

**School of Education**  
**Students of Color Focus Group**  
**and**  
**Campus-Wide Recruitment**

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Linda Tolbert

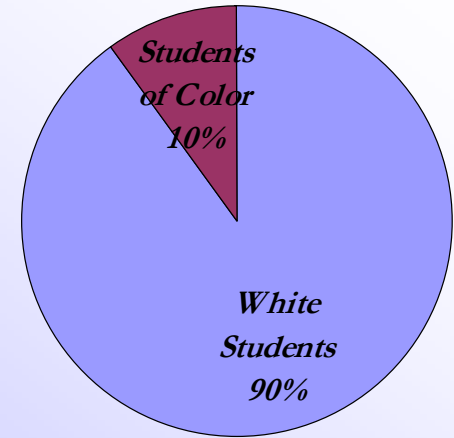
Kathy Wood

# **Undergraduate Program Breakdowns by Ethnicity**

**Elementary Education**

# Programs by Ethnicity

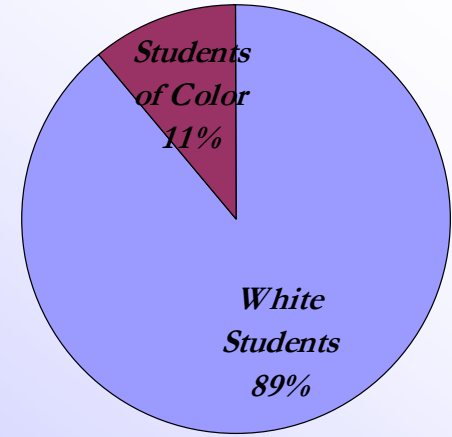
## Elementary Ed—Fall 2004



Major	Enrolled	As-Am.	Afr-Am.	Hisp.	Nat-Am.	White	Non-Res	Unkn
Pre-Elem. Ed	363	2	19	8	2	298	0	34
Childhood Ed	300	4	14	8	1	221	1	51
Early Childhood Ed	37	1	4	1	0	29	0	2
Early Child & Ed	64	0	2	2	0	57	0	3
<b>TOTALS</b>	<b>764</b>	<b>7</b>	<b>39</b>	<b>19</b>	<b>3</b>	<b>605</b>	<b>1</b>	<b>90</b>

# Programs by Ethnicity

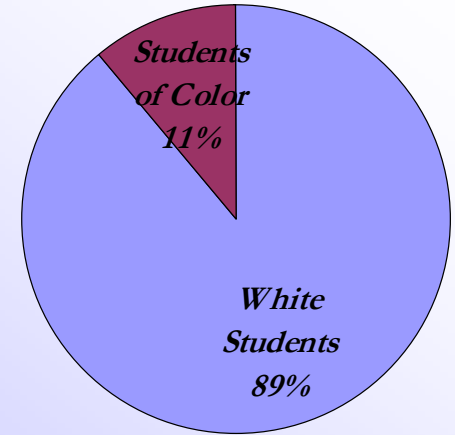
## Elementary Ed—Fall 2005



Major	Enrolled	As-Am.	Afr-Am.	Hisp.	Nat-Am.	White	Non-Res	Unkn
Pre-Elem. Ed	391	7	32	9	1	296	0	46
Childhood Ed	285	2	12	8	2	210	0	51
Early Childhood Ed	37	0	4	1	0	28	0	4
Early Child & Ed	95	0	2	3	0	83	0	7
Prospective – 1 <sup>st</sup> year	111	2	3	0	0	89	0	17
<b>TOTALS</b>	<b>919</b>	<b>11</b>	<b>53</b>	<b>21</b>	<b>3</b>	<b>706</b>	<b>0</b>	<b>125</b>

