

A STUDY OF INSTITUTIONAL CHANGES IN A
COMMUNITY COLLEGE AS IT ENCOUNTERS
AN INCREASING NATIVE AMERICAN
STUDENT POPULATION

By

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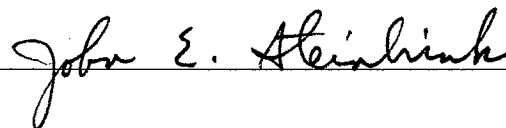



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CHAPTER I

DESIGN OF THE STUDY

According to Fullan (1991), ". . . there will always be pressures for educational change in pluralistic societies" (p.17). In order to examine responses to such pressures in institutions of higher education, one should consider the community colleges as an example.

Community colleges have the best track record for responding to the changing needs of their constituents. This track record is related to their general educational mission and the nature of types of service they provide. Initially a two year extension of high school, community colleges have evolved into comprehensive institutions serving a large proportion of the population and offering a wide selection of programs (Gabert, 1991; Vaughan, 1985). Community colleges are associated with career-, compensatory-, and community-education, as well as collegiate (transfer), and general education (Brint & Karabel, 1989; Cohen & Brawer, 1989; Gabert, 1991; Gleazer, 1980). Cohen and Brawer (1989) and Gleazer (1980) also view the mission of community colleges as addressing societal problems, such as unemployment. The mission of community colleges is to provide to their community members comprehensive programs and services that are academically and financially accessible (Gabert, 1991). They meet this mission because of their open-door policy, their close

proximity to the population, and their more reasonable cost (Gleazer, 1980; Thompson, 1990; Vaughan, 1985).

Enrollments are increasing. Nationally, community college enrollments make up approximately 36% of public higher education enrollment (NCES, 1990). Overtime, there has also been a shift in the make-up of the student body. Ethnic minorities, lower income groups, and students with lower academic performance enroll in greater numbers than in the past (Cohen & Brawer, 1989). Nationally, the number of Native Americans attending two-year colleges has increased steadily from 1980 to 1990. However, the percentage of Native Americans attending these institutions is still not growing at the same rate as the Native American populations in general (U.S. Department of Commerce; NCES, 1990). In Oklahoma, the number of students earning associate degrees in two-year colleges rose 19% from 1980 to 1990. These statistics have important implications for Oklahoma - the state with the largest Native American population (U.S. Department of Commerce, 1990). The Native American population of Oklahoma increased by 49 to 60 percentage points, depending on the source, during this same period (U. S. Department of Commerce, 1990). The number of Native Americans earning associate degrees nationwide rose by 39% from 1980 to 1990. Thus, while their numbers are increasing, it would appear that in Oklahoma Native Americans are not attending community colleges in proportion to their relative population in the state.

Purpose

The increase in, and projected future growth in, the Native American population of Oklahoma should result in changes in services and programs in institutions of higher learning to meet the needs of this growing group. It is expected that changes would occur most rapidly in community colleges, which have a long tradition of meeting changing community needs and demographics (Cohen & Brawer, 1989). Based on the work of Fullan (1991) it is expected that such institutional change would be evidenced in the development of new educational materials, approaches, and methods designed specifically to attract and to meet the needs of Native American students.

The purpose of this exploratory and descriptive case study was to examine the institutional responses of an Oklahoma, multi-campus, (three campuses) community college to an increasing Native American population and the perceived importance of these responses by administrators, faculty and Native American students. This institution was selected for in-depth study because the increase in its Native American enrollment exceeded the growth in the overall Native American population by 29% from 1980-1990. Total enrollment for this institution in 1980 was 12,132 with Native Americans comprising 2% of the enrollment, or 282 of that total. In 1990, total enrollment had risen to 17,821 (an increase of 47%) while Native American student population had risen to 497 (an increase of 76%). Because of the uniqueness of these demographics, this environment offered an opportunity to explore the organizational dynamics in-detail in an effort to determine if Fullan's (1991) theory had merit in this case.

Theoretical Framework and Definition of Terms

Fullan's (1991) theoretical framework identifies sources of change, aspects of change, dimensions of change (types of evidence for change) and ways in which individuals experience change. These will be discussed below.

Three sources of change (pressure to change) were identified: (1) natural disasters, (2) external forces such as imported values and technology and immigration, and (3) internal contradictions. The present study will focus on the second and third sources of change. Fullan's description of these source as adapted for the present study are as follows:

1. *Imported values and technology* are represented by the infusion of new or different social values and technology into the overall educational context. In this study external forces will be defined as changes in technology and immigration that influence the educational/career paths of Native Americans.

2. *Internal contradictions* occur "when one or more group in a society perceive a discrepancy between educational values an outcomes affecting themselves or others with whom they have an interest" (p. 17). In this study the definition will be restricted to observed or reported conflicts which occur between the value systems of Native American students and those of the educational institution.

Three aspects of change were discussed that are important to the study of community colleges. One, change consists of a sophisticated and none-too-clear dynamic interrelationship between: (a) the sources of the innovations, (b) the meaning of change, and (c) factors affecting implementation and continuation of the changes.

Two, change is multidimensional and can vary accordingly within the same person as well as within groups. Three, the pressure for change is a necessary precursor to the three steps of initiation, implementation, and institutionalization. Fullan reports two broad motives/pressures for initiating change: change may come about either because it is imposed on us (by natural events or deliberate reform) or because we voluntarily participate in or even initiate change when we find dissatisfaction or inconsistency.

Fullan (1991) suggests that the general dimensions of change can be viewed as a paradigm focusing on the materials in use, the methods used, and the approaches to education found at the institution. For the purpose of the present research, the following definitions are provided by Fullan (1991):

Materials are those attributes visible in an institution. They are cultural artifacts of education: teaching materials, recruiting materials, books, handouts, technologies, flyers, brochures, newspapers and other campus media.

Approaches represent the more tactical component of education, involving the interrelationship of beliefs, teaching approaches, and the use of resources. Approaches are the ways in which things are done. Approaches include methods, which are the procedures or processes for achieving an educational end. Methods involve the application of classroom techniques. To be effective, methods must be grounded in an approach to education that is consistent with beliefs.

Beliefs represent the theoretical underpinning in the development of materials and approaches. Beliefs verge more on the philosophical and conceptual and are preliminary to developing approaches. Beliefs include the assumptions made which

both justify and guide the evolution of innovations. It can be said that beliefs also represent the order or strategy of education.

Fullan (1991) suggests that when individuals experience change at a personal level, they seldom are aware it is occurring or stop to think what its meaning is for others. Meaning is interpreted at two levels, the subjective and the objective.

Subjective. Three themes of subjective change are relevant here: (1) forces keeping things as they are, (2) bitter resentment toward change imposed from outside, and (3) a "strong tendency for people to adjust to the near occasion of change by changing as little as possible" (pp. 35-36).

Objective. A change in actual practice (implementation) is objective reality in education, although change must be noted from the various dimensions. Three dimensions are relevant here: (1) the possible use of new materials or technologies, (2) the possible use of new strategies or activities, and (3) the possible alteration of beliefs underlying new policies or programs.

First Order vs. Second Order Changes

Fullan (1991) endorses the notion of First and Second order changes discussed by Cuban. First order changes are those which do not disturb the basic organizational features. Second order changes seek to alter the fundamental ways in which organizations are put together.

Research Questions

Research questions are an outgrowth of the purpose of the study and theoretical framework. They indicate the study's primary focus (Miles & Huberman, 1984) and should be stated prior to data collection (Yin, 1989). The following research questions formed the basis of the data collection and analysis:

1. What are the changes observed at one Oklahoma community college in response to an increase in Native American enrollment?
2. Do these changes document the theoretical position of Fullan (1991) by providing:
 - a) evidence for pressures of change?
 - b) evidence for three dimensions of change and their interrelationships?

Procedures

To answer these research questions exploratory (descriptive) and explanatory questions posited from an existing theoretical framework and qualitative case study research methods were used, including tape recorded interviews, review of the institution's relevant documents and archival records, and classroom and student lounge observations. These procedures were selected to identify the interaction of significant dimensions of change as they involved the Native American student population at a metropolitan multi-campus community college in Oklahoma. The resulting data were examined and interpreted using Miles and Huberman's (1984) method of analysis, with Fullan's model (1991) as the theoretical frame of reference.

The case study "investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used" (Yin, 1989, p. 23). As a research strategy, case studies are preferred when "how and why" questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context" (Yin, 1989, p.13). The case study method was the method of choice for this study because it allowed the flexibility and latitude necessary to understand how and why dimensions of change influenced the mission of a community college and affected the Native American students who had chosen to attend that higher education institution.

Research Criteria

Research criteria used in this study were based on qualitative methods largely suggested by Yin (1989) and include construct validity, external validity, and reliability.

Construct validity is achieved by using multiple sources of data collection to establish operational measures for the concepts being studied. Data from three sources, (interviewing, reviewing documents, and observations) were used. Additionally, data from these three sources could be characterized into the three dimensions specified by Fullan (1991) materials, approaches and beliefs.

Materials were defined as documents relevant to the institution and included teaching materials, recruiting materials, and other elements of the institution's visible

culture. They included: books, handouts, technologies, flyers, brochures, newspapers and other campus media. Specific data were obtained from a review of relevant printed material including campus catalogues, previous studies, and archival records indicating retention and recruitment methods used by the institution.

Approaches included procedures or processes for achieving an educational end. Information regarding these were obtained through review of archival records (catalogues, recruitment literature, student activities programs), interviews with faculty, administrators, and Native American students. Observations of faculty classes during instruction, student lounge areas, and administrative and faculty office settings were also conducted.

