Increase in the number of White students enrolled at Black Colleges. 20% 10% 5%


1. A redefinition of the fundamental mission of Black Colleges.

COMMENTS/RATIONALE:

2. Development of a system of national Black Colleges whose instruction will focus on areas related to the Black experience (e.g., Third World Studies, Historical Research Centers, etc.)

COMMENTS/RATIONALE:
I. Black College Mission (continued)  

<table>
<thead>
<tr>
<th>Item</th>
<th>1983</th>
<th>1988</th>
<th>1993</th>
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</thead>
<tbody>
<tr>
<td>3. Demise of small rural Black Colleges which cannot compete with urban Black and White Colleges.</td>
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<tr>
<td><strong>COMMENTS/RATIONALE:</strong></td>
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<tr>
<td>4. Transformation of small, struggling church colleges into junior colleges or preparatory schools.</td>
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<td><strong>COMMENTS/RATIONALE:</strong></td>
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<tr>
<td>5. Demise of the distinguishable public Black College.</td>
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<td><strong>COMMENTS/RATIONALE:</strong></td>
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<td>6. Further development of Black Colleges as centers for social change advocating socio-economic parity and advancement for Black people.</td>
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<td><strong>COMMENTS/RATIONALE:</strong></td>
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<tr>
<td>7. A merger of small struggling Black Colleges in close proximity to one another.</td>
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<td><strong>COMMENTS/RATIONALE:</strong></td>
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### I. Black College Mission (continued)

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<tr>
<th>1983</th>
<th>1988</th>
<th>1993</th>
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<tbody>
<tr>
<td>8. Ardent recruitment of White students.</td>
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<td><strong>COMMENTS/RATIONALE:</strong></td>
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<tr>
<td>9. Increase in the number of White students enrolled at Black Colleges.</td>
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<td><strong>COMMENTS/RATIONALE:</strong></td>
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### II. Black College Programming

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<thead>
<tr>
<th>1983</th>
<th>1988</th>
<th>1993</th>
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<tbody>
<tr>
<td>10. Development of a new curriculum which uses the Black experience as a vehicle to study sociopolitical economic dimensions of American society, history, and world politics.</td>
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<td><strong>COMMENTS/RATIONALE:</strong></td>
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<tr>
<td>11. Greater cooperation between business and Black Colleges in developing academic programs for professional and vocational education.</td>
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<td><strong>COMMENTS/RATIONALE:</strong></td>
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<td></td>
<td>Black College Programming (cont.)</td>
<td>1983</td>
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<td>12.</td>
<td>Cooperative venture with community colleges in terms of automatic transfers for all students to Black Colleges.</td>
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<td>COMMENTS/RATIONALE:</td>
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<td>13.</td>
<td>Transformation of rural Black Colleges into regional centers owned and managed by either white or Black urban universities.</td>
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<td>COMMENTS/RATIONALE:</td>
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<td>14.</td>
<td>Increased Black College emphasis on liberal arts education.</td>
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<td>COMMENTS/RATIONALE:</td>
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<td>15.</td>
<td>Increased Black College emphasis on professional education.</td>
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<td></td>
<td>COMMENTS/RATIONALE:</td>
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<td>16.</td>
<td>Increased Black College emphasis on vocational education.</td>
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<td>COMMENTS/RATIONALE:</td>
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### II. Black College Programming (cont.)

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<th></th>
<th>1983</th>
<th>1988</th>
<th>1993</th>
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<tr>
<td>17. Increased Black College emphasis on continuing education.</td>
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<td>COMMENTS/RATIONALE:</td>
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<td>18. Increased Black College emphasis on remedial education.</td>
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<td>COMMENTS/RATIONALE:</td>
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<td>19. Cooperative venture with White universities (e.g., faculty trading, program coordination).</td>
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<td>COMMENTS/RATIONALE:</td>
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**NOTE:** Black Colleges' sources of finance have been identified below. Please indicate your estimation of the percentage of support from these sources in the given years. DO NOT ASSIGN A PROBABILITY OF OCCURRENCE.

### III. Black College Funding

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<tr>
<th></th>
<th>1983</th>
<th>1988</th>
<th>1993</th>
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<tbody>
<tr>
<td>20. Financial support to PUBLIC and PRIVATE Black Colleges from fees and tuition.</td>
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<td>COMMENTS/RATIONALE:</td>
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<td>1983</td>
<td>1988</td>
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<tr>
<td>21.</td>
<td>Financial support to PUBLIC Black Colleges from state tax funds.</td>
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<td>22.</td>
<td>Financial support to PRIVATE Black Colleges from annually recurring church grants.</td>
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<tr>
<td>23.</td>
<td>Financial support to PUBLIC and PRIVATE Black Colleges from Alumni.</td>
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<tr>
<td>24.</td>
<td>Financial support to PUBLIC Black Colleges from the Federal government.</td>
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<tr>
<td>25.</td>
<td>Financial support to PRIVATE Black Colleges from the Federal government.</td>
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**COMMENTS/RATIONALE:**
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<tr>
<th></th>
<th>Black College Funding (continued)</th>
<th>1983</th>
<th>1988</th>
<th>1993</th>
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<tbody>
<tr>
<td>26.</td>
<td>Financial support to PUBLIC and PRIVATE Black Colleges from private foundations.</td>
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<td>COMMENTS/RATIONALE:</td>
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<tr>
<td>27.</td>
<td>Financial support to PRIVATE Black Colleges from the United Negro College Fund.</td>
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<td>COMMENTS/RATIONALE:</td>
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<tr>
<td>28.</td>
<td>Financial support to PRIVATE and PUBLIC Black Colleges from industry.</td>
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<td></td>
<td>COMMENTS/RATIONALE:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Financial support to PUBLIC and PRIVATE Black Colleges from individuals other than Alumni (sustentation campaigns--local and state).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMMENTS/RATIONALE:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Reduction in operating costs due to cooperative ventures with other universities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMMENTS/RATIONALE:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ADDENDUM

Please write, under the appropriate heading listed below, change statements which you think should be added to the Delphi Questionnaire.

I. Black College Mission

II. Black College Programming

III. Black College Funding
Appendix C

Initial Letter to Delphi Panelists:
Presidents of Colleges and
Faculty Members
June 02, 1982

Dear

Thank you for agreeing to participate as a panelist for a Delphi Study to Identify Possible Futures for Black Colleges. You will be participating with nine Black college presidents, three Black college faculty members, representatives from the Office of Education and from three private foundations which have historically funded Black colleges. This study is partial fulfillment for my Doctorate of Education from the Department of Educational Leadership at Western Michigan University. The Delphi Technique is an intuitive approach for reaching consensus on statements of the future through the use of a panel of experts, each remaining anonymous to the other. This process will involve four rounds of questionnaires which will be forwarded to panelists with feedback after each round. The fourth round will assess the impact of items for which consensus has been reached. Impact is operationally defined as the potential effect of a given event.

This study defines Black colleges as those institutions which were established under the legal segregated system of education, and it will address the public as well as the private Black college. The goals of this study are: (1) to generate statements of possible alternative futures of Black colleges (The statements will be based on an extensive literature review related to futures of Black colleges.); and (2) to determine the probability that these events can occur within the span of ten years (with five-year intervals: 1983, 1988 and 1993). Topics of the study are Black college mission, programming and funding. It is important that you consider these events as possible occurrences at all Black colleges, not just your own institution. However, please note that some statements specifically address either public colleges or private colleges.
Enclosed are two forms, a biographical sketch and consent agreement, which must be completed and returned. This biographical sketch will only be used to analyze demographic characteristics of the panel. The consent form authorizes me to include your name in a list of participants at the end of the study. A copy of the results of this study will be mailed to all panelists. This consent also authorizes me to acknowledge you in any publications resulting from this study. I would appreciate your providing at least two names of people you consider experts in Black higher education. A stamped, addressed envelope is enclosed in order for you to return this information to me. If you have any questions or comments at any point in this study, please call me at (616) 383-1997, or write to me at the address on the letterhead.

Sincerely,

Gloria Miller Duval
Doctoral Student

Dr. Richard E. Munsterman
Chairman
Dissertation Committee

Enclosures
kfc

COPY
Please fill in the personal data listed below and return in the enclosed envelope. This information will be kept confidential and will be used for analyzing background characteristics of the panelists. The data will be destroyed at the completion of this study.

NAME _________________________________________________________________________

AGE __________________________________________________________________________

EDUCATIONAL DEGREES ________________________________________________________

PRESENT POSITION AND TITLE ________________________________________________

NUMBER OF YEARS IN BLACK HIGHER EDUCATION ______________________________

NUMBER OF YEARS AFFILIATED WITH BLACK HIGHER EDUCATION _______________

NUMBER OF PUBLICATIONS IN THE PAST FIVE YEARS __________________________

MEMBER IN PROFESSIONAL ORGANIZATIONS __________________________________

HOW MANY? ____________________ LIST _______________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
CONSENT STATEMENT

I agree to be part of the Delphi Study. I hereby consent to being identified at the end of the study and in any publications resulting from this study, as a participant of the Delphi Study to identify possible futures for Black colleges, public and private.

_________________________________________  ______________________________
Signature                                      Date

Please name two colleagues whom you consider experts in Black higher education.

1. _______________________________________

2. _______________________________________

Return Address:  Gloria Miller Duval
                 Department of Educational Leadership
                 College of Education
                 3102 Sangren Hall
                 Western Michigan University
                 Kalamazoo, Michigan 49008
Appendix D

Dear

Thank you for agreeing to participate as a panelist for a Delphi Study to Identify Possible Futures for Black Colleges. You will be participating with nine Black college presidents, three Black college faculty members, representatives from the Office of Education and several private foundations. This study is partial fulfillment for my Doctorate of Education from the Department of Educational Leadership at Western Michigan University. The Delphi Technique is an intuitive approach for reaching consensus on statements of the future through the use of a panel of experts, each remaining anonymous to the other. This process will involve four rounds of questionnaires which will be forwarded to panelists with feedback after each round. The fourth round will assess the impact of items for which consensus has been reached. Impact is operationally defined as the potential effect of a given event.

This study defines Black colleges as those institutions which were established under the legal segregated system of education, and it will address the public as well as the private Black college. The goals of this study are: (1) to generate statements of possible alternative futures of Black colleges (The statements will be based on an extensive literature review related to futures of Black colleges.); and (2) to determine the probability that these events can occur within the span of ten years (with five-year intervals: 1983, 1988 and 1993). Topics of the study are Black college mission, programming and funding. It is important that you consider these events as possible occurrences at all Black colleges. However, please note that some statements specifically address either public colleges or private colleges.
Enclosed are two forms, a biographical sketch and consent agreement, which must be completed and returned. This biographical sketch will only be used to analyze demographic characteristics of the panel. The consent form authorizes me to include your name in a list of participants at the end of the study. A copy of the results of this study will be mailed to all panelists. This consent also authorizes me to acknowledge you in any publications resulting from this study. I would appreciate your providing at least two names of people you consider experts in Black higher education. A stamped, addressed envelope is enclosed in order for you to return this information to me. If you have any questions or comments at any point in this study, please call me at (616) 383-1997, or write to me at the address on the letterhead.