# Programs by Ethnicity

## Elementary Ed—Fall 2006



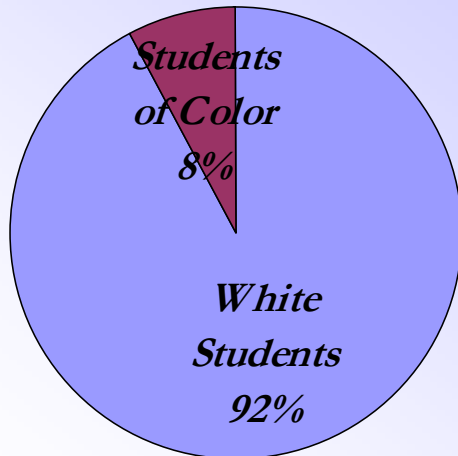
Major	Enrolled	As-Am.	Afr-Am.	Hisp.	Nat-Am.	White	Non-Res	Unkn
Pre-Elem. Ed	365	5	31	6	3	271	2	47
Childhood Ed	284	5	12	2	1	210	0	54
Early Childhood Ed	47	0	4	2	0	34	1	6
Early Child & Ed	108	1	2	3	0	92	0	10
Prospective – 1 <sup>st</sup> Year	158	1	13	2	1	129	0	12
<b>TOTALS</b>	<b>962</b>	<b>12</b>	<b>62</b>	<b>15</b>	<b>5</b>	<b>736</b>	<b>3</b>	<b>129</b>

# Undergraduate Degrees by Ethnicity

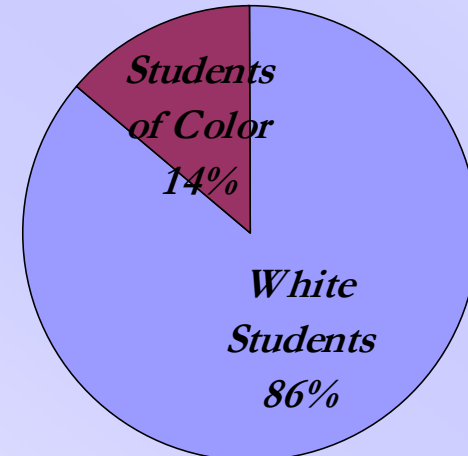
## Elementary Education

Year	Graduates	As-Am.	Afr-Am.	Hisp.	Nat-Am.	White	Non-Res	Unkn
2004-2005	161	0	9	1	1	130	0	20
2005-2006	177	4	7	9	1	130	0	26

*2004-2005*



*2005-2006*

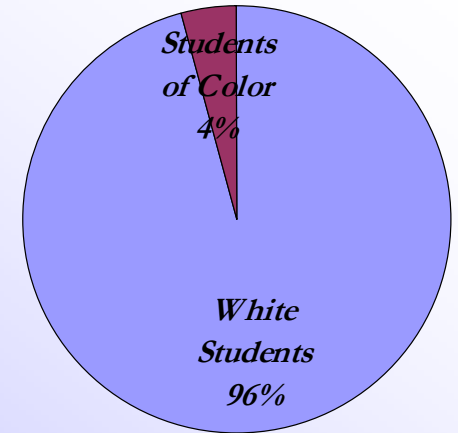


# **Undergraduate Program Breakdowns by Ethnicity**

**Exceptional Education**

# Programs by Ethnicity

## Exceptional Ed—Fall 2004

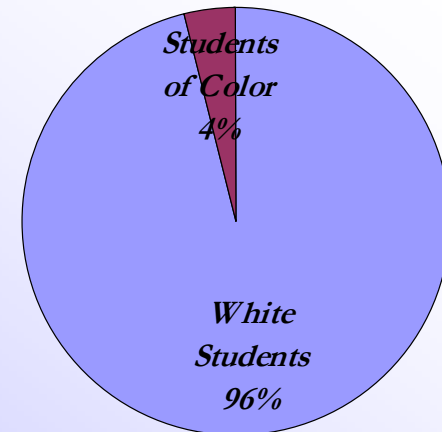


Major	Enrolled	As-Am.	Afr-Am.	Hisp.	Nat-Am.	White	Non-Res	Unkn
Tech. ExEd EIEd	279	1	4	4	0	233	0	37
Exceptional Ed	2	0	0	0	0	2	0	0
Pre-ExEd	26	0	2	0	0	23	0	1
<b>TOTALS</b>	<b>307</b>	<b>1</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>258</b>	<b>0</b>	<b>38</b>