Data collection targeting materials and approaches allowed for the identification of curricula and teaching methods. These types of data also helped identify whether the materials used included Native American perspectives and whether the processes and organizational procedures by which faculty and administrators made changes in curricula and teaching methods accommodated the Native American students.

To ascertain prevalent Beliefs, administrators, faculty and Native American students were interviewed. The interviews provided information on the perceptions of faculty, administrators, and Native American students regarding the institution. Perceptions of reasons why Native American students were attending this community college, their attitudes about the support systems, classroom materials, and teaching methods also were obtained from these interviews.

External validity is achieved by establishing the domain to which a study's findings can be transferred using replications. To achieve replication, three campuses were used in this study.

Reliability is achieved through the demonstration that the operations of a study, such as data collection procedures, can be repeated. Interview protocols for administrators, faculty, and Native American students, as well as observation and document recording sheets, are provided and detailed.

Summary

This chapter has presented the research problem, an overview of the study and research questions raised. Conducted as an exploratory case study research, the study's conceptual framework is based on The New Meaning of Educational Change (Fullan, 1991).

Reporting

Chapter II presents the research methods and the initiation of the study. Chapter III contains a review of the relevant literature including the history of Native Americans in higher education and in tribally controlled schools, Native Americans and the community college, Contemporary Interaction of Native Americans with Higher Education and Fullan's (1991) theoretical change model. Chapter IV presents the data, while Chapter V presents the conclusions, recommendations, and implications resulting from the study.

CHAPTER II

METHODS

Initiation of the Study

The notion of conducting a study of Native American students in a multi-campus community college arose when an Oklahoma State University (OSU) professor noted that this research topic had general interest to community college administrators. After several inquiries, it was learned that the Provost would be the administrator who could present the study to the community college's Board of Directors in order to authorize the study. I met with the Provost at the community college on February 9, 1995 to discuss the possibility of doing research at the institution. The institution was interested in the project and would allow the college to be involved as a research site. Approval of their Board of Directors was necessary to begin the research. The Provost presented a brief outline of the proposed focus of the study to the Board; approval was given. Written approval of the proposed research from the community college was secured by July 31, 1995 (see Appendix E); community college faculty approval was also given. After OSU Institutional Research Board (IRB) approval was obtained, the project began. A copy of the approved IRB form (see Appendix F) was given to the Provost during his first interview.

Institutional Setting

The site selected for this study is a two-year, multi-campus, urban public community college in the state of Oklahoma meeting all criteria for a community college as defined by the Carnegie Classification (1987). According to the institution's 1995-96 catalog, it is the largest two year college in Oklahoma and the only one operating as a full multi-campus system. Of the first-time freshmen enrolling in a public college or university within the Oklahoma State System for Higher Education in recent years, 64% of the county's students begin their college education at this community college. Typically, about 82% of this local community college's students live in its county or very close by.

At the time of this study, this community college had three campuses (it has since expanded adding another campus not included in this study): The Metro Campus, the Northeast campus and the Southeast campus. Classes also were offered at the college's Conference Center and served approximately 800 students each semester. Located in the downtown district of the city, the Metro campus' enrollment is very diverse. It is the oldest campus, founded in 1970, and was having interior remodeling including painting and new flooring during this study. Enrollment at this campus was 9,000 students in 1995.

The Southeast campus is located in the Southeast corner of the city, adjacent to affluent suburbs; 8,000 students were enrolled in 1995. In addition to the main building, a new Performing Arts Center was under construction. This campus was having remodeling work done on the exterior. Enrollment at the Northeast campus was

5,000 in 1995. Futuristic architecture dominated the physical surroundings. It is located in an area of diverse population, where many of the city's minority groups live. Construction and remodeling were underway at this campus as well.

This local Oklahoma community college awards three degrees: Associate in Art, Associate in Science, and Associate in Applied Science. According to the 1994-95 Catalog the college provides programs of study for people who are:

- preparing to transfer at the junior level to a senior college or university;
- preparing for specific occupational careers; in need of continuing education opportunities; in need of developmental or remedial programs in basic skills; and
- in need of retraining or updating in specific career skills.

Sample

To discover what is occurring, the implications of what occurs, and the relationships linking to occurrence dictates purposeful sampling procedures (Honigmann, 1982). Nine administrators, four faculty members, and eleven Native American students comprised the sample for this study. These groups were composed as follows.

Administrators. Administrators were selected because they are directly accountable for initiating changes in the community college. A variety of values, experiences, and suggestions were needed to gain better insight into the perceptions of change; responsibility for institutional mission planning; and responsibility for

curriculum planning, approaches and teaching materials. Nine administrators were interviewed: a Provost, two Deans of Student Services, one Department Head, four administrative level students Service Directors and a Student Activities Specialist. On July 15, 1995 an appointment was scheduled with the institutions's Provost. He had requested that he be interviewed first so he could get a first-hand observation of the process and content of the interview. At the conclusion of the meeting, the Provost agreed to serve as the principal contact for the researcher to help set up individual interviews with selected administrators. Administrators recommended other administrators for interviews. Final selection was determined by availability and the willingness to participate.

Later in July, 1995 dates and times for the interviews were determined. A semi-structured list of interview questions were developed. The Provost was interviewed. During the processes, he and the researcher went over the semi-structured list of questions for administrators. The Deans of Student Services for each of the three campuses was selected because of the depth and breadth of their knowledge about the institution. Their approval also sent a strong message throughout the institution about the importance of the research, thus generating cooperation and assistance from prospective interviewees and individuals providing access to data. There is a Dean of Student Services located on each campus; his/her responsibility is to assist and coordinate programs related to student services. Two of the three Deans were selected for in-depth interviewing.

Appendix B contains the specific interview protocols developed to elicit the necessary information. Each interview was set up by an initial telephone call to the individual's office (the names used throughout this study are fictitious). More often than not, I spoke with the secretary first leaving a message and explaining my purpose and that I would call back if a time was not established.

Administrators' length of service at the institution averaged ten or more years. Only one administrator had been at the college less than one year, two from one to five years, one from six to ten years and five had been at the community college more than ten years. Each of the interviewees were most involved in student services and administration. The age range of the administrators was 41 to 60 years. Administrators interviewed included five Native Americans, one Hispanic, one Black and two non-minority individuals. Highest level of degrees held included two bachelor's level degrees, four master's level degrees and three doctoral level degrees.

Faculty. Faculty at this community college are full, part-time or adjunct. Four faculty members were chosen because administrators believed these faculty had insights into the minority community. None of the faculty were Native American; however, one was African American. These four faculty members were from various disciplines: allied health, social services, liberal arts, and business services; all three campuses were represented. Faculty were contacted in the same manner as administrators. After making arrangements to interview faculty in their office, a follow-up call was made prior to the interview.

Three white males and one African American female were interviewed. Faculty interviewed were between the ages of 41 and 60 years. Three faculty had master's level degrees and one had a doctorate. Faculty had 6 to 10 years teaching experience at the institution. Two faculty were at the community college 2 to 5 years, one, 6 to 10 years, and one more than 10 years. All faculty noted that their primary reason for teaching was because they enjoy it.

Native American Students. The 11 students interviewed for this study were identifiable Native American students and were also members of a federally recognized tribe. These students were currently attending or had attended one of the three campuses of the community college from 1980 to 1995. Participants were obtained during the summer and fall of 1995. Individuals were recruited for the study via sign-up sheets placed in the community college's counseling offices, the student activities office, and for career exploration orientation sessions; faculty referrals; and flyers. The initial approach was to exhibit posters throughout the campus to elicit student participation (see Appendix G). Initially some students were elicited from this method; however, participants soon began referring other students for participation. Word-of-mouth recruitment is the single most effective method for Native American students (Carrigg, 1990). Recruitment was augmented with assistance from administrative personnel in the student services offices. Criteria for participating in the study were that students were of Native American descent and that students had attended this community college or were currently attending classes at any of the three campuses, full-time or part-time.

This study focused primarily on Native American students who identified themselves as such. The sample included nine females and two males, ranging in age from 18 to 51 years. All students interviewed had a Certificate of Indian Blood Card. Tribal affiliation of the pilot interviewee was Comanche descent; of the interviewees, eight students were Cherokee, and three were Choctaw. Students were enrolled in the allied health fields, Science Engineering and Technology, general education, communications, social sciences and liberal arts. All students lived within a 30 mile radius of the campus which they attended. The highest degrees held by students were; ten had high school diplomas, one had obtained a GED, and one student had earned a Bachelor's Degree. Expected educational outcomes reported by students included; two who sought to earn a certificate eight expected to earn an associate degree, and two were attending for self-fulfillment.

Interview Procedures for Native American Students

Student Pilot Interview. A pilot interview was conducted to discover if the interview protocol solicited the data needed for the study. The participant was a 25 year old Native American male who had recently attended the institution. The student understood the questions, and responded to the questions with details, specific opinions and information on materials, approaches and beliefs exhibited by faculty and administrators at the institution. He was nervous on initiation of the interview, but discussion seemed to relieve the nervousness. This participant made little eye contact and responded to questions after silently waiting for a few minutes. After the pilot

interview, it was concluded that no changes would be made to the interview format as the necessary information was obtained.

Individual Interviews. Prior to the actual interviews, I set up a time and place to meet students for the interview and then gave them my name and phone number should they want to call to confirm. I met students at their place of employment during their lunch hours or at the community college right before a scheduled class time. Appointments were made for their convenience. Prior to beginning the interview, I visited with the student for a while until the student was ready to begin. The focus of the project was described and the consent form and student demographic forms were discussed and completed. A brief explanation of how the interaction was to proceed was provided with the assurance that I was someone who wished to learn from them. In the interview I assumed the student learner role. This posture conveyed an openness to hearing what the student had to say and reduced the notion that I had preconceived ideas which were unyielding. This technique of adopting the role of the student is recommended by George & Jones (1980).