Sincerely,

Gloria Miller Duval
Doctoral Student

Dr. Richard E. Munsterman
Chairman
Dissertation Committee

Enclosures
kfc

COPY
Please fill in the personal data listed below and return in the enclosed envelope. This information will be kept confidential and will be used for analyzing background characteristics of the panelists. The data will be destroyed at the completion of this study.

NAME ____________________________________________
AGE ______________________________________________
EDUCATIONAL DEGREES __________________________________
PRESENT POSITION AND TITLE ____________________________
NUMBER OF YEARS IN BLACK HIGHER EDUCATION _________
NUMBER OF YEARS AFFILIATED WITH BLACK HIGHER EDUCATION _______
NUMBER OF PUBLICATIONS IN THE PAST FIVE YEARS ____________
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS ______________
HOW MANY? _____________________ LIST ____________________  
__________________________________________________________  
__________________________________________________________  
__________________________________________________________
CONSENT STATEMENT

I agree to be part of the Delphi Study. I hereby consent to being identified at the end of the study and in any publications resulting from this study, as a participant of the Delphi Study to identify possible futures for Black colleges, public and private.

________________________________________________________________________
Signature                      Date

Please name two colleagues whom you consider experts in Black higher education.

1. ____________________________________________
2. ____________________________________________

Return Address: Gloria Miller Duval  
Department of Educational Leadership  
College of Education  
3102 Sangren Hall  
Western Michigan University  
Kalamazoo, Michigan 49008
Appendix E

First Round Questionnaire Packet
OVERVIEW OF THE DELPHI TECHNIQUE*

The panelists will be asked to respond individually to a questionnaire wherein each will make independent judgments about the research topics. The process will include three rounds. Each round is defined as one questionnaire.

The first questionnaire, which constitutes the first round, is composed of change items which the researcher has developed after a careful review of the literature related to trends in, and the future of, Black higher education. The panelists will assign a probability that a particular event, described in the item, may or may not occur. Each panelist is also encouraged to add new change items at this point.

An analysis of the first questionnaire generates the second questionnaire, which constitutes the second round. All items for which there was consensus (70% panel agreement that an event may or may not occur) will be withdrawn from this and the subsequent rounds. The panelists will receive a statistical summary (median, interquartile range) of the first questionnaire response. Based on the statistical summary, each panelist is asked to reconsider his/her response. Respondents whose response is in the upper and lower quartiles are asked to reconsider their response in view of its deviation from the group norm. If a panelist revises his/her response and/or if the response falls outside the interquartile range, the respondent is asked to explain his/her rationale.

In the third round questionnaire, the previous second round responses are statistically summarized by the researcher; the entire panel is provided summaries of the rationale reported by panelists "whose responses differ from the majority opinion." The panelists are again asked to reconsider their responses, if these responses remain outside the second round interquartile range, and to "summarize the rationale that supports their response."

After the third round, the researcher will provide the panelists with all items for which consensus has been reached. The panelists will then be asked to forecast what impact these possible events will have for Black colleges, public and private.

1. Attached is a list of change items describing possible events or circumstances which could occur in Black higher education over a 10-year span (1983, 1988, 1993).

2. The statements are divided into three sections: Section I, "Structure and Administration"; Section II, "Programming"; and Section III, "Funding." Please read each statement in Sections I and II and assign your personal probability (0%-100%) that the condition described will occur by 1983, 1988, or 1993.

3. In Section III, "Funding," the major sources of finance are identified. Please indicate your personal estimation of the percentage of support that Black colleges will receive from these sources in the given years.

4. You are encouraged to comment on your response and explain your position. Your comments, which will remain anonymous, will be distributed to other panelists.

5. Please add your own change items describing the future of Black higher education if you feel there are important omissions. See Addendum page (last sheet of packet).

6. Responses from this questionnaire will be collated. Items for which consensus has been reached will not appear in subsequent rounds. Items with 51% agreement will be resubmitted for the second round only, along with any new statements.

7. Panelists will not be identified during this study and responses will not be identified as to source. If you do find out that a colleague is participating in the study, please do not discuss the project with him/her. At the conclusion of the study, a summary of the results and a list of participants will be sent to all panelists. Those who have not consented to be identified will not be.
SAMPLE

for

Section I, "Structure and Administration" and Section II, "Programming"

<table>
<thead>
<tr>
<th>Change Item</th>
<th>Probability of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td>Increase in the number of White students enrolled at Black colleges.</td>
<td>5%</td>
</tr>
</tbody>
</table>

COMMENTS/RATIONALE: With the reduction in sources of financial aid to all students, White students will have to consider going to schools in their local areas as opposed to out-of-state or interstate white institutions. The result may be that a small number of White students will go to Black colleges in or near their home town if there is no historical White state school in their area. From 1988-1993 the economy should be recovering and the Democrats may make a comeback. Hence, federal financial assistance may increase, giving White students more latitude in choosing a college. Accordingly, their numbers at Black institutions will again decrease.

SAMPLE

for

Section III, "Funding"

<table>
<thead>
<tr>
<th>Financial Support to PUBLIC Black Colleges from:</th>
<th>Percentage of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td>Private foundations</td>
<td>3%</td>
</tr>
</tbody>
</table>

COMMENTS/RATIONALE: As a result of a weak economy, private foundations will limit grants to colleges in general during the next fiscal year. An economic recovery by 1988 through 1993 may cause private foundations to allocate larger gifts to higher education.
Thank you for your assistance. Please return your questionnaire in the stamped, self-addressed envelope no later than ______________.

Return to: Gloria Miller Duval  
Department of Educational Leadership  
College of Education  
3102 Sangren Hall  
Western Michigan University  
Kalamazoo, Michigan 49008
Glossary

The following are operational definitions:

**Additions:** change items which Delphi panelists feel should be added to the questionnaire.

**Comprehensive College:** colleges that offer a liberal arts program and at least one professional or occupational program (as defined by the Carnegie Council on Policy Studies in Higher Education).

**Consensus:** a statistical definition of 70% of all panelists agreeing that an event probably will or will not occur.

**Delphi Technique:** an intuitive approach for forecasting the possible future; a panel of experts, whose responses remain anonymous, is used to assign a probability of occurrence.

**Funding:** a source of finance.

**Historical Black College:** an institution of Black higher education which was founded during the legal segregated system of dual education.

**Impact:** the potential effect of an event.

**Mission:** the purpose for which a college or university exists.

**Nonmetropolitan College:** colleges located in areas with a population of 58,750 and below (as defined in Statistical Measurement of the United States, 1980).

**Programming:** all instructional and student support services of a college or university.

**Small College:** institutions with student enrollment of 650 and below.
Section I: "Structure and Administration"

There are nine (9) items in Section I. Please read each item and assign a probability of occurrence (0%-100%) for each year listed (1983, 1988, 1993). 0% represents a definite no that the condition described may occur and 100% represents a definite yes that the condition could occur. Although some items relate specifically to either the private Black college or the public Black college, please remember to read the item with all Black colleges as a frame of reference, not just your own institution.

<table>
<thead>
<tr>
<th>Change Item</th>
<th>Probability of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td>1. A fundamental redefinition of the primary mission of Black colleges.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS/RATIONALE:</strong></td>
<td></td>
</tr>
<tr>
<td>2. Disappearance of small Black colleges, located in non-metropolitan areas, which cannot compete with urban Black or White colleges/universities.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS/RATIONALE:</strong></td>
<td></td>
</tr>
<tr>
<td>3. Transformation of small church colleges into Junior colleges or preparatory schools.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS/RATIONALE:</strong></td>
<td></td>
</tr>
<tr>
<td>Change Item</td>
<td>Probability of Occurrence</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>4. Disappearance of the distinguishable public Black college.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS/RATIONALE:</strong></td>
<td></td>
</tr>
<tr>
<td>5. The development of centers for social change (which advocate socio-economic parity and advancement for Black people) as an auxiliary function of comprehensive Black colleges.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS/RATIONALE:</strong></td>
<td></td>
</tr>
<tr>
<td>6. A merger of small private Black colleges in close proximity to one another.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS/RATIONALE:</strong></td>
<td></td>
</tr>
<tr>
<td>7. A merger of the remaining separate historical Black public colleges and the historical White public colleges within a state system.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS/RATIONALE:</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Section I (continued)

<table>
<thead>
<tr>
<th>Change Item</th>
<th>Probability of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td>8. Assiduous recruitment of White students.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS/RATIONALE:</strong></td>
<td></td>
</tr>
<tr>
<td>9. Increase in the number of White students enrolled at Black colleges.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS/RATIONALE:</strong></td>
<td></td>
</tr>
</tbody>
</table>

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Section II: "Programming"

There are eleven (11) items in Section II. Please read each statement and assign a probability of occurrence (0%-100%) for each year listed (1983, 1988, 1993). 0% represents a definite no that the condition described may not occur and 100% represents a definite yes that the condition described could occur. Although some items relate specifically to either the private Black college or the public Black college, please remember to read each item with all Black colleges as a frame of reference, not just your own institution.

<table>
<thead>
<tr>
<th>Change Item</th>
<th>Probability of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td>1. Development of a broader curriculum which includes the use of the Black experience as a vehicle to study socio-political-economic dimensions of American society, history, and world politics.</td>
<td></td>
</tr>
<tr>
<td>COMMENTS/RATIONALE:</td>
<td></td>
</tr>
<tr>
<td>2. Greater cooperation between business and Black colleges in developing academic programs for professional education.</td>
<td></td>
</tr>
<tr>
<td>COMMENTS/RATIONALE:</td>
<td></td>
</tr>
<tr>
<td>3. Greater cooperation between business and Black colleges in developing academic programs for vocational education.</td>
<td></td>
</tr>
<tr>
<td>COMMENTS/RATIONALE:</td>
<td></td>
</tr>
<tr>
<td>Change Item</td>
<td>Probability of Occurrence</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td>4. Cooperative ventures with community colleges in terms of automatic transfers for students to Black colleges.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS/RATIONALE:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Transformation of Black colleges located in nonmetropolitan areas into off-campus centers operated by either White or Black metropolitan universities.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS/RATIONALE:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Increased Black college emphasis on liberal arts education.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS/RATIONALE:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Increased Black college emphasis on professional education.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS/RATIONALE:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Section II (continued)

| Change Item                                                                 | Probability of Occurrence |
|                                                                           | 1983 | 1988 | 1993 |
| 8. Increased Black college emphasis on vocational education.                |      |      |      |
| **COMMENTS/RATIONALE:**                                                   |      |      |      |
| 9. Increased Black college emphasis on continuing education.               |      |      |      |
| **COMMENTS/RATIONALE:**                                                   |      |      |      |
| 10. Increased Black college emphasis on remedial education.                |      |      |      |
| **COMMENTS/RATIONALE:**                                                   |      |      |      |
| 11. Cooperative ventures with other universities (e.g., faculty exchange, program coordination) resulting in improved programming and reduced cost. |      |      |      |
| **COMMENTS/RATIONALE:**                                                   |      |      |      |
Section III: "Funding"

Black colleges' sources of finance have been identified below. Note that this section has two categories: Public and Private. Please indicate your estimation of the percentage of support from these sources in the given years. DO NOT ASSIGN A PROBABILITY OF OCCURRENCE.