# Programs by Ethnicity

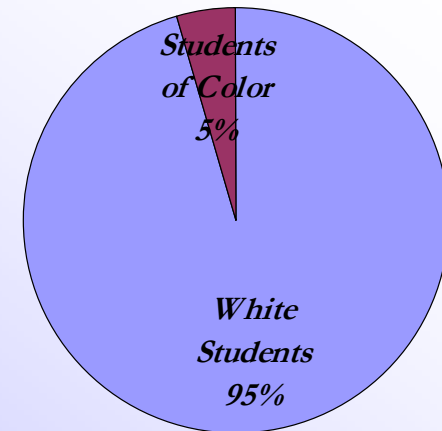
## Exceptional Ed—Fall 2005



Major	Enrolled	As-Am.	Afr-Am.	Hisp.	Nat-Am.	White	Non-Res	Unkn
Tech. ExEd EIEd	300	0	7	3	0	255	0	35
Pre-ExEd	17	0	1	0	0	16	0	0
<b>TOTALS</b>	<b>317</b>	<b>0</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>271</b>	<b>0</b>	<b>35</b>

# Programs by Ethnicity

## Exceptional Ed—Fall 2006



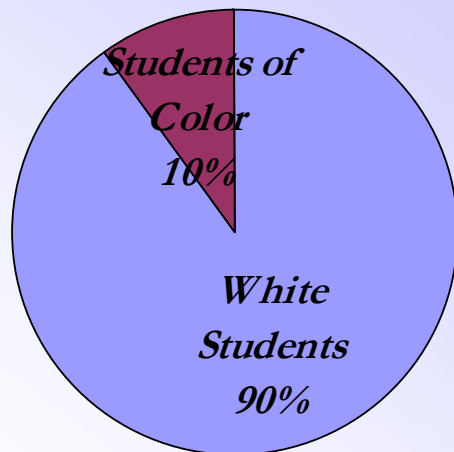
Major	Enrolled	As-Am.	Afr-Am.	Hisp.	Nat-Am.	White	Non-Res	Unkn
Tech. ExEd EIEd	236	0	7	2	0	195	0	32
Pre-ExEd	37	1	1	0	0	34	0	1
<b>TOTALS</b>	<b>273</b>	<b>1</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>229</b>	<b>0</b>	<b>33</b>

# Undergraduate Degrees by Ethnicity

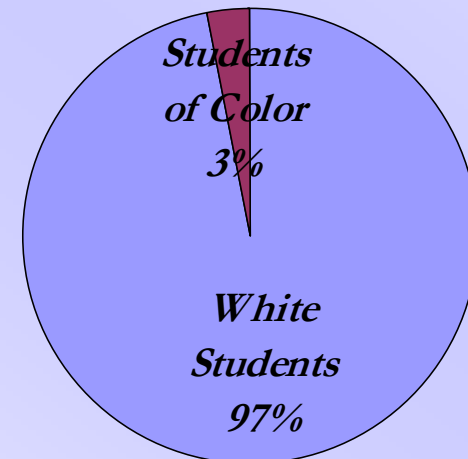
## Exceptional Education

Year	Graduates	As-Am.	Afr-Am.	Hisp.	Nat-Am.	White	Non-Res	Unkn
2004-2005	33	0	1	2	0	27	0	3
2005-2006	76	0	0	2	0	66	0	8

*2004-2005*



*2005-2006*



# Focus Groups Respondents

## Session I—April 2006

- 6 African American Females
- 1 African American Male
- 3 Hispanic Females

# Focus Groups Respondents

## Session II—November 2006

- 4 African American Females
- 2 African American Males
- 1 Asian American Female
- 2 Hispanic Female

# Focus Group Questions

1. From your perspective (that is, as a student of color or a student from a group which is underrepresented in educational careers) describe what it has been like to be a student in the Elementary Education and Reading Program.
2. What could we do to enhance the Elementary Education-Reading Program in the interest of underrepresented students like students of color?