The assumption was that the interview would take 40 to 60 minutes to complete. However, several students were interviewed in less than the designated time allotted. Average interview time was 40 minutes.

Focus Group. The focus group has traditionally been used in social sciences as a means of collecting data to supplement qualitative methods (Morgan, 1988). One of the uses of focus groups is as a follow-up to individual interviews. Morgan (1988) suggests using them in this manner to explore issues that only arise during analysis of

the interview and as a way to gain different viewpoints to the individual response. One small focus group with four students was conducted to elicit in-depth information. The opportunity for a focus group arose from an interview with a faculty member who said he had several Native American students in one of his morning classes who would be willing to participate. Each interview was prefaced with an overview statement of the purpose of the study and a guarantee of informant anonymity. Confidentiality was guaranteed by assigning subject numbers to each participant. No names were placed on interview material. A consent form was signed by all participant including faculty, administrators and students. All forms used for the study were approved by the OSU Institutional Review Board (see Appendix A). All interviewees completed a Personal Data Sheet (see Appendix C).

Data-Collection Methods

Three primary data-collection methods were used: individual audio tape recorded interviews, review of institutional documents and of archival records, and observations of classrooms, lounges, and administrators' and faculty offices. These are detailed below.

Interviews. According to Yin (1989), the most important source of case study information is the interview. The in-depth interview was used as the major data source because of the advantages such an approach offers for the exploration of perspectives, attitudes and beliefs. Interviews were conducted with respondents to obtain

constructions of the present, reconstructions of the past, and to confirm and expand information already obtained (Lincoln & Guba, 1985).

The interaction was open-ended and informal throughout the course of an interview. Participants were questioned from a semi-structured list of initial open-ended questions regarding their perceptions of materials, approaches and beliefs as they related to the community college. Additional questions were pursued if deemed useful to the study. In developing a guideline for initial interview questions, four of Yin's (1989) five levels of questions were adopted. These levels progress from questions asked of individuals to questions about policy recommendations, with the latter going beyond the scope of this study. (The fifth level, questions about policy recommendations, were not relevant to the scope of this study). Answers were probed on-site for clarification of confusing responses and to fill in gaps in information, as recommended by Merriam (1988). The protocols are included in Appendix B. The entire interview was audio-taped.

Documents. Campus catalogues, recruitment literature, admission material, and previous studies of this particular community college were examined in depth. For the period 1980-1990, archival records such as historical attainment by race, catalogues and student recruitment materials were examined. Student activities lists, student theatrical production records, and archival college newspapers were reviewed for multicultural programs, Native American programs or events relevant to the study. The document coding sheets are included in Appendix D.

Observations. Evidence of materials, approaches, and beliefs comprising the institutional ethos was obtained by observing classrooms containing Native American students, administrators' and faculty office environments, and student lounge areas. Students are more apt to gather, in lounges, cafeterias, or game rooms so these areas reflect an institution's attitudes toward groups of students. An observation instrument was designed specifically for use in this study. Items for the observation sheet were determined by using Miles and Huberman (1984) coding techniques. The instrument allowed for making a matrix of categories, placing the evidence within such categories and tabulating the frequency of different events. Then, I simply checked each observation as it occurred. This permitted me to spend time thinking about what is occurring rather than how to record it (Gay, 1987).

The faculty and administrators' office code sheet had four items to check:

1) Number of Native American art pieces in room, 2) Number of Cultural pieces of art in room, 3) Cultural decor in room, and 4) Culturally relevant books in room and cultural events posted. The classroom code sheet consisted of four items to check:

1) The number of identifiable Native American and/or minority students in the classroom, 2) Cultural content--the number of times cultural themes or topics were used, 3) Culturally relevant chapters in assigned textbooks, and 4) Teaching methods or materials used. The student lounge code sheet consisted of three items to check:

1) Presence or absence of Native American art pieces in room, 2) Culturally relevant events or information on display in lounges, and 3) Cultural themes or patterns on furniture or decor. Appendix D contains sample observation coding sheets.

I spent 15-20 minutes observing administrative office areas, using the observation code sheet and taking notes. Observation of specific administrators' offices also occurred during the interview while the administrator was completing the consent form and demographic sheet. A total of nine Administrators' offices were observed. The process of faculty office observations was quite similar to that of the administrative offices procedures. A total of four faculty offices were observed.

Arrangements were made with the faculty members after the individual interview for observation of their classrooms. Upon arriving at the location of the class, I sat at the back of the classroom where I would be able to get a good view of the overall classroom environment. A faculty classroom code sheet was completed during the visit. A total of 4 faculty classrooms were observed for approximately fifty minutes per classroom. At each campus, I went to the main office and asked where the student lounges were located. I found a place toward the back of the lounge to provide a good view of the whole room and observed for 20 minutes. The observation code sheet for student lounges was then completed.

Archival Records Procedures

To review institutional archival records, I visited the metro campus library, which was housed in the first campus in the history of the college. I introduced myself and showed the librarian the letter from the Provost giving permission to conduct this research at the community college. The librarian recommended that I visit the Cultural Heritage Center. I walked into the Cultural Heritage Center and introduced myself to

the Director. The purpose of the study was explained, and I asked to review the institution's archival records starting with the catalogs. During the review of records, the Director was very helpful, appeared interested in this research project and answered any questions I asked during the five hour stay. Before leaving the first visit, I arranged another visit to review more records with the Director's approval. A time and date were set and the Director was thanked for her help. During this next visit the catalog review was conducted along with the review of other archival records. Prior to review of archival records, a code sheet was developed to document data (refer to Appendix D for a copy of this code sheet).

Catalogues

Review of catalogs included: 1) Examination of the cover and back page to note the number of minority individuals and /or Native American individuals. 2) Scanning illustrations, to note the number of minority and/or Native American individuals. 3) Examination of financial aid information relevant to minority and/or Native Americans. 4) Documenting the number of minority board members holding positions (identified from photographs).

Theater Production Books. Prior to review of theater records, a code sheet was developed to document data (refer to Appendix D for a copy of this code sheet). The books were organized chronologically. I reviewed one book at a time which allowed me to concentrate on that year. I completed the review in chronological order and documented the information on the code sheets. The focus was on documenting the

number of minority and/or Native American productions held during the years 1980-1990. If a production with a Native American theme was held, I then reviewed the newspapers to see if the production was promoted in the newspaper.

College Newspapers. Copies of the community college newspapers have been bound in books since the first issue. A code sheet was developed to document data (see Appendix D for a copy of this code sheet). Because of the organization of the books, it was relatively easy to document information on code sheets, although the process was time consuming. The front page, editorial page, and other stories about minorities and/or Native American topics or issues during the years 1980-1990 were documented.

Display Cases. The Director of the Cultural Heritage Center had already organized the display case records in a photograph book. I looked through the photograph book and, when there was a display which related to the Native American Culture, I went back to the community college newspaper archival records to see if any articles had been written about the particular display. The code sheet for documentation of information is in Appendix D. A similar review was also conducted of information displays arranged by the historian. Documentation was available for years 1991-1994.

Data Analysis Techniques

With data collection in this type of research, analysis of data is ongoing (Merriam, 1988). "The process of constant comparison stimulates thought that leads to both descriptive and exploratory categories" (Lincoln & Guba, 1985, p.341). Data

reporting began with the first interview, where a contact summary sheet was completed for the purpose of summarizing main themes. This technique is offered by Miles and Huberman (1984). As ideas were generated from the interview, comments about thoughts and feeling were recorded by the researcher for later analysis, as appropriate. Ongoing analysis allowed for an opportunity to produce categories of information and generate new approaches for the additional interviews.

Merriam (1988) also states that raw data should be organized so that additional analysis can be conducted. The following list of data analysis techniques were used: 1) Counting; obvious means of finding out "what's there," 2) Noting patterns and themes; explicitly looking for patterns demands a mind-set that will allow for unifying constructs to emerge, 3) Clustering; a grouping together of things that appear similar. These techniques are supported by Miles & Huberman (1984).

Limitations

The document data may be incomplete from a research perspective because they were not developed for research purposes. Documentary data may not provide the researcher with continuity of events, and reports may be only on positive events which provide a nonrepresentative sample (Merriam, 1988). Because of the nature of case study research methods, results of the study are not generalizable to other institutions or populations. Also, as Native American student participation was voluntary, those who chose to participate may not be representative of the overall Native American college population in that institution.

CHAPTER III

REVIEW OF SELECTED LITERATURE

Several research areas are relevant to this case study of a community college, specifically its increasing enrollments of Native Americans related to the dimensions of change. The review of literature for this study is divided into five sections: 1) History of Native Americans in Higher Education, 2), Native Americans and the Community College, 3) Contemporary Interaction of Native Americans with Higher Education, 4) Models of Educational Change, and 5) Summary.

History of Native Americans in Higher

Education and In Tribally

Controlled Schools

History indicates that early efforts aimed at higher education of Indians were attempted but rarely applied seriously (Adams, 1988; Lord, 1913; Morison, 1935). As part of colonial missionary work, missionaries believed education was a primary means to Christianize Indians or "civilize" them using European methods (Wright, 1988).

In the early 1600's, Harvard Indian College was established with the intention of financing education in order to convert the Indians. The English Parliament charged

a London-based company, The New England Company, to raise and administer funds for Indian Conversion (Morison, 1935). Harvard President Henry Dunster, in 1649, discreetly began changing the purpose of the Charter and while receiving funds for the education and conversion of Indians, Harvard housed and helped more non-Indians than Indians. Not until 1660 "did an Indian student enter Harvard for the bachelor's degree, and never did more than two occupy the Indian College at any given time" (Wright, 1988, p. 7).