<table>
<thead>
<tr>
<th>Financial Support to PUBLIC Black Colleges from:</th>
<th>Percentage of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td>1. Fees and tuition</td>
<td></td>
</tr>
<tr>
<td>2. State tax funds</td>
<td></td>
</tr>
<tr>
<td>3. Alumni</td>
<td></td>
</tr>
<tr>
<td>4. Federal government</td>
<td></td>
</tr>
<tr>
<td>5. Private foundations</td>
<td></td>
</tr>
<tr>
<td>6. Industry</td>
<td></td>
</tr>
<tr>
<td>7. Sustentation campaigns</td>
<td></td>
</tr>
<tr>
<td>8. Other:</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENTS/RATIONALE:
Section III (continued)

<table>
<thead>
<tr>
<th>Financial Support to PRIVATE Black Colleges from:</th>
<th>Percentage of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1983</td>
</tr>
<tr>
<td>1. Fees and tuition</td>
<td></td>
</tr>
<tr>
<td>2. State tax funds</td>
<td></td>
</tr>
<tr>
<td>3. Alumni</td>
<td></td>
</tr>
<tr>
<td>4. Federal government</td>
<td></td>
</tr>
<tr>
<td>5. Private foundations</td>
<td></td>
</tr>
<tr>
<td>6. Industry</td>
<td></td>
</tr>
<tr>
<td>7. Sustentation campaigns</td>
<td></td>
</tr>
<tr>
<td>8. United Negro College Fund (to member colleges)</td>
<td></td>
</tr>
<tr>
<td>9. Church grants (to church affiliated colleges)</td>
<td></td>
</tr>
<tr>
<td>10. Other:</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

COMMENTS/RATIONALE:
ADDENDUM

Please write, under the appropriate headings listed below, change items which you think should be added to the Delphi Questionnaire.

I. Black College Structure and Administration

II. Black College Programming

III. Black College Funding
Appendix F

First Round Panelists' Comments
Section I: "Structure and Administration"

Item 1: A fundamental redefinition of the primary mission of Black colleges.

The demands of the society will shift programmatic emphasis in the future. Economics and choice of Black students will (create) more localization of the student body.

I think there will ultimately be a shaking out of the missions of public as compared with independent Black colleges. The effectiveness of the state plans made pursuant to ADAMS litigation and the disposition of the Washington Administration with regard to monitoring those state plans lie behind my prediction of future change.

Based on colleges being public, mission, roles, and functions will change gradually but not suddenly.

This assumes that Black colleges', HBC's, main mission is to educate Black Americans. By 1993, this may include other disadvantaged minorities.

I do not expect that Black people will be completely accepted in this society within this short span of time.

If it meant only the preparation of ministers and teachers, the mission will change.

There is no foreseeable social, political, or economic factor that will bring about such redefinition of the mission of Black colleges.

Not redefinition but increased emphasis and expansion of programmatic opportunities.

Institutional change is generally incremental so a drastic re-definition of mission is unlikely. Some changes will take place as a result of fewer students attending Black colleges.

Black colleges will continue to fulfill primary mission: providing relevant education needed by Blacks to live effectively in the social order. The programs will be fewer, more specialized and more career-oriented.

Adjustment to new social, racial, and economic realities.
Item 2: Disappearance of small Black colleges, located in non-metropolitan areas, which cannot compete with urban Black or White colleges/universities.

I doubt that the edge of competition will depend on urban vs. rural competition. Where urban institutions are publicly funded, privately funded FBI's will be at a disadvantage. Especially if Pell money shrinks. But the telling issue is not location; it is availability of money to students to pay fees.

The tenacity of these colleges and their ability to survive is monumental. They will survive.

HBC's in rural areas may have a better chance of survival because of the safety factor which is of parental concern; the "disappearance" may be more closely connected with the size of the student body.

If "cannot compete" means that these institutions will not prepare students adequately, they have no place.

They will be unable to attract students, nor will they be able to find resources to build strong programs.

There are few such colleges in nonmetropolitan areas.

There will be a tendency for most Black colleges in nonmetropolitan areas to survive in those cases where there are strong religious ties, controlled and supported to a significant extent by denominational groups. In addition, there will always be some parents and students with preference for the smaller, nonurban type of college.

A combination of increased cost of operation and declining enrollment will cause some Black colleges to close.

Stronger ones will survive—there is still a great need for them.

Item 3: Transformation of small church colleges into junior colleges and preparatory schools.

It is less expensive to sustain the first two years of a college curriculum than the last two years and many of the same arguments can be advanced. But not enough families will want to take on the expense of private preparatory school and even if tuition credits go through, that kind of education will be expensive.

Possible transformation into 2 year colleges, not preparatory schools.
Church support is dwindling compared to inflation. The inability to find new sources of support will affect small church schools. Some will not make it.

Church groups are more apt to recognize the value of HBC's than public policy makers.

Transformation to junior colleges would increase the problem because low tuition public junior colleges have a monopoly. They will have no place as preparatory schools because there will be vast improvement in public secondary schools.

It appears to be too much of a reversal when most Black colleges are trying to become stronger.

Not to a great extent since most such colleges were at one time preparatory schools.

A few church colleges may become junior colleges or preparatory schools. These kinds of changes are most likely to occur among colleges of a given religious group who may resort to some kind of reorganization to secure greater efficiency and economy.

This is likely to occur in cases where individual church denominations operate more than one college or in cases of mergers of denominations.

This may be necessary for them to survive.

**Item 4: Disappearance of the distinguishable public Black College.**

I think survival of public PBI's is guaranteed only in states where there is an articulate, organized block of Black voters. In states where that is not the case, I think public PBI's are an endangered species.

Over time, public Black colleges in impacted (?) areas are likely to disappear or become ethnically balanced.

Public Black colleges are attracting White students. At this time it is not clear whether White students will attend public Black colleges in sufficient number to become a majority. In most instances, I do not believe they will.

Not likely to occur in our lifetime, but possible in those states with relatively small Black populations.

Given the deep seated racial attitudes, I believe that the majority of Black students and White students will opt to attend an institution where they are in the majority.
With the confusion over integration and separate but equal, I think the public Black college will suffer. The move is toward the disappearance.

Does not seem highly probable as long as they render special services.

Most distinguishable public Black colleges will prevail because of Black heritage and resistance of alumni and other militant Blacks—Racism minimizing Black representation (student, faculty, administrators, trustees or Board members) in predominately white schools—will also make for preservation and enhancement of distinguishable public Black colleges.

In some states a combination of loss of students' financial aid and implementation of the ADAMS Mandate will attract white students to Black colleges.

Only the largest and/or strongest will be able to survive.

**Item 5: The development of centers for social change (which advocate socioeconomic parity and advancement for Black people) as an auxiliary function of comprehensive Black colleges.**

An interesting and challenging question. In my judgment, the private PBI's are much freer to move in this direction with impunity. (Though I recognize how moot that comment is!)

Many of HBC's are already doing this. In the future, as the trend which is evident in the country now continues, sensitive and dedicated Black faculty and administrators will espouse the cause of Black people even more.

Where will the dollars for this come from?

The funding of this kind of activity by a college and especially a public college will be a problem.

These centers will probably continue. People enjoy funding "how to help Black people."

This would have been more likely in the 70's.

Black colleges will continue to perform this role, the magnitude of which will be determined by the need for Blacks to intensify the struggle for participation in the mainstream of American life.

This is not likely to occur because the traditional advocacy organizations will continue their role in this area.
**Item 6:** A merger of small private Black colleges in close proximity to one another.

I think this is eminently to be hoped for and worked for, but there have been institutions which preferred suicide and I suspect we can see a few more suicides as well as very few mergers.

A good idea, but vested interest will retard its fruition.

There are no signs which would indicate that small private Black colleges would be willing to give up their autonomy. Some will close before merging.

Small private Black colleges are not likely to merge.

This is a pragmatic idea whose time has come, but it will be resisted by some church officials and alumni.

If all the problems of power and politics can be worked out, there is a great possibility for mergers.

It may be the only way financial survival can be realized for some.

There will be more of a tendency for small private Black colleges in close proximity to one another to engage in cooperative kinds of ventures in programs and services rather than to merge.

Some Black college mergers are likely.

**Item 7:** A merger of the remaining separate historical Black public colleges and the historical White public colleges within a state system.

Too sweeping to think this will happen everywhere but the pressure is on to "gray" the public PBI's.

Will there be any choice?

There will be no more mergers of public Black and public White colleges. The NORTH CAROLINA decision will control the process for desegregation for the immediate future. Time and economics may force a change, but that is at least ten years away.

The strong advocacy for such mergers will decrease over the period as the economy improves and there are more resources.

For the same reason as given in Item 4. The public will not wish to support two systems.
Only where those colleges exist in close proximity.

Even though there will be more efforts made to merge the separate historical Black public colleges and the historical White public college within a state system, rationale given in change item 4 is also applicable to this item.

There will be very few additional court mandated mergers. However, some state legislatures may require it in the interest of economy.

**Item 8: Assiduous recruitment of White students.**

I think this is likely to happen only in public PBI's where ADAMS plans offer rewards for recruiting students of another ethnic group in both PBI's and PWI's.

As white colleges continue to be effective in the recruitment of Black students, Black colleges will come to understand the importance of attracting both Black and White students. Some Black colleges are already doing this.

This is already occurring in some states, but to no avail.

Fund sources have not and I do not expect they will provide grants for this purpose as they did for White institutions to recruit Black students.

I doubt it because such a move would hasten the disappearance of the Black college.

This will occur, but probably with little results.

An assiduous recruitment of White students will be done to achieve some reasonable kinds of racial balance to satisfy legal requirements and to meet the needs of those who feel that a college should reflect the real world in terms of ethnic group representation.

Assiduous recruitment of White students by Black colleges is unlikely, although some effort will be made to attract White students.

**Item 9: Increase in the number of White students enrolled in Black colleges.**

Students will do their own shopping and shortage of funds will produce some redistribution of students, especially for the first two years in college.
White students are going to attend Black colleges. Once there, they will discover the quality of education offered. More will come.

In Ky., Md., Del., Fla., Ga., Tex., public colleges especially.

The average White student will attend the college where there is a majority of White students.

Particularly in the public Black colleges which are being merged with White institutions.

Not likely except for White/Black college mergers and where strong technical programs exist.

Increase will come more quickly in public colleges than in private colleges because of specialized programs, legal requirements, close proximity, and low cost.

The current trend toward increased number of White students enrolled in Black colleges will continue.

As Black colleges (public) are enhanced, more Whites will attend.

This will probably happen, but very slowly.

Section II: "Programming"

Item 1: Development of a broader curriculum which includes the use of the Black experience as a vehicle to study socio-political-economic dimensions of American society, history, and world politics.

I find it hard to interpret "broader." In general, I don't look for much change in curriculum (though I work very hard--personally--to encourage it!).

The Black experience will undoubtedly become an important discipline for the future, but it will not be used as the broad base curriculum reform in the socio-political-economic areas of American society, history, and world politics.

Already taking place in most institutions.