# From your perspective as a student of color describe what it has been like to be a student in the Elementary Education and Reading Department?

## Barriers

- “Feels unfair that I am always reminded that I’m lucky because I am a minority. I am discounted and not recognized for my strengths”
- “I have yet to come across another Hispanic student in my education classes, so I feel alone; isolated”
- “Sometimes I feel lonely-Most of the time I’m the only Spanish speaking person in my class.
- “Another barrier is feeling alienated. Information regarding the programs changes. You must make your own way”
- “Being a non-traditional student is like being addressed as a non-entity”

## Stereotypes

- “I had to be willing to put myself out there to overcome the stereotype of being labeled a slacker”.
- “Stop judging me for my color or stereotypes of my culture. Understand this, if I’ve made it this far don’t you think that belief or stereotype doesn’t apply anymore”
- “Teachers need to stop underestimating my abilities. Have same expectations for me as my majority classmates”
- “I intend to prove the nay-sayers wrong and show people from my area that you can succeed and make a good living the legit way”
- “Racial tension among classmates and stereotypes”...lack of belief. Those who have believed in me have helped me.
- “Stop the stereotypes! My color has nothing to do with my work ethics. Let my work speak louder than my color”
- Stop the stereotyping regarding low expectations
- Stereotyping in general and treat students respectfully as young adults



- I have encountered several barriers one as appearing to be naïve or incompetent and to some extent by some professors and even a cooperating teacher who was less than supportive

# What could we do to enhance the Elementary Education and Reading Program in the interest of underrepresented students.

## Recruitment

- Recruitment efforts to focus on underrepresented students
- Recruit more minority students for the majors in Elementary Education, including males
- There needs to be a way to encourage more Hispanic people into the program. Maybe target high schools that have a population of them. Of course once they are in the program they will need to be guided because many of them may be first generation college students who may not have that family support because they are expected to start working.
- To get more applications send more diverse representatives to the schools; not just African American or Hispanic
- Have more faculty and professionals in the education department from minority groups
- Have more Hispanic faculty and professionals in the education department
- Displaying more people of color in marketing, websites, publications etc.
- Provide more African American faculty and staff that can support and encourage underrepresented students in the majors
- Get cooperating teachers that are more helpful; add diversity

## Mentoring

- Start a peer mentor program to help students know what is going on
- A mentoring program for underrepresented students in Elementary Education
- Provide support program for minority students tailored to the Elementary Education program; structured mentoring program
- Offer a “buddy system” to allow students in the majors to take classes together
- Provide social activity for all students in the majors to meet and share; would also benefit underrepresented students

## Curriculum

- “Professors should include and emphasize a more multicultural content in courses, makes it more attractive for underrepresented students
- Programming activities to learn more about diverse groups
- Communicating the success stories of African American and other minority teachers through highlights and videos
- Include more urban schools in the PDS
- Have tutoring specific to Education courses since sometimes the professor doesn't have time to give one-to-one time
- More classes for bilingual people who need more work on writing and grammar. Also have more professors who understand what you are feeling and going through as underrepresented students. There should be some Hispanic professors to go to when you need to talk to someone

## Advisement

- “I did not get the right information nor good advisement which made me lose 2 years. I’m getting another bachelor’s degree when I could have done a Master’s”
- “I have a problem with group advisement
- Students should be able to choose advisor or change advisor if needed
- Outline of courses needed to get to projected graduation date
- Provide information on placements in advance (which faculty at available schools)
- More attention to students needs; i.e. follow-up, phone calls, more interest and outreach

## Continue

- Good experiences with student teaching
- Seek out faculty that are rigorous
- Non-minority faculty and staff should be a part of the discussions
- Mandatory orientation meeting for EDU 311
- Having pupils in the classroom experiences
- Offering valuable education courses that help prepare for teaching
- Continue focus groups
- Continue to have informal meetings or some other form of correspondence to let us know that somebody else is out there rooting for us to become a success story

QUESTIONS

COMMENTS

RECOMMENDATIONS