In 1693 the Indian College at Harvard was demolished. At almost the same time, the College of William and Mary in Virginia received its royal charter for the education of Indian youth. Although funds were collected to civilize the Indians, there is no evidence of Indian enrollment at William and Mary prior to 1705 (Morison, 1935). A similar experience occurred during the founding of Dartmouth. Funds were raised in 1765 from English donors to educate Indians. However, by 1774, all the funds for Indian education were spent, yet few Indians had benefitted (Lord, 1913).

In post-revolutionary America, the responsibility to educate Indians devolved to the Federal Government. By 1842 a system of Indian schools was in place; there were 106 such institutions by 1881. Prominent among those were Carlisle Indian School in Pennsylvania, Haskell Institute in Lawrence, Kansas and the Institute of American Indian Arts in Santa Fe, New Mexico Territory (Belgarde, 1992). These institutions were governed by non-Indians who decided what was best for the Indians (Wright & Tierney, 1991).

During this time some tribes, most notably the Cherokee, began developing their own institutions of education, including higher education. However, in 1906 the U.S. Government took control of the tribal schools. Under government control they went into decline. Indian education languished under government boarding schools until the Wheeler-Howard Act and the Johnson O'Malley Act (40 Stat. 1458, 25 U.S.C., 452-456) of the 1930's focused attention on Indian Education. In fact, in 1932 only 389 Indians were enrolled in colleges, and only 52 college graduates could be identified. In 1935, following these acts, 515 Indians were enrolled (Martin, 1993).

In the early 1940's and through the 1950's the government policy of "termination" planned on gradually liquidating Indians as a people, integrating them into the larger society (Horse, 1992). During this period enrollment of Indians in institutions of higher education continued to grow, reaching over 2,000 by the last half of the 1950's (Martin, 1993).

In the 1960's, under the Johnson administration, an emphasis on grassroots empowerment provided Indians an alternative to relocation and termination. This stimulus increased Indian enrollment in Higher Education to over 7,000 students in 1965. In 1970, Nixon formally announced a policy of "Self-Determination" and Indian-controlled schools again began developing. The "Self Determination Act" of 1975 and the "Tribally Controlled Community Assistance Act" of 1978 continued this shift to Indian control of education. For the first time since the Cherokee experiences, Indian people began to take control of their own educational affairs. In 1980, there

were 38 Indian community colleges operating. In 1995, there are over 10,000 students enrolled in tribally controlled community colleges (Carnegie, 1989).

The Native American and the Community College

Two-year higher education programs that later would become known as community colleges were first introduced in the 1800's (Gabert, 1991). They were created to provide the first two years of the baccalaureate degree (Vaughan, 1983) and to be more responsive to the needs of the communities in which they were located. True to their mission, they have changed along with their communities, being more adaptive than traditional four-year universities (Brint & Karabel, 1989).

Native American enrollments tend to be clustered at community colleges. In 1988, 50,400 of the 92,000 Native Americans enrolled in U.S. higher education were attending two-year colleges. Associate degrees constituted nearly 40% of the total number of degrees conferred to Native Americans pursuing post-secondary degrees (Tierney, 1992). Community colleges are among the most responsive in helping Native Americans pursue degrees in higher education (Astin, 1982). The Chronicle of Higher Education (Almanac, 1992) reports that American Indian enrollment at community colleges has risen steadily from 47,000 in 1980 to 54,000 in 1990, an increase of 14%.

Historically, community colleges have played an important role in the provision of access to higher education for Native American students. Because of cost, community colleges have been responsible for the increase in minorities having access

to higher education (Thompson, 1990). Minority students, in the past, were admitted to four year institutions of higher education in small numbers and with extensive social restrictions (Thompson, 1990).

The American Council on Education (ACE) 1993 Campus Trends reported that community colleges may face a major influx of students who do not typically enroll in two-year colleges. While four-year institutional enrollment has decreased, public two-year institutions are facing their greatest growth. Morgan (1993) implied that this growth was related to access into four-year institutions. When admission standards are high, access becomes difficult, and four year institutions are probably cutting out a large number of the lower income and minority students. Such students, in turn, seek opportunities at public two year colleges. Astin (1982) states that the high concentration of Native American students in community colleges results from limited finances; these students have no choice but to attend these institutions (Thompson, 1990).

Pavel and Colby (1992) believe that community colleges are committed to helping minorities gain access to higher education and are in a good position to satisfy the needs of Native American cultures and the demands of American society. These authors also stress that continuing to find innovative and effective means of serving nontraditional students in their quest for academic, vocational, and remedial education is an important aspect of the community college recruitment program. It appears that the educational future of many Native Americans will depend upon the community college's continued success in fulfilling their mission, as being responsive to the needs of the community and their population.

Contemporary Interaction of Native Americans with Higher Education

Compared to their representation in the general population, Native Americans continue to be under-represented in higher education (Tierney, 1992). Recently published literature predicts that the birth rate for Anglo-Americans has slowed to the point that, in fewer than three decades, whites will make up only 53% of the national population, while 23% will be Hispanic, 20% African-American, 4% Asian-American, and 4% Native Americans or Pacific Islanders (Walker, 1993).

According to Astin (1982), the college completion rate among Native Americans is 6%, compared to 23% for Whites, 12% for Blacks, and 7% for Hispanics. It is unlikely that this percentage will increase in the near future. While the number of Native Americans entering college has increased between 1966 and 1971, given the increase in Native American population, the proportion of Native Americans attending college has not increased. In fact, the proportion of Native Americans entering college changed very little during the 1971-1981 period (Astin, 1995). Wright (1989) stressed that while significant advances have been made, higher education for Native Americans continues to be a challenge; educational achievement of Native Americans remains the lowest of any ethnic group.

For some Native Americans, enrolling in college is the first significant experience in the western culture (Brown, 1981). Adapting to the western educational environment presents difficulty. This culture shock can be compounded by misunderstandings of non-Indians (McIntosh, 1988). Many Native American cultural

values are not compatible with western cultural values. Guyette and Heth (1983) report that community colleges create less cultural pressures than four-year institutions. Also, urban based Indians have more difficulty reaching their college educational goals than reservation Indians because of the bureaucratic hurdles, such as financial aid requirements which differ from tribal requirements. Additionally, urban-based Indians may be more isolated from support systems than the reservation Indian (Carrigg, 1990).

Improving the interaction of Native American students with individuals in higher education institutions requires awareness of specific sensitive issues. One key issue is separatism. At an urban community college Weis (1992) studied tensions between black and white students. She found that there were few overt tensions expressed by fighting and racial taunts, but found instead, tensions were expressed through separateness and, especially on the part of the white minority at the college, through criticism of black students. Separatism can lead to animosity between groups of students.

Cultural conflict and cultural shock are other issues. Native American students have a history of conflict in dealing with white-based education programs. The more traditional the environment in which a Native American has been brought up the more severe the degree of conflict the student will experience in the white-based educational setting (Wright & Tierney, 1991; Thomason, 1991). According to LaCounte (1987), most professionals in student services fields are aware of the culture shock minorities experience upon entering higher education such as an uncomfortable environment for

personal and academic growth. Native American students have unique educational needs as well. These students must understand or accept their cultural identity while at the same time function within the overall educational framework (Brone, Evans & Wayne, 1987). A common problem for Native Americans in higher education is social isolation; Native Americans tend to be more isolated than other cultural groups because there are fewer in number (Lunneborg & Lunneborg, 1986).

Not all Native Americans have the same degree of traditionalism. The amount of cultural conflict will vary for individuals born on reservations or speaking their tribal language as compared to a Native American who may speak English and be born in a city (Thomason, 1991). Because of these cultural conflicts some researchers have noted a positive correlation between the degree of acculturation and assimilation of Native Americans into the Anglo world and their persistence (Well, 1988). Castillo (1982) noted that those Native Americans who retained some form of Native American spirituality were more successful in school than those who did not. While there does not seem to be an agreement as to a relationship between academic success and culture, there is interest in how culture and the education process work together.

A related issue is whether traditional educational approaches are effective with minority students. Since minority children appear no different in their manners, dress, language, and interest, educators have often lumped them into what Erickson called the "Universal Child" mold. From that position it is assumed that all children learn from the same prescribed education model (Wright, 1989). Even adult-age minority students in higher education are taught, rather clumsily, by these western methods. Very few

white college professors today have the necessary skills to effectively reach minority students with their unique cognitive abilities. These factors are inevitably rough on the student and frustrating for the professors (Tierney, 1992).

Another issue is first generation student anxieties. Many Indian students are first generation students. London (1992) reported that college changes all students, whether they are first-generation or not. He found these changes were contributed by exposure to the curriculum, maturation, "readiness" for college and the quality of teaching. He concluded that changes were mostly modest and incremental. The very thought of going to a college, whether large or small, indicated an interest in attaining a white-collar, middle class position not previously attained by any family member. This took students into a new culture.

Models of Educational Change

According to Levine (1976) there are three broad ways in which pressures for educational change may arise: natural disasters, external forces (such as imported technology and values), and internal contradictions such as when values conflict. The most powerful change is brought about by natural disasters, such as destroying the college and starting over. Natural disasters are not limited to those events that occur on campus. Cataclysmic events affecting the lives of students, faculty, staff and surrounding community members are included in this definition and natural disasters.

Imported values and technology are a common source for pressure for change. The appropriation of societal values such as political correctness may change views of

faculty regarding students. Technology changes that mandate the development of new curriculum, such as adding computer courses to the educational curricula, are a common occurrence.

Internal contradictions represent a major impetus for change. For example, for Native American students, conflict can arise when their beliefs regarding timeliness, or their attendance variations relating to family matters are contrary to faculty and administration's beliefs. Also, faculty who expect Native students to learn using the same styles as Anglo students will be frustrated in their attempts to educate these students.