There is an increasing understanding of relevance of this perspective.

For those institutions which will survive, there will be a broader curriculum. But presently, the economy will not permit Black colleges to expand in this direction.
Development of a broader curriculum, yes; to include the Black experience, no. No longer does it have relevance for getting a job.

Curriculum will give more attention to Black experience with the production and use of more representative textbooks. The extent to which there is a need for expanded curriculum to include Black experience such as Black History and/or Black Literature separate courses will be added. These changes will come sooner and in larger measure whereas there is significant increase in Black enrollment, Black faculty, and Black administrators in predominately White schools. This change will also result from pressures generated by civil rights groups, etc.

There is more likely to be a deemphasis of the "Black Experience" in curriculum at Black colleges. Instead these institutions are likely to become high technology oriented in areas such as electronics and bioengineering.

The confusion of desegregation makes this a problem.

**Item 2: Greater cooperation between business and Black colleges in developing academic programs for professional education.**

I think this is a "hot" item for business right now. Some good models exist; perhaps more can be advanced.

Businesses are discovering Black colleges and Black colleges are discovering businesses. Through that interaction, which is going to be better in the future, new programs will develop.

During the past decade when businesses started to recruit personnel from Black colleges they were convinced that some graduates of these colleges were prepared.

In order for these colleges to survive and to receive funding from businesses, there will have to be this type of cooperation. It will decrease, however, by 1993.

This movement has begun and will increase in both importance and momentum.

Increasing role of government, growth in influence of the National Alliance of Business--need for Blacks to engage in cooperative, internship, career-oriented types of experiences.

We are likely to see little cooperation between business and Black colleges in terms of academic program and professional education.

This is in the interest of the business community.
Item 3: Greater cooperation between business and Black colleges in developing academic programs for vocational education.

Same [comment] as item 2. [Response from three panelists.]

There will be some emphasis towards vocational education but not to the extent of professional education.

These percentages may be too high because they imply that businesses will hire the HBC program graduates and this is unlikely on a large scale for those taking vocational education.

Such cooperation will continue. Education appears to be moving in this direction.

Same as item 2. Emphasis will be on preparation for marketable skills.

There is likely to be some cooperation between business and Black colleges in developing academic programs in vocational education.

Item 4: Cooperative ventures with community colleges in terms of automatic transfers for students to Black colleges.

Community colleges are caught with the responsibility of offering professional training and for launching students in preprofessional programs. The rhythm is not the same nor the content. "Automatic" therefore is a very loaded word.

Articulation between 4-year institutions and community colleges is a problem now and is being addressed. Black colleges will effectuate optimal transfer agreements with 2-year institutions to facilitate the continual development of the large number of Black students in community colleges.

I don't know that the community colleges are especially interested in this.

The competition in student recruiting and the cost of a college education will necessitate these kinds of sophisticated recruiting techniques.

Such ventures would help the Black colleges and Black students since a large number of community college students are Blacks. I am not too optimistic about the cooperative efforts.

In order to offset declines in enrollments, cooperative ventures as described provide a bright prospect.
The junior college as a significant source for recruitment of Blacks will be utilized on an increasing basis by most Black colleges.

I see no formal program of cooperative ventures with community colleges, although attention will be given to improved articulation between the community colleges and the Black colleges.

**Item 5:** Transformation of Black colleges located in nonmetropolitan areas into off-campus centers operated by either White or Black metropolitan universities.

I wouldn't say it can't happen but funding "centers" will require a new mission, clientele, funding source. The Miles College (in rural Alabama) example demonstrates how difficult funding will be.

There are no signs of this happening, and I don't think it will occur in the future.

They would be more likely turned into reformatories.

See Section I, Item 2. As the economy improves the colleges should have the resources to compete academically and there would be no need for this transformation.

Especially if there is a large metropolitan university nearby.

Such Black colleges will probably close or be merged.

Most success for this kind of transformation will be more quickly and easily achieved in cases where Black colleges will be operated as off-campus centers by Black metropolitan universities.

There is not likely to be a need for additional nonmetropolitan residential centers. Further, most historically Black college sites would not lend themselves to such a transformation.

If there is continued interest in this.

**Item 6:** Increased Black college emphasis on liberal arts education.

All the pressure is in the opposite direction: prepare students for jobs immediately on graduation.

Professional education curricula has the priority now. Towards the end of the decade a shift towards liberal arts will occur. The jobs for students are in the professional education area.
Cannot do this and survive.

There is a current trend to emphasize liberal arts and Black colleges will follow this trend which will peak by 1988 because of the countervailing need for technical education for a revived economy.

Although I think they should, the emphasis on survival may not permit it.

In order to compete for students, less emphasis will be placed on liberal arts and more on disciplines.

Black colleges will maintain a healthy interest in liberal arts education which provides that broad basis for understanding, appreciating and living effectively in the college community and the larger society.

Some additional emphasis will be placed on liberal arts education.

Trend is towards professional education.

The trend is in the other direction.

**Item 7: Increased emphasis on professional education.**

I think "professional" ought to be defined: used in the sense of "vocational," the statement is true.

Same answer as Item 6.

Don't have funds to do this.

The resources will not be available for the Black colleges to offer professional education. Major universities, most of them white, will continue to be the providers of professional education.

With the shortage of Black professionals and the continued emphasis on preparing students for careers, the Black college will probably move increasingly toward this area.

It is not likely since Black students are majoring in areas where job opportunities are greatest.

Blacks are still woefully underrepresented in the traditional professions such as medicine, law, higher education, politics, etc. There are other professions where Blacks have not had opportunity in which to participate.

Follows market trend for both public and private colleges.
This will be done increasingly by White colleges.

Item 8: Increased emphasis on vocational education.

May be possible for the future as professional education developments peak.

The public junior and community colleges provide vocational education at a price that excludes the Black college, both public and private, from this field.

With the emphasis in preparation for a job and the high unemployment among Blacks, I believe Black colleges may move more into this area.

Highly probable since job preparation will be the main concern.

Black colleges must be assured that programs have vocational value—students learn salable skills. This does not mean duplicating programs of vocational—area—technical schools.

This is an area that is more likely to be left to the community colleges and area vocational—technical institutes.

Professional or technical education but not vocational, except in schools moving downwards to 2-year colleges.

To some extent due to the availability of funds.

Item 9: Increased Black college emphasis on continuing education.

Increasing emphasis on needs of older students and professionals to be expected.

This is an area which will more likely be left to the community colleges.

Black colleges—to remain competitive—must meet increasing need of older students—nontraditional college age—for degree oriented. Upgrading professional competence and self-improvement types of experiences offered at a place and time convenient for students.

In order to attract more students, more emphasis will be placed on the nontraditional.

There is a need for such an emphasis, but I doubt that predominantly Black colleges will attract this audience.
The public junior and community colleges will continue to provide most of this service. Black colleges cannot meet the price competition.

But only with increased funding.

Some Black colleges are benefiting from an aggressive continuing education program. As the benefits become better known, all schools will be pursuing this.

I think PBI's will see the opportunity to reach out to new constituencies (their own alumni, local school teachers and administrators, clergy, and other leaders) and will do so. Advantages: some help in fund raising and in recruiting younger, "regular" undergraduates. Also, increased political clout.

**Item 10: Increased Black college emphasis on remedial education.**

I think "increased" is impossible. "More effective" is possible. But to increase the emphasis would drive away the very students PBI's must hold on to.

Public secondary and elementary education is going to improve. Increasingly Black students are going to be better prepared for college. Remedial education will become less of a problem. Also, admission standards will be improved in the colleges.

Refers only to the private institutions; public colleges cannot afford an increase.

Improvement in the secondary school academic programs with more rigorous performance requirements will reduce the necessity for remedial education.

Because Black colleges have historically taken underprepared students and educated them, I believe they will continue this role and on a larger scale.

These colleges will have to justify their need to exist by offering what major universities do not.

Black colleges will continue to provide appropriate experiences needed by students to maximize their opportunity for achieving success.

Some remedial education will continue in the Black colleges but with no increased emphasis.

Focus on quality and fear of stereotyping will obviate this, although more attention should be given to remedial education.
This must be done if the college is really to do its job.

**Item II:** Cooperative ventures with other universities (e.g., faculty exchange, program coordination) resulting in improved programming and reduced cost.

This will continue to happen.

The Black college will seek continually to explore opportunities for cooperative ventures with other colleges and universities in order to meet more adequately the needs of its students.

Cost reduction will be an important factor.

In order to survive and to offer strong programs, they will have to participate in such ventures.

The nature of educational institutions and the independent characteristic of faculty personnel preclude extensive cooperative ventures.

It is very difficult to have cooperative programs especially in light of decreasing enrollments.

The rhetoric behind these programs is excellent but the time and energy they require are beyond the time available to most PBI administrators.

**Section III: "Funding"**

**Item:** Financial support to PUBLIC BLACK COLLEGES from:

1. Fees and tuition
2. State tax funds
3. Alumni
4. Federal government funds
5. Private foundations
6. Industry
7. Sustentation campaigns
8. Other

Alumni of public institutions are going to contribute more in the future as public institutions become stronger in their development programs.

Public and private support is not likely to increase for Black colleges and universities over the next few years. However, by 1993, the education situation for Blacks will have so deteriorated (if
present trends continue) that the general public, as well as Black Americans, will renew faith in the HBC's.

Public Black colleges will significantly increase their funding from private sources.

Black colleges have always received small support from the fees and tuition of their students since most of the students come from poor families. My percentage for alumni support may be exaggerated but I believe the alumni are now beginning to contribute more to their institutions. With the cutback in federal funds, there is a decrease in support, but I expect it to increase with a new administration. Private foundations may decrease their support but industry and business will increase.

Unless the economy improves, industry will contribute little financial support to such colleges. The percentage of state funds should remain constant, while federal support will likely decrease.

I have no info.

**Item: Financial support to PRIVATE BLACK COLLEGES from:**

1. Fees and tuition
2. State tax funds
3. Alumni
4. Federal government
5. Private foundations
6. Industry
7. Sustentation campaigns
8. United Negro College Fund (to member colleges)
9. Church grants (to church affiliated colleges)
10. Other

The college will become less dependent on federal support and more dependent on governmental support at state and local levels. Support from private sectors is expected to increase substantially during next year. The college expects to show significant increase in endowment income.

More and more private colleges will have to depend on tuition, fees, and fund raising campaigns to support operational budgets. It is anticipated that federal support will decrease drastically. Industry is experiencing unsteadiness due to a shaky economy, and can be expected to contribute less over the next few years.

Private Black colleges have relied on private foundations, federal government, and the United Negro College Fund for existence. While these three groups will probably continue to support these colleges, I believe alumni giving, churches, and industry will
become the major sources of support. With the alumni contributing individually and through their churches, I believe the United Negro College Fund will not be a major contributor as it has been in the past.

UNCF members will have to raise more funds in institutional campaigns and from alumni.

State support for private institutions will decrease as demands on state dollars increase from public agencies. Alumni will increase their giving to the private institutions.