Immigration and population change outside the institution, indigenous changes, and changing perceptions of educational value by Native Americans represent dimensions of changes occurring. Clearly, increasing numbers of Native Americans are one of those population changes that one would expect will bring pressures to change into the community college system. Additionally, the knowledge that increasing educational achievement has a direct and positive influence on the economic future of Native Americans may create increasing enrollments and additional pressure on the community college (Tierney, 1991). Innovations to adapt to this changing student body are evolutionary and inevitable. Fullan (1991) suggests that dimensions of change can be reduced to a paradigm focusing on the materials at use, the approaches to education, and the beliefs found at the institution.

Summary

Native Americans have been exposed to a long history of deceptive educational practices, administered by non-native educators. As Native education on reservations has increasingly been administered by Native people, enrollments have significantly increased. Native Americans participating in off-reservation education have been particularly challenged by an alien educational system. Sources of change, specifically those of Native American population change and internal contradictions of Native American students in community college system have presumably forced change on the community college.

CHAPTER IV

PRESENTATION OF THE DATA

The purpose of this case study was to describe and explain the processes of change via the interrelationships of materials, approaches, and beliefs as reported by administrators, faculty, and Native American students at a large three-campus community college. Data were gathered from interviews with administrators, faculty and Native American students, from observations of administrator offices, faculty classrooms, student lounge areas, and from archival records. The resulting data will be discussed below as they relate to the sources and dimensions of change.

Sources of Change

A review of the material gathered revealed that responses fell into two broad areas or themes: 1) external influences (imported values and technology and immigration), and 2) internal influences (or contradictions). Changes discussed by interviewees are divided into these two themes.

External Influences

These were seen by many of the interviewees as a major force for internal change. Changing technology; government regulations, including financial aid funding;

changing demographics; new, emerging occupations; and geographic location were all included in remarks by those interviewed.

Changing Technology. An awareness of the implications of changing technology and associated emerging occupations, was cited by many, whether administrator, faculty or student. It was seen as the most dramatic change being thrust on the institution, from factors external to the college. Administrators often commented on such changes. One administrator said, "I believe that a trend which has impacted this community college not only at this campus, but also on all the campuses, has been technology. Technology, or lack of technology, has made an impact with all different areas, such as curriculum, library resources, admissions, registration, and financial aid" (Ms. Eagle, Metro, September, 1995). Some administrators believed that advances in technology were good and keeping up with technology was imperative, while others voiced that technology could be a detriment. "When a person calls to enroll, they don't always want to hear a recording. Having a real person at the other end of the phone makes this community college more personal and more inviting, which is a function of the community college" (Mr. Jones, SEC, August, 1995). Another administrator had concerns that too much technology, such as in classrooms or libraries, could be intimidating to the older returning student. He stated that the college needed to keep in touch with the historic purpose of the community college, which he stated was to be up close and personal and not be over-taken by technology (Dr. Turner, SEC, August, 1995).

While most of the faculty interviewed did not relate technology changes as bearing on their role, concern regarding such was mentioned by three of the four faculty interviewed. Characteristic of this concern, one faculty said, "Younger students may be more comfortable with technology, which the entire world is participating in, although older students may be intimidated by this change" (Dr. Johnson, NEC, October, 1995).

Student awareness of technology was evidenced by comments such as this one, "Sometimes I get a bit uncomfortable with all the computer stuff around this campus. I know this world has become technological and I probably need to learn it, but it still intimidates me" (Betty, NEC, December, 1995). Another student shared his experience related to technology:

Because of changing technology, a major gas company hired me as an apprentice for five years. I was able to attend a private university which they selected because this institution was up to date with technology courses and degree programs. My position was a computer operator. I got all of my training from this company, then they had to lay me off a couple of years ago. I could not afford to continue in the program which they had selected for me at this institution. In order for me to survive I had to take a full time job and rethink a degree program that would keep up with the times and select a school that would allow me to take courses around my work schedule. I selected this community college because it fit my computer background training and allowed

me to continue taking classes in the day time, because I work the graveyard shift. I am currently kind of retraining in the computer sciences area, and I believe I will be employable because technology is where it's at today (Bobby, NEC, October, 1995).

Government Regulations Including Financial Aid. Government regulations, most specifically those related to financial aid, were mentioned by interviewees from only two of the groups, administrators and students. Government regulations were reported as an influence by several administrators. The community college sector has taken advantage of federal funding available for certain programs, for example, programs to train minorities. Changing government rules impact not only the benefitting students but the role administrators must take as well. One administrator said "Although federally guaranteed student loans and other categories of financial aid have affected community colleges less than the higher cost university, we still must stay within the financial aid guidelines" (Mr. Murray, Metro, August, 1995). Another administrator stated, "some financial aid regulations mandate enrollment patterns that may be inconsistent with other regulations. For example, enrollment of 12 hours is considered full-time according to the federal government regulations. However, the Bureau of Indian Affairs stipulates that Native American students must be enrolled in at least 15 hours to be considered full time in order to qualify for tribal funding. He saw this regulation as a problem, because many students, Indian and non-Indian alike, have jobs, families and often commute and have other responsibilities. These changing

rules impact what the community college can offer to prospective and current students" (Mr. Jones, SEC, August, 1995).

Availability and access to government financial aid was the predominate concern identified by several of Native American students. For example one student commented, "With all of the budget cuts in Federal funding for Native Americans, it is going to be even more difficult to go to school" (Sue, Metro, August, 1995).

Changing Demographics. Administrators and faculty, but not students, identified changing demographics as an external source of change. The evolving character of the student pool was a factor often cited by administrators as an external force resulting in internal change. According to a January, 1996 article in a local newspaper, the county population is 570,600. Minorities make up 18% of that figure. The community college's northeast campus is located in an area with the highest concentration of minority individuals, over 23%, as compared to the metro campus and communities surrounding the southeast campus of about 8%. These data are consistent with the comments given by administrators. An administrator at the southeast campus states, "We do not have as many minorities at this campus as I would like to see, and that makes it even more important that minority information and sensitivity training take place" (Dr. Turner, SEC, August, 1995). A metro campus administrator said, "Our community college is seeing an increase of the international students . . ." (Dr. Simms, Metro, August, 1995). Another administrator said, "As changes in our community occur, changes at this institution must occur to meet the needs of a diverse student population" (Ms. Eagle, Metro, September, 1995). At the northeast campus

one administrator voiced, "We have a high number of minority students in this area, our tuition is low and most students today want to stay closer to home. Family can help them with child-care, or transportation or finances. They can't all afford the four year schools" (Dr. Turner, SEC, August, 1995).

Faculty interviewees noted the larger number of international students enrolled, but noted no change in ethnic minority students at this community college. One faculty member said, "I have not noticed the increase in ethnic minorities at this community college, but there seems to be an increase in our international student population over the last few years" (Dr. Johnson, NEC, October, 1995). Notably one of the four faculty did not seem to notice the changing diversity of the students.

New or Emerging Occupations. Only administrators and faculty acknowledged changing occupations as an external source of influence. Administrators' comments noted the relationship between technology and programs. For example, given changes in technology, there is a new and rapidly growing need for trained semi-professional workers. To meet the needs of the economy, the institution must train students for these semi-professional occupations. "When the world economy has needs, the local economy must change also, which in-turn changes curriculum at this community college to keep up with the demands," stated one college administrator (Dr. Simms, Metro, August, 1995). Another administrator noted, "We currently offer courses relevant to several businesses in the area. During their lunch hours, we send one of our faculty to train or retrain the employee in areas which the company wants to keep pace with technology" (Dr. Turner, SEC, August, 1995).

Faculty reiterated the administrators' comments regarding new and emerging occupations. They were aware that some adjunct faculty members were teaching corporate classes outside of the college, as evidenced by the following comment. "I know some of our faculty teach courses at the ____ corporation during their lunch hours" (Dr. Johnson, NEC, October, 1995).

Geographic Location. Administrators and students, not faculty, acknowledged the influence of geographic location on the college. Changes related to the institution's geographic location were consistently mentioned by interviewees in both groups. Administrators reiterated the need for transportation to the community college as a necessary component for meeting the educational needs of students in the area. "We are a commuter college" one administrator stated . . . (Mr. Murray, Metro, August, 1995). "The community bus routes are critical to three campuses. . ." another administrator stressed (Mr. Hara, NEC, September, 1995).

It was learned through interviews that in the early history of this institution city buses were only running north and south, and no bus routes ran east and west (impacting access to one of the campuses). Individuals from the institution worked with the city Transit Authority to implement bus routes for all three campuses.

Students often cited location as a reason for attending the institution. The most frequent comment was the proximity of the college to jobs, home or day care. One student stated, "I am able to work and go to school because of the location" (Sue, Metro, August, 1995). Another student remarked, "The campus is close enough for me to drop off my children at the day care center. I want to be close to home while

attending school because I have a child with a health problem, and I want to be able to get home quickly" (Betty, Metro, December, 1995).

In acknowledgment of all these external influences, a successful community college always involves the community while adopting changes within their systems. In an administrator's own words,

This college continues to tie back to the community. Academic decisions are driven primarily through advisory committees whose members are from the community. These community business members give the institution advice on technical programs and direction on how to set up curriculum. (Dr. Ross, Central, July 1995).

Community involvement was also evidenced by outside training programs, which involved administrators coordinating courses to be taught to employees of local businesses and corporations. A local bus route which transports students to and from the institution's three campuses was developed in coordination with the city government. Another community involvement program was evidenced by the college's Community Outreach Program. This program was designed to let community college students learn outside the traditional classroom by providing them with community service opportunities. For example, college students volunteer to tutor elementary students in a high risk school through this program. All of these are evidence of a college well-integrated into the community.