I am left with Pell grants to make up the difference: 41% (1983); 31% (1988); 29% (1993).
Appendix G

Second Round Questionnaire
Instructions

1. Please read each statement in Sections I and II. Using the panelists' comments and the approximate range wherein 50% of the panelists responded (enclosed within the parallel lines) as a basis of deliberation, reconsider your probability (indicated on each year's distribution chart). The "x" represents each panelist's response. Your response is indicated by an arrow.

2. If you are influenced by the panelists' comments and/or the approximate range wherein 50% of the panelists responded, check yes to the question below the "Panelists' Comments" section. Then write in your changed probability for the year concerned. If you are not influenced, check no. You are encouraged to comment on either decision.

3. If you did not respond to an item in the previous round questionnaire, you may respond in this round.

4. PLEASE RETURN YOUR RESPONSE WITHIN TEN DAYS OF YOUR RECEIPT OF THE QUESTIONNAIRE.

Sample for Sections I and II

Item A: Transformation of small Black colleges into junior colleges.

1993: NO CONSENSUS

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Distribution of Responses

Panelists' Comments:

A list of unsimilar panelists' comments will be provided here.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? Yes No

1993 change to _____%

Comments/Rationale: Although such a transformation would be feasible for small church affiliated colleges, I think I must agree with the panel—that most small institutions would struggle harder to survive.

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INSTRUCTION 5

Have a cup of coffee and a doughnut "on the house."

Thank you.
Section I: "Structure and Administration"

Item 1: A fundamental redefinition of the primary mission of Black colleges.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 10% chance of this occurring by 1983.

1988: CONSENSUS REACHED: Panelists reported that there is no more than a 20% chance of this occurring by 1988.

1993: NO CONSENSUS

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Panelists' Comments:

The demands of society, economics, and choice of Black students will shift programmatic emphasis in the future.

There is no foreseeable social, political, or economic factor that will bring about such a redefinition.

Black people will not be completely accepted in this society within this short time.

There will be a shaking out of the missions of public as compared with independent Black colleges. The effectiveness of the state plans made pursuant to Adams litigation and the disposition of the Washington administration with respect to monitoring of those plans lie behind my predictions.

Not redefinition but increased emphasis and expansion of programmatic opportunities.

Black colleges will continue to fulfill primary mission, but programs will be fewer, more specialized, and more career oriented.

Some changes will take place as a result of fewer students attending Black colleges.

By 1993, the main mission to educate Black Americans may include other disadvantaged minorities.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? ___yes___no

1993 change to _____%

Comments/Rationale:
Section I (Continued)

Item 4: Disappearance of the distinguishable public Black college.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 10% chance of this occurring by 1983.

1988: CONSENSUS REACHED: Panelists reported that there is no more than a 15% chance of this occurring by 1988.

1993: NO CONSENSUS

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Panelists' Comments:

Does not seem highly probable as long as they render special services.
The survival of public Black colleges is guaranteed only in states where there is an articulate, organized block of Black voters. In states where this is not the case, I think public Black colleges are an endangered species.

Given deep-seated racial attitudes, I believe that the majority of Black and White students will opt to attend an institution where they are in the majority.

With the confusion over integration and separate but equal, I think public Black colleges will suffer. The move is toward disappearance.

Not likely to occur in our lifetime, but possible in those states with small Black populations.

A combination of loss of financial aid and implementation of the Adams mandate will attract white students to Black colleges.

Most public Black colleges will prevail because of Black heritage and resistance of Black alumni and other militant Blacks; Racism—minimizing Black representation in predominantly white schools—will also make for the preservation and enhancement of public Black colleges.

I do not believe that white students will attend Black colleges in sufficient numbers to make them a majority.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? yes no

1993 change to _______%

Comments/Rationale:
Section I (Continued)

Item 7: A merger of the remaining separate historical Black public colleges and the historical White public colleges within a state system.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 5% chance of this occurring by 1983.

1988: CONSENSUS REACHED: Panelists reported that there is no more than a 15% chance of this occurring by 1988.

1993: NO CONSENSUS

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Panelists' Comments:

There will be no more mergers of public Black and White colleges. The North Carolina decision will control the process for desegregation for the immediate future. Time and economics may force change, but that is at least ten years away.

There will be more efforts made to merge Black and White historical colleges. However alumni and militant groups will not let this happen.

There will be very few additional court mandated mergers. However, some state legislatures may require it in the interest of economy.

The strong advocacy for such mergers will decrease over the period as the economy improves and there are more resources.

Too sweeping to think this will happen everywhere, but the pressure is on to "gray" the public Black colleges.

Only where those colleges exist in close proximity.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? ___yes___no

1993 change to _______%

Comments/Rationale:
Section I (Continued)

Item 8: Assiduous recruitment of White students.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 15% chance of this occurring by 1983.

1988: NO CONSENSUS

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Panelists' Comments:

This will occur but probably with little result.

. . . only in public Black colleges where "Adams Plans" offer rewards for recruiting students of another ethnic group to public Black and White colleges.

I doubt it because such a move would hasten the disappearance of the Black college.

Fund sources have not and I do not expect they will provide grants for this purpose as they did for White institutions to recruit Black students.

This is already occurring in some states but to no avail.

. . . unlikely, although some effort will be made to attract White students.

This will be done to achieve some reasonable kinds of racial balance to satisfy legal requirements and to meet the need of those who feel that a college should reflect the real world in terms of ethnic group representation.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? ___yes___no
Section I (Continued)

Item 8 (Continued)

1988 change to ________%
1993 change to ________%

Comments/Rationale:
Section I (Continued)

Item 9: Increase in the number of White students enrolled at Black colleges.

1983: CONSENSUS REACHED: Panelists reported that there is no more than an 8% chance of this occurring by 1983.

1988: CONSENSUS REACHED: Panelists reported that there is no more than a 15% chance of this occurring by 1988.

1993: NO CONSENSUS

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Panelists' Comments:

In Kentucky, Maryland, Florida, Georgia, and Texas public colleges especially.
The current trend toward increased numbers of White students enrolled at Black colleges will continue.
The average White student will attend the college where there is a majority of White students.
Particularly in the public Black colleges which are being merged with White institutions.
Students will do their own shopping and shortage of funds will produce some redistribution of students, especially for the first two years of college.
Not likely except for White/Black college mergers and where strong technical programs exist.
Increase will come more quickly in public colleges than in private colleges because of specialized programs, legal requirements, close proximity and low cost.
White students will attend Black colleges. Once there, they will discover the quality of education offered and more will come.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? ___yes___no

1993 change to _____%
Section II: "Programming"

Item 1: Development of a broader curriculum which includes the use of the Black experience as a vehicle to study socio-political-economic dimensions of American society, history, and world politics.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 5% chance of this occurring by 1983.

1988: NO CONSENSUS

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Distribution of Responses

1993: NO CONSENSUS

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Distribution of Responses

Panelists' Comments:

The Black experience will become an important discipline in the future, but it will not be used as the broad based curriculum reform in the socio-political-economic areas of American society, . . .

Curriculum will give more attention to the Black experience due to an increase in Black enrollment, Black faculty, and Black administrators in predominantly White schools. Change will also result from pressure generated by civil rights groups, etc.

No longer does the Black experience have relevance for getting a job.

"Broader" is hard to interpret; I don't look for much change in curriculum.

The economy will not permit Black colleges to expand in this direction.

There is increasing understanding of the relevance of this perspective.
Section II (Continued)

Item 1 (Continued)

There will be a deemphasis. Black colleges will become high technology oriented in areas such as electronics and bioengineering. Already taking place in most institutions.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? yes no

1988 change to _______%

1993 change to _______%

Comments/Rationale:
Section II (Continued)

Item 2: Greater cooperation between business and Black colleges in developing academic programs for professional education.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 20% chance of this occurring by 1983.

1988: NO CONSENSUS

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No Response: 1

Distribution of Responses

Panelists' Comments:

We are likely to see little cooperation between business in terms of academic programs and professional education.

During the past decade when businesses started to recruit personnel from Black colleges, they have been convinced that some graduates are well prepared.

In order for these colleges to survive and to receive funding from business, there will have to be this type of cooperation. However, it will decrease by 1993.

I think this is a "ha" item for business right now. Some good models exist; perhaps more can be advanced.

This movement has begun and will increase in both importance and momentum.

Business and Black colleges are discovering each other. Through this interaction, which will increase, new programs will be developed.

Increasing role of government, growth in influence of National Allowance of Business—need for Blacks to engage in cooperative internship, career-oriented types of experiences (will produce gradual cooperation).
Section II (Continued)

Item 2 (Continued)

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE?  yes  no

1988    change to ________%
1993    change to ________%

Comments/Rationale:
Section II (Continued)

Item 3: Greater cooperation between business and Black colleges in developing academic programs for vocational education.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 15% chance of this occurring by 1983.

1988: NO CONSENSUS

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No Response: 1  Distribution of Responses

Panelists' Comments:

There will be some emphasis toward vocational instruction but not to the extent of professional education. [Since] emphasis will be on preparation of marketable skills, this cooperation will increase. This is in the interest of the business community. These percentages may be too high because they imply that business will hire the Black college graduates and this is unlikely on a large scale for those taking vocational education. This is in the interest of the business community.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? ___yes___no

1988  change to _____%
1993  change to _____%

Comments/Rationale:
Section II (Continued)

Item 4: Cooperative ventures with community colleges in terms of automatic transfers for students to Black colleges.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 10% chance of this occurring by 1983.

1988: NO CONSENSUS

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Distribution of Responses

1993: NO CONSENSUS

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Distribution of Responses

Panelists' Comments:

This seems to be a major purpose. Community colleges are caught with the responsibility for offering professional training and for launching students in preprofessional programs. The rhythm is not the same nor the content. "Automatic," therefore, is a very loaded word.

The junior college as a significant source for recruitment of Blacks will be utilized on an increasing basis by most Black colleges.

In order to offset declines in enrollment, . . . this provides a bright prospect.

I don't know that community colleges are especially interested in this.

Such ventures would be helpful . . . since a large number of community college students are Black . . . I am not too optimistic about the cooperative efforts.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? _yes_ no
Section II (Continued)

Item 4 (Continued)

1988 change to _____%  
1993 change to _____%  

Comments/Rationale:
Section II (Continued)

Item 7: Increased Black college emphasis on professional education.

1983: NO CONSENSUS  1988: NO CONSENSUS  1993: NO CONSENSUS

Panelists' Comments:

Professional education curricula have the priority now. The jobs for students are in the professional education area.

With the shortage of Black professionals and the continued emphasis on preparing students for careers, the Black college will probably move increasingly toward this area.

Resources will not be available for Black colleges to offer professional education. Major universities, most of them White, will continue to be the providers of professional education.

It is not likely since Black students are majoring in areas where job opportunities are greatest.

Blacks are still under-represented in the traditional professions--medicine, law, higher education, politics, etc.

This will be done increasingly by White colleges.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE?  ___yes___no
Section II (Continued)

Item 7 (Continued)

1983    change to _____%
1988    change to _____%
1993    change to _____%

Comments/Rationale:
Section II (Continued).

Item 8: Increased Black college emphasis on vocational education.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 10% chance of this occurring by 1983.

1988: NO CONSENSUS

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Distribution of Responses

Panelists' Comments:

With the emphasis in preparation for a job and the high unemployment among Blacks, I believe Black colleges may move more in this area.

This is an area that is more likely to be left to the community colleges and area vocational-technical institutes.

May be possible for the future as professional education developments peak.

... only in schools moving downward to two-year colleges.

... to some extent due to the availability of funds.

Black colleges must be assured that programs have vocational value-salable skills. This does not mean duplicating programs of vocational-area-technical schools.

The junior and community colleges provide vocational education at a price that excludes the Black college.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? yes no

1988 change to ______%

1993 change to ______%
Section II (Continued)

Item 9: Increased emphasis on continuing education.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 10% chance of this occurring by 1983.

1988: CONSENSUS REACHED: Panelists reported that there is no more than a 20% chance of this occurring by 1988.

1993: NO CONSENSUS

Distribution of Responses

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No Response: 1

Panelists' Comments:

Black colleges will see the opportunity to reach new constituencies. Advantages: some help in fund raising and in recruiting younger, regular undergraduates; increased political clout.

Black colleges—to remain competitive—must meet increasing needs of older students.

In order to attract more students more emphasis will be placed on the nontraditional.

Only with increased funding.

The public junior and community college will continue to provide most of this service. Black colleges cannot meet the price competition.

I doubt that Black colleges will attract this audience.

Some colleges are benefiting from an aggressive continuing education program. As these benefits become better known, all schools will pursue this.

Do you wish to change your probability indicated above? ___yes___no

1993 change to ________%

Comments/Rationale:
Section II (Continued)

Item 10: Increased Black college emphasis on remedial education.

1983: NO CONSENSUS  1988: NO CONSENSUS  1993: NO CONSENSUS

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No Response: 1

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No Response: 1

1993 Distribution of Responses

Panelists' Comments:

Public secondary and elementary education is going to improve.
Increasingly Black students are going to be better prepared for college. Remedial education will become less of a problem. Because Black colleges have historically taken underprepared students and educated them, I believe they will continue this role and on a larger scale. These colleges will have to justify their need to exist by offering what major universities do not.
...
... to increase the emphasis would drive away the very students Black colleges must hold on to...
This must be done if the colleges are really doing their job.
Focus on quality and fear of stereotyping will decrease this...

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? __yes__ no
Section II (Continued)

Item 10 (Continued)

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Comments/Rationale:
Appendix H

Second Round Panelists' Comments
Section I: "Structure and Administration"

Item 1: A fundamental redefinition of the primary mission of Black colleges.

1993 is too early to see a major change in mission.

The primary mission is to educate Black youth, many/most of whom are attending nonhistorically Black colleges. In order to survive, this mission will have to be adjusted for the public colleges in order for them to survive.

The redefinition may be possible with a few state supported Black colleges as a result of state plans in response to Adams litigation.

I think consensus is possible only by separating the case of public Black institutions from independent or private institutions.

I doubt that a fundamental redefinition will occur, but certainly programs will change.

Item 4: Disappearance of the distinguishable public Black college.

The public Black colleges are in jeopardy.

Social change is in process. Bowie and Norfolk State represent trends, since these institutions have undergone qualitative improvement. Norfolk State's White student increase is, of course, at a beginning point, but the fact that this school can hold Black students against Old Dominion's encroachment and attract White students is a consequence of sound academic programs and improved study environment.

I may have been thinking more of private Black colleges in my initial responses. Federal court action may force mergers of Black and White public colleges.

The need for institutions to teach or develop careers for minorities will increase over time not decrease.

Item 7: A merger of the remaining separate historical Black public colleges and the historical White public colleges within a state system.

I believe that mergers will decrease over the years as emphasis shift.
Mergers may, in fact, not occur prior to 1988, but they are inevitable, particularly in Alabama and Georgia (Savannah).

The arguments convince me it is even less likely than I thought.

I am changing based on the comments, but the probability is higher unless the "bright" legislators discover that the public Black college can be another way to keep Blacks out of the majority institutions. The strong emphasis on testing to determine eligibility from the community colleges to the four-year colleges is an example of subtle efforts. Public Black colleges may be allowed to remain to assist this process.

Item 8: Assiduous recruitment of White students.

I think assiduous recruitment of White students will absorb dollars out of proportion to results achieved. Blacks and Whites controlling the public purse are likely to give preference to other investments as a means of producing equity.

Lack of emphasis on recruiting White students will result in reduced student bodies, since the Black pool is being eroded by vigorous recruitment efforts on the part of White institutions.

My opinion has not changed.

The need to increase enrollment will cause an increase in White student recruitment at a time when cost effective, low tuition colleges will be attractive to all students.

Item 9: Increase in the number of White students enrolled at Black colleges.

There will probably be fewer Black public colleges as mergers occur. Private Black colleges will have meager results in the recruitment and admission of White students.

If this means that I have stated that there is a 100% chance that White students on HBC campuses will increase some, I do not change. If it refers to the amount of increase, I would say about 10%.

White students will follow quality. If improvement of Black colleges is assumed, increases in White enrollment must be anticipated—particularly in the public sector.

Urban Black institutions will attract more White students than I initially hypothesized: quality education plus low living costs if they attend as commuters.
Section II: "Programming"

Item 1: Development of a broader curriculum which includes the use of the Black experience as a vehicle to study socio-political-economic dimensions of American society, history, and world politics.

I continue to have difficulty with the statement. The panelists' comments add to my confusion.

If Black colleges fail in this mission, they should disappear. As my probability for such a development suggests, it will not occur, unfortunately.

I agree that broader curriculum will be developed, but I do not think it will include the Black experience.

Item 2: Greater cooperation between business and Black colleges in developing academic programs for profession education.

Such effort will be reduced because White institutions will intensify recruitment of Blacks to technical and professional education, in order to increase enrollment.

While the movement will continue, it seems unlikely that it will have reached 100% by 1993, only 9 years hence.

There is cooperation now and will continue through '88, but will decrease by 1993.

I agree that the climate is right for collaboration, but I took a lower probability because I think substantial change is slow to occur.

Item 3: Greater cooperation between business and Black colleges in developing academic programs for vocational education.

I think I misinterpreted the question initially.

Same as previous comment.

Item 4: Cooperative ventures with community colleges in terms of automatic transfers for students to Black colleges.

Same as first round response.
The stiff competition in recruiting students at Black colleges will force a number of these institutions to develop articulation with community colleges.

Item 7: Increased Black college emphasis on professional education.

Consensus is meaningless until/unless "professional" is defined and clarified. I do not take it to mean "career preparation," but some respondents did (I was not alone, however!).

It will be mandatory, if Black colleges are to remain viable.

The poor record of White colleges in graduating Black professionals will prompt increased Black colleges to emphasize professional education.

Other comments are convincing.

Need to increase emphasis on professional education in order to remain competitive in recruitment or in types of students who graduate.

Item 8: Increased Black college emphasis on vocational education.

I share the last panelist's comment. (The junior and community colleges provide vocational education at a price that excludes the Black college.)

Item 9: Increased emphasis on continuing education.

Many Blacks have already pursued their education within a continuing education frame; the problem has been, however, that they have tried to be a full-time student and a full-time worker elsewhere. Perhaps Black colleges should begin to develop programs in continuing education and educate their students to participate. Black colleges will not attract the non-Black elderly or other conventional continuing education audiences.

Provisions are being made by a number of Black colleges to increase the enrollment of nontraditional students. However, the community colleges will continue to draw students who otherwise would have enrolled at these institutions.

They barely have funds for their primary mission and continuing education courses take $'s to set up.
Item 10: *Increased Black college emphasis on remedial education.*

They cannot afford to increase the emphasis on remedial education and remain competitive.

The unique feature of most Black colleges, recruiting underprepared students and providing programs and resources to enable them to graduate, will continue, if not expand.

When Black colleges cease this function, they will cease existing.

I agree that the historical role of TBI's is to work with underprepared students, but I agree with the person who believes pre-collegiate education will improve. Therefore, there will be no need for "increased" emphasis.
Appendix I

Third Round Questionnaire
Instructions

1. Please read each statement in Sections I and II. Using the panelists' comments and the approximate range wherein 50% of the panelists responded (enclosed within the parallel lines) as a basis for deliberation, reconsider your probability (indicated on each year's distribution chart). The "x" represents each panelist's response.

2. If you are influenced by the panelists' comments and/or the majority of responses, check yes to the question below the "Panelists' Comments" section. Then write in your changed probability for the year concerned. If you are not influenced, check no. You are encouraged to comment on either decision.

3. If you did not respond to an item in the previous round questionnaire, you may respond in this round.

4. PLEASE RETURN YOUR RESPONSE WITHIN TEN DAYS OF YOUR RECEIPT OF THE QUESTIONNAIRE.

Sample for Sections I and II

Item A: Transformation of small Black colleges into junior colleges.

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No Response: 3

Distribution of Responses

Panelists' Comments:

A list of unsimilar panelists' comments will be provided here.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? X_ yes_ no

1993 change to _8_%

Comments/Rationale:

Although such a transformation would be feasible for small church affiliated colleges; I think I must agree with the panel—that most small institutions would struggle harder to survive.
INSTRUCTION 5

Have another cup of coffee and doughnut on the house.

Thank you!
Section I: "Structure and Administration"

Item 1: A fundamental redefinition of the primary mission of Black colleges.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 10% chance of this occurring by 1983.

1988: CONSENSUS REACHED: Panelists reported that there is no more than a 20% chance of this occurring by 1988.

1993: NO CONSENSUS

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Panelists' comments from second questionnaire:

1993 is too early to see a major change in mission.
The redefinition may be possible with a few state supported Black colleges as a result of state plans in response to Adams litigation.
The primary mission is to educate Black youth. This mission will have to be adjusted for the public colleges in order for them to survive.
I think consensus is possible only by separating the case of public Black institutions from independent or private institutions.
I doubt that a fundamental redefinition will occur, but certainly programs will change.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? ___yes___no

1993 change to _____%

Comments/Rationale:
Section I (Continued)

Item 8: Assiduous recruitment of White students.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 15% chance of this occurring by 1983.

1988: NO CONSENSUS

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Distribution of Responses

1993: NO CONSENSUS

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No Response: 1

Distribution of Responses

Panelists' comments from second questionnaire:

The need to increase enrollment will cause an increase in White student recruitment at a time when cost effective, low tuition colleges will be attractive to all students.

I think assiduous recruitment of White students will absorb dollars out of proportion to results achieved. Blacks and Whites controlling the public purse are likely to give preference to other investments as a means of producing equity. Lack of emphasis in recruiting White students will result in reduced student bodies since the Black pool is being eroded by vigorous recruitment efforts on the part of White institutions.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? _yes__no

1988 change to ______%

1993 change to ______%
Section II: "Programming"

Item 1: Development of a broader curriculum which includes the use of the Black experience as a vehicle to study socio-political-economic dimensions of American society, history, and world politics.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 5% chance of this occurring by 1983.

1988: CONSENSUS REACHED (Second round): Panelists reported that there is no more than a 25% chance of this occurring by 1988.

1993: NO CONSENSUS

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No Response: 2

Distribution of Responses

Panelists' comments from second questionnaire:

I agree that broader curricula will be developed, but I do not think it will include the Black experience.