College administrators were more closely involved with the community through coordination with local transit and local training programs. Faculty were aware but not

involved in these efforts. One faculty member said, "Because of the institutional structures, philosophy and administration, most faculty typically are not directly involved with the institutional climate outside the campus" (Dr. Johnson, October, 1995). One faculty member commented that the local transit system had been beneficial for student access to and from campus more conveniently.

While not aware directly of the college's coordination with the community, students described community programs such as the 25 year celebration which occurred during the Fall, 1995 semester. One student stated that members of the community attended the celebration cookout held at one of the campuses. "The free food was an incentive for many students to attend. There were a lot of people there" (Diane, NEC, December, 1995).

Internal Influences

Internal influences also were seen by interviewees from all three groups as a force for change. Special committee and programs, academic and financial support, and comfortable and supportive atmosphere were all topics included in remarks by those interviewed.

Special Committees and Programs. Interviewees for all groups mentioned special committees and programs. Interestingly, only administrators and faculty mentioned those related to multiculturalism, while all three groups mentioned those related to assessment and building academic skills. All of the administrators mentioned, and seemed quite proud of, the College's special Multicultural Committee

and programs fostered by this Committee. All administrators noted that the purpose of the Multicultural Committee was very important. They believed this Committee allowed faculty and administrators to become aware of the needs and issues of minorities at the institution and that the Committee fostered programs to remedy these issues. However, some administrators discussed a concern; one stated, "The purpose of the Multicultural Committee is to try to develop programs for the diverse population for the institution. The problem I see with it is that people at this institution expect this Committee to do it all" (Dr. Turner, SEC, August, 1995). Another administrator voiced concerns, "The Multicultural Committee is a great concept. The Committee has a representative from each campus, which is good" (Dr. Ross, Central, July, 1995). Another states, "The conflicting element is that faculty and administrators might not make an effort to develop their own ideas about multiculturalism which is one of their responsibilities. Faculty would be less inclined to incorporate minority issues in their curriculum, class topic areas, or to include minority components in student activities programs. The faculty and staff might think the Multicultural needs are being met through this committee" (Dr. Turner, SEC, August, 1995).

With a large and increasing minority population, a multicultural training program was developed. At each campus, there is a multicultural sensitivity training program for faculty, administrators and staff. The purpose of the program is to begin a dialogue regarding understanding the different cultures at the institution. Participants are invited to role play and discuss issues, concerns, and experiences about ethnic

minority topics. Several faculty interviewees indicated that the turnout is generally very high for the training.

The college provides assessment, skill building, placement and tutoring programs. The purpose of the Assessment Center is to determine student readiness based on multiple indicators including, past academic performance, educational readiness, and education goals. All students who enroll at the institution full or part-time are required to visit the Assessment Center and take the designated tests in determining course levels. The institution's Assessment Center consists of a full-time and part-time professional staff. The staff administers and interprets a wide variety of tests, which can help students in many ways. A student can be tested for achievement, aptitude, or interest. Some of the testing programs available through the assessment services are computerized placement tests, ACT assessment, General Educational Development test, Test of English as a Foreign Language, English as a Second Language placement examination, Advanced standing credit exam, and Pre-Professional skills test.

Administrators evaluated the Center in a variety of ways. One administrator stated that, "the Assessment Center should go beyond what its purpose is and provide other information they might need" (Mr. Fox, Metro, August, 1995). He believed students needed to be given more guidance on financial aid information, since all students must come through this office. Another administrator voiced his opinion, "This office is helpful to students, because it can help them clarify their academic goals and explore career options" (Mr. Murray, Metro, August, 1995). Another

administrator stated, "This Center might help identify student reasons for experiencing academic difficulty and determine methods to overcome their deficiency such as having a tutor" (Ms. Eagle, Metro, September, 1995).

Faculty believed the Assessment Center was the special program which most impacted on their role. One faculty member stated, "The Assessment Center helps students to identify courses which are best suited for their level and guides them in a realistic academic and employment goal" (Ms. Thomas, SEC, October, 1995).

Students seemed aware of the Assessment Center and thought it was one of the more useful special programs or services. The following comment was typical: "I like the Assessment Center because it helped place me in the right academic level" (Diane, Amber, Kendra, NEC, December, 1995; Bobby, NEC, October, 1995; Sally, Metro, August, 1995).

The math and computer labs and placement and tutoring programs were identified as helpful by the students. One student said, "The math lab has really helped me" (Amber, NEC, December, 1995). The computer lab was also used by students needing extra help. One student was impressed with the job placement program, which assists students seeking employment. One student stated concerns that the Job Placement Program needs to provide more direct guidance to students than it currently does. Although, there were several favorable observations of the Student Counseling Center, one student complained that, "They should stay with the rules and be consistent with the advice they give to students" (Sally, Metro, August, 1995). While some Native American students believed that specific Native American programs and services

would help to "feel more unified," (Bobby, NEC, October, 1995) others did not desire separate services.

Financial Support. Administrators and students, but not faculty, mentioned financial support as an internal influence. Administrators were aware of grant applications for Native American programs. This was mentioned by several of those interviewed. Some administrators reported making special efforts to see that Native American students were directed to appropriate funding sources. Most were aware of Bureau of Indian Affairs (BIA) funding. Administrators viewed a variety of special programs as a primary means of support for specific students. The senior citizen fee waiver program was seen as a financial incentive program which influenced attendance of older students. This is an Oklahoma resident program for those age 65 or older, who wish to audit a course; auditing of academic courses is contingent upon space available on the date the class begins.

Like administrators, Native American students were aware of BIA funding, but some believed additional special funding programs should be available. Nearly all students referenced reasonable cost as an important factor in their choice for attending the institution. One student said, "Tuition here is low" (Sue, Metro, August, 1995). One student also talked about the senior citizen fee waiver program and indicated that her mother was participating in the program.

Comfortable and Supportive Atmosphere. Comments regarding facilitating a comfortable and supportive atmosphere were largely made by faculty and students.

Administrators, while not directly mentioning this theme, indirectly supported the theme by their focus on such items as; seeking federal funding as well as developing supportive services such as enhanced parking. One administrator was concerned whether faculty were aware of the programs available to students. However, this was not a major theme identified by administrators.

Faculty responses revealed many comments regarding this theme. Faculty mentioned encouraging attendance and study habits, motivating students, flexible schedules, open door policy and accepting diversity as approaches they used to support students. Examples are as follows:

Encourage Attendance. A faculty member stated, "I always encourage students to come to class and arrive on time. I think it is an important lesson to learn."(Ms. Brown, NEC, November, 1995). A faculty member explained that he presented the importance of class attendance early in the semester as well as reminded students during the semester about its importance. Some faculty gave consequences for not attending, while others believed students had to be responsible for their own actions.

Encourage Good Study Habits and Facilitate Learning. A faculty member stated, "students benefit from learning good study habits. I try to guide students toward independence and increase their self esteem when they do well in my course"(Ms. Thomas, SEC, October, 1995). Another faculty mentioned, "I encourage students to study and seek tutoring if they are having problems. I don't do anything different for particular ethnic students, I encourage my deaf students the same way I

encourage all students" (Ms. Brown, NEC, November, 1995). Another faculty member shared another approach to help students: "Well, if some of them haven't done well and they express that to me, I try to encourage the students, and tell them they probably need to take another approach to studying" (Ms. Thomas, SEC, October, 1996).

Motivate Students. A faculty member said, "I try to create a challenge and to make learning an exciting experience" (Mr. Hara, NEC, September, 1995). College support for such motivation was reflected in all four faculty responses. One faculty member stated, "I have sufficient resources to teach my classes. I have learned to become more innovative with teaching methods" (Ms. Thomas, SEC, October, 1995). Another faculty member said,

As a faculty member, I find it refreshing when I want to do something out of the norm or come to campus dressed differently to make a point for a particular subject. The administration supports my ideas. Sometimes we have to do innovative ideas to get the students attention or make learning exciting (Ms. Thomas, SEC, October, 1995).

One faculty member stated,

. . . talk to them one-on-one about what it is they do not understand, and first of all I try to make my classroom climate to be non-threatening. My approach is to be laid back and easy going and so they feel as if they can express to me things they don't understand (Mr. Hara, NEC, July, 1995).

One faculty member discussed various approaches to helping students learn. She said,

I try to be a resource person for students. I make an assignment and sometimes they won't know where they can get more information or how to begin the assignment, you know. I guess I act as a sounding board and make suggestions for them so that they can then go pursue it on their own. In my approaches to teaching style, I try to relate the text book material to their own lives, so that it can be relevant for them. It helps students to have a connection to the subject rather than it just be an abstract, sociological concept. I am also flexible. That is, if I give a test and the vast majority of them do not do well on the test, then I try to figure out reasons why they did not do well and probably just assume the responsibility. I will adjust my teaching style or methods if it helps the student. I'll try to figure out reasons students did not understand. I will ask them why, and usually they tell me (Ms. Thomas, SEC, October, 1995).

Native American students perceived faculty members approaches to classroom instruction and structure as helpful. Relevant comments were: "Faculty lay down the law during the first day of class, so students know what to expect, I need that kind of structure, with no surprises" (Kendra, NEC, December, 1995). "Faculty tell you their office schedule, they even give you their home phone numbers and when and where they can be reached"(Bobby, NEC, October, 1995). "Faculty review before a final, which really helps lessen test anxiety. I know what to study for, and it's not a guessing game" (Betty, NEC, December, 1995) and "Faculty help students one on one; the class

size is small, so I can get individualized attention, which I really need" (Ashley, NEC, December, 1, 1995).

Students perceived helpful faculty to be a significant part of the supportive nature of the college. They believed that the atmosphere of the college was supportive and comfortable as well. The response, "I feel comfortable at this campus" typified the responses during interviews. Other comments included, "There is a lot of diversity in class" (Jennifer, NEC, December, 1995) and "The community college's flexible class schedule helps me because I can work at night and go to school days," and "Faculty go out of their way to help students; they are always willing to talk to you after class" (Diane, NEC, December, 1995). One student shared her experience:

One time a faculty member noticed that I was having a difficult time during his class lecture. I started hyperventilating in his class. This was the first class I had taken since high school ten years ago. He took me out in the hall and told me good and supportive things. He told me 'everything is going to be O.K. and if you continue to have a difficult time, please come by my office and let me know,' hearing that made me feel much more at ease (Dawn, Metro, September, 1995).

Another student characterized the supportive atmosphere at the institution:

You can call your teacher at certain hours and stuff, and if you know where their office is..., They give you the syllabus, they tell you their office number and home phone number. I called Mr. ____ one time before our first test, and

he did call me back. I was surprised he called back but later learned many faculty go out of their way to help (Bobby, NEC, October, 1995).

The experience of a female student included the following supportive scenario:

They have a lot of patience. I have had so much going on personally, and they know that when I get really upset and frustrated, especially during test time they let me put off my test or do what ever I've got to do in a reasonable amount of time. They know I never miss a class unless its an emergency. I make good grades. My ex-husband is stalking me and whenever he comes around, I can't concentrate. He drives by my house and calls me a lot. I'm scared to let the kids go outside, and I worry while I'm trying to study and keep my eyes on the kids outside. Faculty take all of this into consideration. When this is happening I tend to shake a lot. Faculty are becoming familiar with my behavior and know what is going on. The faculty work with me here; when I transfer to a four year school I will be very nervous. I am so comfortable here. I know a lot of the teachers and my way around campus. (Betty, NEC, December, 1995).

Summary

Interviewees in all groups identified external and internal sources of change. External sources mentioned included; changing technology, government regulations, changing demographics, new emerging occupations and geographic locations. Administrators mentioned all of these. Faculty mentioned only three of the five, omitting government regulations and geographic location. Students also mentioned only

three of these, making no reference to changing demographics or to new emerging occupations. Internal sources identified during the study included special committees and programs, academic and financial support, and a supportive and comfortable atmosphere. Again administrators mentioned all three (although their reference to supportive services targeted formal mechanisms). Faculty only mentioned two of these, omitting reference to financial aid support. Students mentioned all three of these. However, in their mention of committees and programs, they did not mention multicultural systems; administrators and faculty did. It is not surprising that administrators mentioned the greatest variety of external and internal changes. This is likely because of the nature of their job. Students and faculty were aware of a limited variety of changes, likely those that directly effected them. Cross campus variations in sources identified were rare; however, transportation was an important source mentioned by interviewees from the metro, northeast and central campus but not by those at the southeast campus. Students felt comfortable and the feeling was reciprocal among administrators and faculty. There were identifiable minority administrators which was reflected at the community where two of this college's campuses are located. Training in cultural sensitivity existed for faculty and administrators. Additionally, the historic mission of the community college in adapting to local conditions helped set the stage for a diverse study body.

Dimensions of Change

As indicated earlier, Fullan (1991) suggests that in order to document change one might examine materials in use, methods used, and approaches to education found at the institution. Data obtained from archival records including catalogues, theater productions, campus newspapers, and displays provide information regarding materials and specifically assess any changes observed in the institution's focus on Native American students. Data obtained from observation of classrooms (as well as comments from interviewees) provide information regarding methods used and approaches to education especially those relevant for Native American students. Additionally, data obtained from observations of faculty offices and student lounges (as well as comments from interviewees) provide information regarding the interrelationship of beliefs, teaching approaches/methods, and use of resource.

Archival Records Review

Catalogues. Student catalogs from 1980-1990 yielded a wealth of material. Seven hundred thirty two observations were recorded. These observations show that 91 people were pictured on the catalog cover, 22 of these were minority; an additional two were Native American. The back page of the catalog contained photographs of 94 people, four of which were minority; an additional three were Native American. Inside illustrations featured 530 persons, with 60 being minority and; and an additional four were Native American. In ten issues reviewed, the financial aid section varied from two to seven pages, with no specific information regarding minority assistance, with

the exception of BIA information. The composition of the board of directors membership was available in the catalogs. There had been 76 representatives to the board. The number of minority representatives was 22, all males; no Native Americans were represented. Early issues of the campus catalogue reflected minority representation; later additions did not. At no time did students or faculty volunteer any feedback on their perceptions of the catalogs. One administrator mentioned, "I have been here 20 years and have seen the make up of the board members in the catalog, and they are very committed individuals" (Ms. Eagle, Metro, September, 1995). Table 1 summarizes culturally relevant information from catalog review. A visual representation of changes in minority representation overtime is found in Figure 1.

Theater Productions. College theater productions from 1980-1990 were reviewed. There were 44 productions during the ten year period studied. Of those, one had a Native American theme and one other a minority theme. The majority of productions had no particular cultural orientation. Students and faculty did not mention theater production during the interviews. However one administrator discussed the productions as an important aspect of the college experience. Table 2 summarizes those data. Also see Figure 2.

Campus Newspaper. Campus newspapers from 1980-1990 were reviewed for culturally relevant articles. For the 10 years observed in the study period, there were 26 articles relative to other minorities and eight relative to Native Americans. Patterns

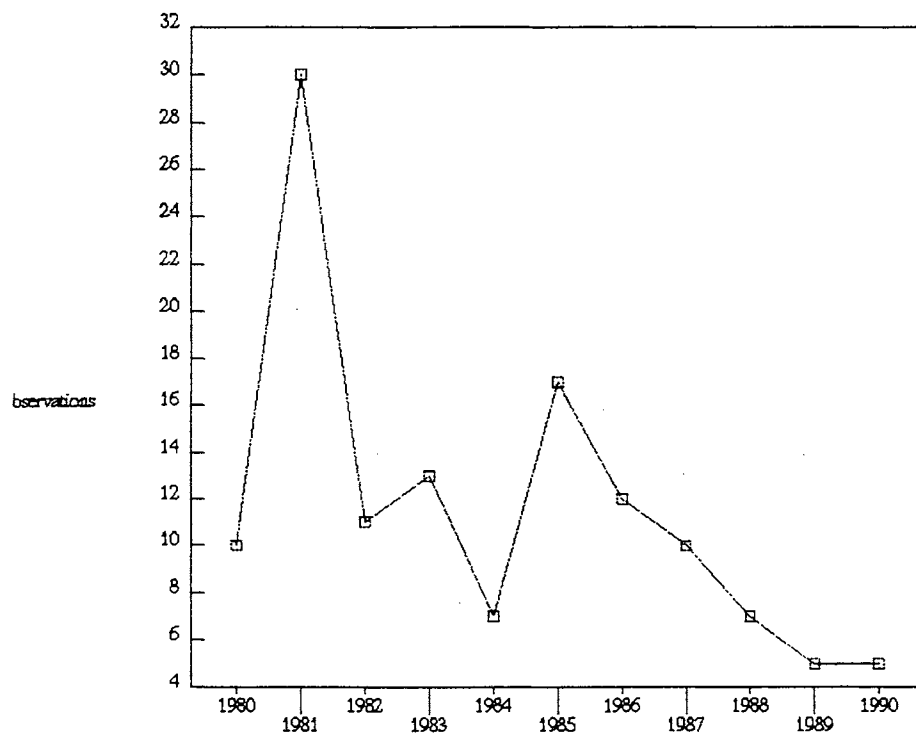


Figure 1. Incidence of Culturally Relevant Articles in Campus Catalog

Table 2

Number of Culturally Relevant Theater Productions Observed in Archives

Theme	Year											Total
	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	
Total Productions	5	4	4	4	4	3	6	0	7	4	3	44
# Minority Productions	0	0	0	0	0	1	0	0	0	0	0	1
# Indian Productions	1	0	0	0	0	0	0	0	0	0	0	1