I continue to have difficulty with this statement (I find it hard to interpret "broader"). The panelists' comments add to my confusion.

If Black colleges fail in this mission, they should disappear.

As my probability for such a development suggests, it will not occur, unfortunately.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? yes no

1993 change to ______% 

Comments/Rationale:
Section II (Continued)

Item 2: Greater cooperation between business and Black colleges in developing academic programs for professional education.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 20% chance of this occurring by 1983.

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Distribution of Responses

1993: NO CONSENSUS

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No Response: 1

Distribution of Responses

Panelists' comments from second questionnaire:

Such efforts will be reduced because White institutions will intensify recruitment of Blacks to technical or professional education in order to increase enrollment.

I agree that the climate is right for collaboration, but I took a lower probability because I think substantial change is slow to occur.

There is cooperation now and it will continue through 1988, but will decrease by 1993.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? __yes__no

1988 change to ______% 
1993 change to ______% 

Comments/Rationale:
Section II (Continued)

Item 3: Greater cooperation between business and Black colleges in developing academic programs for vocational education.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 15% chance of this occurring by 1983.

1988: NO CONSENSUS

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Distribution of Responses

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No Response: 1

Distribution of Responses

Panelists' comments from second questionnaire:

Although some panelists changed their probabilities, there were no new comments for the second round.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? yes no

1988 change to _____%
1993 change to _____%
Section II (Continued)

Item 4: Cooperative ventures with community colleges in terms of automatic transfers for students to Black colleges.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 10% chance of this occurring by 1983.

1988: NO CONSENSUS

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Distribution of Responses

1993: NO CONSENSUS

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0\% & 5\% & 10\% & 20\% & 50\% & 75\% & 100\%
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Distribution of Responses

Panelists' comments from second questionnaire:

The stiff competition in recruiting students at Black colleges will force a number of these institutions to develop association with community colleges.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? yes no

1988 change to _______%

1993 change to _______%

Comments/Rationale:
Section II (Continued)

Item 7: Increased Black college emphasis on professional education.

1983: NO CONSENSUS 1988: NO CONSENSUS 1993: NO CONSENSUS

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1983 Distribution of Responses

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1993 Distribution of Responses

Panelists' comments from second questionnaire:

Black colleges need to increase emphasis in professional education in order to remain competitive in recruitment and in types of students who graduate.

Consensus is meaningless until/unless "professional" is defined and clarified. I do not take it to mean "career preparation," but some respondents did.

It will be mandatory if Black colleges are to remain viable.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? ___yes___no

1983 change to _____%

1988 change to _____%

1993 change to _____%

Comments/Rationale:
Section II (Continued)

Item 8: Increased Black college emphasis on vocational education.

1983: CONSENSUS REACHED: Panelists reported that there is no more than a 10% chance of this occurring in 1983.

1988: NO CONSENSUS

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Distribution of Responses

1993: NO CONSENSUS

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Distribution of Responses

Panelists' comments from second questionnaire:

Although some panelists changed their probabilities, there were no new comments for the second round.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? yes no

1988 change to \______/%
1993 change to \______/%

Comments/Rationale?
Section II (Continued)

Item 10: Increased Black college emphasis on remedial education.

1983: NO CONSENSUS 1988: NO CONSENSUS 1993: NO CONSENSUS

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No Response: 1

1993 Distribution of Responses

Panelists' comments from second questionnaire:

The unique feature of most Black colleges (recruiting underprepared students and providing programs and resources to enable them to graduate) will continue if not expand.

They cannot afford to increase the emphasis on remedial education and remain competitive.

I agree that the historical role of TBI's is to work with underprepared students, but I agree with the person who believes pre-collegiate education will improve. Therefore, there will be no need for "increased" emphasis.

When Black colleges cease this function, they will cease existing.

DO YOU WISH TO CHANGE YOUR PROBABILITY INDICATED ABOVE? ___yes___no

1983 change to _____%
1988 change to _____%
1993 change to _____%

Comments/Rationale:
Appendix J

Third Round Panelists' Comments
Section I: "Structure and Administration"

Item 1: A fundamental redefinition of the primary mission of Black colleges.

There is no more than a 25% chance of this occurring by 1993.

I agree with all of the above comments. Further, there can be a "formal mission" to enhance government and private support, but the informal mission—that of educating Black youth IF the leadership remains Black and committed.

The probability is viewed as slight of any significant change in definition of mission.

I agree with the 1983 and 1988 positions, but not the 1993.

Primary mission to educate Black youth will remain—how to and content may change.

I continue to think that the futures of public and private predominantly Black institutions will differ, and that the future of the publics will have a strong correlation with the state of political organization/consciousness of Black voters, state by state. I look to the private Black colleges to stand by their mission with a higher degree of faithfulness to the cause.

Item 8: Assiduous recruitment of White students.

I think I have underestimated the significance of the pressure of student bodies, whatever their color, and for the appearance of openness as far as public Black institutions are concerned.

Already recruitment efforts to attract more White students have increased. It does not appear likely, however, that such efforts will be fruitful. Primary emphasis will remain on Black students.

My response to this item is what we call SWAG (some will guess). It depends on many factors. Surely, at the current rate, public Black colleges must make an effort to recruit White students. Just how strong this effort will be will be based on a number of contingencies.

This may be possible with a few state supported HBC's.
Section II: "Programming"

Item 1: Development of a broader curriculum which includes the use of the Black experience as a vehicle to study socio-political-economic dimensions of American Society, history, and world politics.

Again, this will depend on the overall status of Black Americans in the nation and world events. "Hard times" for Blacks surely generates the enhancement of such protective measures; however, curriculum changes cost money and money is not available in hard times. Use of the Black experience no doubt occurs in classes with sensitive Black instructors—regardless of the curriculum.

Experiences with Black studies in the late '60's and early '70's will be a deterrent in this effort.

Progress of American Blacks and Africans towards the mainstream of Americans and world politics will make this approach necessary.

I see some evidence that Black students increasingly value learning about the Black experience and integrate this learning with their learning experience. Students may demand the broader curriculum.

I am convinced that the "vehicle" concept is a basic part of the new case for the Black college. It will not be easy to convince White higher education of this, but so what?

Item 2: Greater cooperation between business and Black colleges in developing academic programs for professional education.

A select few of our Black colleges will continue to use this quite viable cooperative mechanism. Very small Black colleges may have too few resources to develop this approach.

Contemporary politics dictate more cooperation, but Black institutions are not and will not be sufficiently R & D oriented by 1993 to affect a great deal of cooperation. A few public institutions might prove to be exceptions.

As the economy improves after the current depression, business will need a greater pool of personnel.

I retain my probabilities of 15% and 20% because I do not foresee such cooperation particularly in developing academic programs for professional education.
Item 3: Greater cooperation between business and Black colleges in developing academic programs for vocational education.

Location of institutions is a great factor. Small Black colleges located in rural areas will have scant opportunity for such cooperation.

I think most Black colleges will be forced to move in this direction.

Same as Item 2.

Item 4: Cooperative ventures with community colleges in terms of automatic transfers for students to Black colleges.

I think there is and will continue to be "stiff competition" but that it will be so important to both types of institutions that cooperation will be at best limited to the forwarding of student credentials. (A challenge to the panelist cited above.) See Second Round Questionnaire Panelists' responses, Appendix H.

I believe such cooperative ventures will occur since many minority students enroll in community colleges. The community college may prove to be an excellent feeder institution.

There is already a trend toward establishing relationships with community colleges. This is especially true for private Black colleges.

I agree with the panelists' comments. However, most colleges may not develop adequate articulation (?) program that will enable a large number of students to transfer and consequently boost the enrollment.

Although this would be most intelligent venture, it is something talked about but I've seen no real plans for its implementation. Many junior colleges are becoming specialized and highly selective and do not link up with 4-year institutions. Also, many Blacks are in proprietary schools and therefore there is no need to tap this pool--but again, I see no evidence that this is taking place.

Item 7: Increased Black college emphasis on professional education.

If we define "professional education" as schools of law, medicine, dentistry, theology, etc., I do not think that there will be a major increase in emphasis. Under the above definition a graduate program leading to the "Masters" or "Ph.D." in education or political science, etc. would not be professional education.
For Items 2 and 3, I define professional and vocational education as career preparation. In Items 7 and 8, I think of engineering and electronics schools and Black colleges will not have the resources for these.

Funds are needed to establish law, medical, dental, etc. programs and I don't see them becoming available. Struggle will be to hold on to the 4-year institutions.

I see correlations between this probability and the one on redefinition of mission.

Black colleges will be forced to move in this direction, even if they have to have cooperative arrangements with larger institutions.

**Item 8: Increased Black college emphasis on vocational education.**

There will be, no doubt, increased emphasis on preparation for jobs that are available.

There is a probability, but again a significant infusion of money would be required to establish meaningful programs.

Job opportunities are forecasted to increase in a broad range of vocational areas between 1990-2000.

**Item 10: Increased Black college emphasis on remedial education.**

I see increasing desire to attend college with decreasing ability. Therefore, assistive/remedial help required if students are expected to compete successfully.

This emphasis is now eroding insufficient resources and is significant. Any increase will mar the colleges' image. Also, money will not be available. I see, perhaps, an informal reinforcement with labs, etc., but not in remedial courses. Also, federal support for such programs may diminish and this would be a great factor.

Black colleges must continue this emphasis not only for traditional students, but underprepared White students who are being recruited as well.

The crucial word is "increased." I do not believe there will be "increased emphasis."
Can "remedial" be expanded to include students who may not be psychologically prepared as well as academically prepared to compete in the majority or larger institutions? For example, Black colleges may be better at "saving" even good students in special programs such as architecture, business, computer sciences, etc. than if they enrolled at majority institutions.

My percentage figure is only the percent of increased emphasis and bears no relationship to the current percentage of emphasis on remedial education.

This function is mandatory for the future.
Appendix K

Impact Questionnaire
Final
Black College Delphi Questionnaire
Round 4 Impact

Instructions: Consensus has been reached on all statements below. Using the group response indicated after each item as a basis for deliberation, please indicate the impact (effect) that the described events will have on Black colleges by the year 1993. PLEASE CIRCLE THE IMPACT YOU BELIEVE THE DESCRIBED EVENT WILL HAVE. YOU ARE ENCOURAGED TO COMMENT.

Note: UF = unfavorable
MUF = moderately unfavorable
NC = no change
MF = moderately favorable
HF = highly favorable

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<th>MUF</th>
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Section I: "Structure and Administration"


2. Disappearance of small Black colleges, located in nonmetropolitan areas, which cannot compete with Black/White colleges/universities. (Group Response: 5% probability by 1983, 10% by 1988, and 15% by 1993)
### Section I (Continued)

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<td>3.</td>
<td>Transformation of small church colleges into junior colleges or preparatory schools. (Group Response: 5% probability by 1983, 10% by 1988, and 15% by 1993)</td>
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<tr>
<td>4.</td>
<td>Disappearance of the distinguishable public Black college. (Group Response: 10% probability by 1983, 15% by 1988, 50% by 1993)</td>
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<td>5.</td>
<td>The development of centers for social change (which advocate socio-economic parity and advancement for Black people) as an auxiliary function of comprehensive Black colleges. (Group Response: 5% probability by 1983, 15% by 1988, and 12% by 1993)</td>
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<td>6.</td>
<td>A merger of small private Black colleges in close proximity to one another. (Group Response: 5% probability by 1983, 10% by 1988, 15% by 1993)</td>
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<td>7.</td>
<td>A merger of the remaining separate historical Black public colleges and the historical White public colleges within a state system. (Group Response: 5% probability by 1983, 15% by 1988, 30% by 1993)</td>
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<td>8.</td>
<td>Assiduous recruitment of White students. (Group Response: 15% probability by 1983, 20% by 1988, 50% by 1993)</td>
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### Section I (Continued)

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<td>9. Increase in the number of White students enrolled at Black colleges. (Group Response: 8% probability by 1983, 15% by 1988, 25% by 1993)</td>
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### Section II: "Programming"

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<td>2. Cooperative ventures with community colleges in terms of automatic transfers for students to Black colleges (Group Response: 10% probability by 1983, 15% by 1988, 20% by 1993)</td>
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<tr>
<td>3. Transformation of Black colleges located in nonmetropolitan areas into off-campus centers operated by either White or Black metropolitan universities. (Group Response: 10% probability by 1983, 12% by 1988, and 20% by 1993)</td>
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### Section II (Continued)

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<td>Increased Black college emphasis on liberal arts education. (Group Response: 10% probability by 1983, 15% by 1988 AND 1993)</td>
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<td>5.</td>
<td>Increased Black college emphasis on professional education. (Group Response: 10% probability by 1983, 20% by 1988 AND 1993)</td>
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<td>7.</td>
<td>Cooperative ventures with other universities (e.g., faculty exchange, program coordination) resulting in improved programming and reduced costs. (Group Response: 20% probability by 1983 AND 1988, 30% by 1993)</td>
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Appendix L

Impact Questionnaire Panelists' Comments
Section I: "Structure and Administration"

Item 1: A fundamental redefinition of the primary mission of Black colleges. (Group Response: 10% probability by 1983, 20% by 1988, 25% by 1993)

Moderately Favorable, because as circumstances change, it will be important for the Black colleges to change also.

Highly Favorable. This must be done.

Unfavorable. It would remove their most unique characteristic and therefore their reason for existing.

I think it is impossible to rank this statement without knowing what is agreed upon as "primary mission" or what the content of re-definition will be.

Moderately Favorable, some redefinition needed.

Moderately Favorable. This would have a moderately favorable effect because greater White participation would insure greater support for the institution.

Item 2: Disappearance of small Black colleges, located in nonmetropolitan areas, which cannot compete with Black/White colleges/universities. (Group Response: 5% probability by 1983, 10% by 1988, 15% by 1993)

Moderately Favorable. It seems inevitable because they will not be able to attract students nor have programs that are applicable for 21st century students.

Unfavorable. Black colleges are needed in these areas especially.

Moderately Unfavorable--would lessen the number in the universe, but could strengthen those remaining.

Moderately Favorable. I think the disappearance of some of the weaker institutions may facilitate the focusing of resources upon a smaller number of institutions.

Unfavorable. Rural population needs all educational facilities it can get.

Moderately Unfavorable. I believe it to be important to demonstrate by this society that this society can support to a level of strength small Black colleges.
Unfavorable—because they fulfill a role of educating low income minorities.

**Item 3:** Transformation of small church colleges into junior colleges or preparatory schools. (Group Response: 5% probability by 1983, 10% by 1988, and 15% by 1993)

Moderately Unfavorable. Perhaps a few of them could take this route, but not too many for it would mean extinction for the Black colleges.

Unfavorable. If quality colleges, these too are needed.

Unfavorable—would open door for similar "solution" for other HBC and U's.

No Change. I am not in total agreement with the consensus.

Unfavorable. I am glad the probability is not greater. The influence of the church is still needed.

**Item 4:** Disappearance of the distinguishable public Black college. (Group Response: 10% probability by 1983, 15% by 1988, 50% by 1993)

Moderately Unfavorable. Although it will be a loss, I believe it will be inevitable.

Moderately Unfavorable. If good schools, these will be needed.

Moderately Unfavorable. The public-private mix is needed for image and for practical purposes to bolster support.

No Change. This will probably have no impact on the number of Black students.

Moderately Unfavorable. For those public PBIs where the quality of education and the strength of the curriculum are enhanced, individuals may get a better formal education. But the loss of the role models (symbolic) and the loss of freedom to support Black research and truly Black curriculum outweigh this possible advantage and cause me to check MUF.

Moderately Favorable. Such a change will assure the survival of the college and hopefully with more powerful roles in the states.
Item 5: The development of centers for social change (which advocate socioeconomic parity and advancement for Black people) as an auxiliary function of comprehensive Black colleges.

(Group Response: 5% probability by 1983, 15% by 1988, and 12% by 1993)

Highly Favorable. If Black colleges refuse to handle this function, no other institution will.

Highly Favorable, a very justifiable aspect of the rationale of the Black colleges.

Moderately Favorable. This would be favorable because the contributions of HBC and U's and Black people need to be advanced in a more sophisticated manner. Also, the link between socioeconomic status and education needs more attention.

Highly Favorable, should be an aspect of every Black college's role and purpose.

Highly Favorable, would produce a mechanism which would assure that social and economic parity of Blacks in the society would be researched and documented.

Highly Favorable—because there is an ability to articulate the issues.

Item 6: A merger of small private Black colleges in close proximity to one another. (Group Response: 5% probability by 1983, 10% by 1988, 15% by 1993)

Highly Favorable—competition for scarce resources getting tougher; must use our meager resources more productively.

Moderately Favorable. Such may become a reality.

Highly Favorable. The concentration of resources will help all.

Moderately Favorable. This action, if it takes place, will allow Black colleges to become more comprehensive and competitive.

Moderately Favorable—could be very good to bolster the image of the universe of such institutions.

Moderately Favorable— if this can be achieved.
Item 7: A merger of the remaining separate historical Black public colleges and the historical White public colleges within a state system. (Group Response: 5% probability by 1983, 15% by 1988, 30% by 1993)

Unfavorable. There is not a need to merge all HBPC's with HWPC's. To do so is unfair and socially unjust.

Moderately Unfavorable. I have grave doubts that this is possible, e.g., "White flight."

Unfavorable--would wipe out the identification and destroy history and mission.

"Merger" and "disappearance" seem to be synonymous? (Question 4)
If the assumption is that they are not, then I would check moderately favorable on the ground that one system might mean a single standard.

Unfavorable. This is likely to be unfavorable since the institution is likely to become more White than Black.

Moderately Unfavorable. I would hate to see it, but I think it will happen.

Unfavorable. We would lose forces, academic status, identity.

Item 8: Assiduous recruitment of White students. (Group Response:
15% probability by 1983, 20% by 1988, 50% by 1993)

Highly Favorable--because our enrollments would increase.

Moderately Unfavorable. White student recruitment may occur, but it will definitely change the function of the Black colleges.

Highly Favorable--necessary for survival.

Moderately Favorable. To be successful, a recruitment drive will impose great inside pressure to improve quality.

No Change--no change likely because Whites are not likely to be recruited in large enough numbers for it to matter.

Moderately Favorable--if it can be accomplished.

Highly Favorable--will lead to increased prestige and larger roles for the colleges.
Item 9: Increase in the number of White students enrolled at Black colleges. (Group Response: 8% probability by 1983, 15% by 1988, 25% by 1993)

Highly Favorable. The same response as above (will lead to increased prestige ...).

Moderately Favorable. If it can be accomplished.

No Change. See number 8 above. Whites do not merge; they take over when they become a majority. However, they are "drop ins," in most cases, at HBC's.

Moderately Favorable—as long as the majority enrollment is Black.

Moderately Unfavorable. It will mean the end of Black colleges if there is a large enrollment.

Section II: "Programming"

Item 1: Development of a broader curriculum which includes the use of the Black experience as a vehicle to study socio-political-economic dimensions of American society, history, and world politics. (Group Response: 5% probability by 1983, 25% by 1988, 20% by 1993)

Highly Favorable—important for Black colleges to assume this role.

Moderately Favorable—strong interdisciplinary push will be healthy and distinctive.

No Change. No Change because the broader curriculum is needed in other areas (science, technology, etc.)

Highly Favorable. The way to go!

Highly Favorable. It is important to have a correct view of our society.

Item 2: Cooperative ventures with community colleges in terms of automatic transfers for students to Black colleges (Group Response: 10% probability by 1983, 15% by 1988, 20% by 1993)

Highly Favorable—would aid in recruitment.
Highly Favorable—Highly important to the achievement of parity for Blacks at the B.S. level.

Moderately Favorable—if properly done.

Highly Favorable—would be the best recruitment tool to be implemented in recent years.

Highly Favorable. It will insure student enrollment and will attract Black students who usually attend community colleges. Black colleges could help to strengthen the community colleges.

Item 3: Transformation of Black colleges located in nonmetropolitan areas into off-campus centers operated by either White or Black metropolitan universities. (Group Response: 10% probability by 1983, 12% by 1988, and 20% by 1993)

Moderately Favorable. It would be one way of preserving the colleges and some of their programs.

Unfavorable. They would disappear.

Moderately Favorable. This has some promise.

Item 4: Increased Black college emphasis on liberal arts education. (Group Response: 10% probability by 1983, 15% by 1988 AND 1993)

Moderately Favorable. A balance must be achieved. Liberal education will be needed.

Moderately Favorable—if combined with career emphasis.

Moderately Unfavorable. It cannot be emphasized more without being detrimental.

Moderately Favorable. There continues to be a place for the broadly educated person.

Moderately Favorable. If White enrollment increases, perhaps the Black colleges can become excellent centers for liberal education.

Item 5: Increased emphasis on professional education. (Group Response: 10% probability by 1983, 20% by 1988 AND 1993)

Highly Favorable. It will pave the way for them to have cooperative programs and meet the needs of their students.
Moderately Favorable. This is true for the professions other than teaching, perhaps.

No Change—should take place only in the strongest HBC's.

Highly Favorable. The colleges should be more in tune with the requirements of our society.

Highly Favorable—needs acceleration.

**Item 6: Increased Black college emphasis on vocational education.**

(Group Response: 10% probability by 1983, 20% by 1988, 25% by 1993)

Moderately Favorable. High technology demands it. Colleges will respond to the movement.

Moderately Unfavorable—depends on the rationale.

No Change—not sure what is meant by vocational education—if technology—highly favorable; if woodworking, etc.—unfavorable.

Moderately Favorable. While Black colleges can be involved in vocational education, it should not become their mission.

**Item 7: Cooperative ventures with other universities (e.g., faculty exchange, program coordination) resulting in improved programming and reduced costs.** (Group Response: 20% probability by 1983 AND 1988, 30% by 1993)

Highly Favorable. Survival depends on such cooperative efforts.

Moderately Favorable. Cooperative ventures could contribute to improved faculty/student morale by challenging institutions to demonstrate quality.

Highly Favorable. This would improve image, widen options, help to retain faculty and cut costs.
Appendix M

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