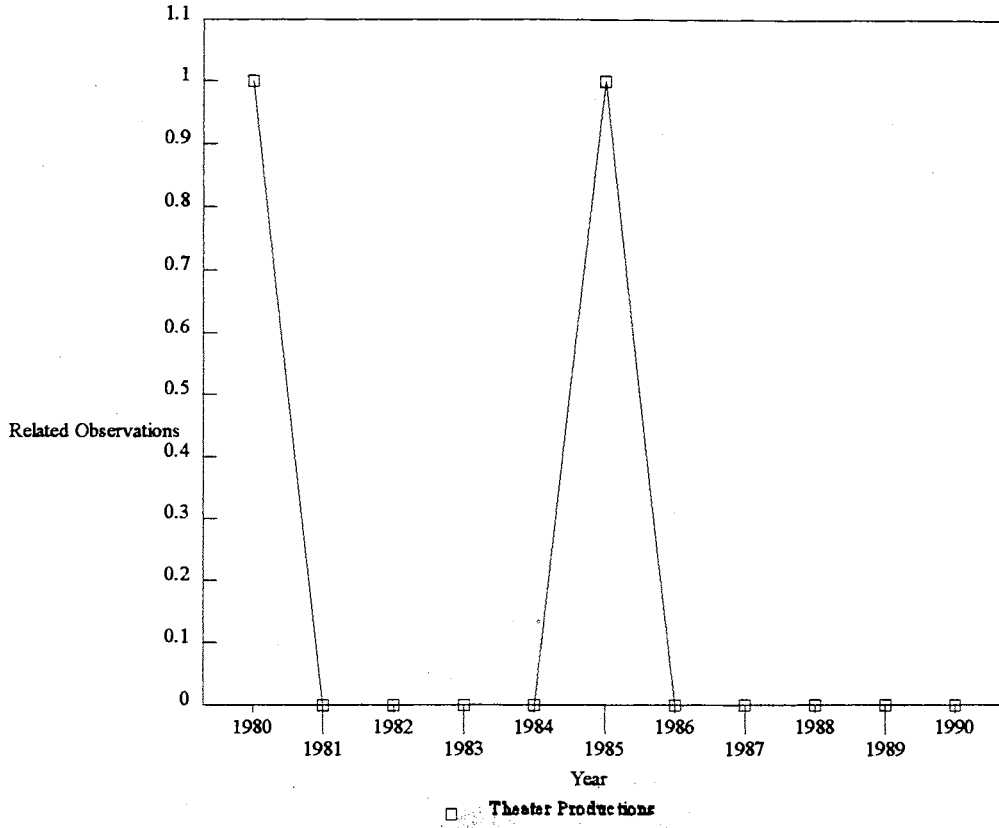


Figure 2. Review of Theater Productions

over the years showed a similar theme to catalogue reviews. More minority and Native American newspaper articles appeared in the earlier years than in later years. Students, faculty and administrators made no comments regarding the newspaper publications. Patterns over the years on Indian articles occur only in the first five years and minority articles spread over a 10 year period (Figure 3). Table 3 summarizes culturally relevant information from the bound newspapers.

Display Cases. There were ten displays during the period 1992 to 1995. Two had Native American themes, two had another minority theme, and six were of general interest. Table 4 summarizes culturally relevant information from display cases. Students and faculty failed to mention or were not aware of the display cases throughout the interviews. One administrator discussed in detail the past displays and upcoming displays during her interview.

Observation of Classrooms. Of the four classrooms observed, five identifiable Native Americans were noted, and seven others were of other ethnic minority backgrounds. During lectures, eighteen cultural words were used, and three cultural themes addressed in texts. Cultural words are defined as those words relevant to any minority group such as, "Sioux," "Million Man March," or "Coming Out Celebration". Cultural themes were identified which related to Multicultural topics. Of the four textbooks reviewed, three of them had a section or chapter on a minority culture, and one textbook had a complete chapter on the history of the Native American

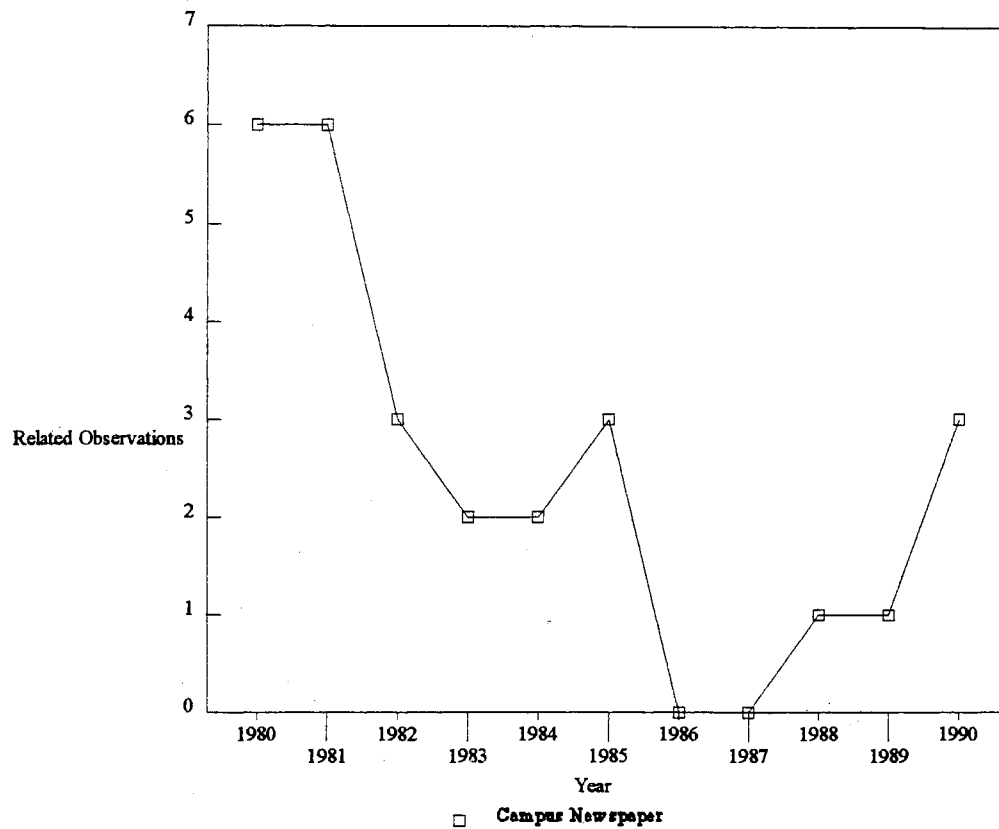


Figure 3. Incidence of Culturally Relevant Articles in Campus Newsletter

Table 3

Culturally Relevant Observations in Campus Newspaper Archive

Category	Year											Total
	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	
<u>Front Page</u>												
#Minority Articles	2	5	0	0	2	0	0	1	1	0	0	11
#Indian Articles	1	0	1	0	0	1	0	0	0	0	0	3
<u>Editorial</u>												
# Minority Articles	1	0	1	0	0	0	0	0	0	1	3	6
#Indian Articles	1	1	0	0	0	0	0	0	0	0	0	2
<u>Other Stories</u>												
# Minority Articles	0	0	0	1	0	2	0	0	0	3	3	9
#Indian Articles	1	0	1	1	0	0	0	0	0	0	0	3

* 1986 no college newspaper published (*The Eagle*)
 1988 Name changed to CC Connection

Table 4

Archival Information Display Case Review

Year	1992	1993	1994	1995	Total
Native American	1			1	2
Other Minority		2			2
General		3	3		6

culture. Table 5 summarizes the relevant data obtained during faculty classroom observation.

Observation of Administrative and Faculty Offices. Of the nine administrator offices observed, three offices had Native American art on the wall. Native American art observed included a large poster focusing on Native Americans and contemporary health prevention issues, a map of the historical relocations of Native American Tribes and a large poster by a well known Native American artist from the Creek (a local) Tribe. Four offices had cultural minority materials other than Native American such as the minority magazine "Multiculturalism." Two offices had Native American art in the room including Native American prints and sculpture. Three offices had other minority art in the room. Table 6 displays the number and type of culturally relevant objects in the administrators' offices.

None of the faculty offices had cultural art on the wall or any cultural books in view. Two offices had cultural art in the room including posters, and Native American baskets. There was no Native American decor observed in these offices. Students never mentioned their perceptions regarding faculty offices during the interviews. Table 7 displays the observation data collected for faculty offices.

Student Lounges. A total of 18 student lounges were observed. Of those student lounges observed, there was an absence of Native American art work in all 18 lounges; one bulletin board in a cafeteria had a listing of cultural activities which consisted of international student organizations and meeting times. One lounge had a

Table 5

Observations of Culturally Relevant Information, Materials or Methods in Faculty Classrooms

Classrooms	Class Room Number			
	1	2	3	4
<u>Metro</u>				
# NA-Identifiable	2	2		
# Other Minority	2	3		
# Minority words in lecture	2	1		
# Cultural section in text	1	11		
<u>Northeast</u>				
# NA Identifiable			1	
# Other Minority			0	
# Minority words in lecture			6	
# Cultural section in text			3	
<u>Southeast</u>				
# NA Identifiable				0
# Other Minority				2
# Minority words in lecture				0
# Cultural section in text				1

Table 6

Culturally Relevant Observations in Administrator's Offices

Offices	Office Number									Total	
	1	2	3	4	5	6	7	8	9		
<u>Metro</u>											
# Native Art in room	2	1	3	0	1						7
# Cultural Art in room	1	0	1	0	0						2
# Cultural events info, Books	0	0	1	0	0						1
Decor & Furnishings	0	0	1	1	0						2
<u>Northeast</u>											
# Native Art in room						1	0				1
# Cultural Art in room						0	0				0
# Cultural Events info, Books						0	0				0
Decor & Furnishings						0	0				0
<u>Southeast</u>											
# Native Art in room								0			0
# Cultural Art in room								3			3
# Cultural Events info, Books								0			0
Decor and Furnishings								0			0
<u>Central</u>											
# Native Art in room									0		0
# Cultural Art in room									1		1
# Cultural Events info, Books									0		0
Decor & Furnishings									0		0

Table 7

Culturally Relevant Observations in Faculty Offices

	Office Number				Total
	1	2	3	4	
<u>Metro</u>					
# Native Art in room	0	0			0
# Cultural Art in room	0	0			0
# Cultural Events info, Books					0
# Decor & Furnishings	0	0			0
<u>Northeast</u>					
# Native Art in room			0		0
# Cultural Art in room			1		1
# Cultural Events info, Books					0
# Decor & Furnishings			0		0
<u>Southeast</u>					
# Native Art in room				0	0
# Cultural Art in room				1	1
# Cultural Events info, Books					0
# Decor & Furnishings				0	

flyer advertising for auditions for a future Native American play production. Furniture decor did not reflect any cultural themes. Students were not probed on their perceptions about the student lounges nor did they make any comments about the lounges.

Observations regarding student lounges are summarized in Table 8.

Summary

The dramatic demographic change in the Native American population of Oklahoma should result in changes in services and programs in institutions of higher learning. Community colleges specifically have a long tradition of meeting changing community needs and demographics (Cohen & Brawer, 1989). Theoretically, Fullan (1991) would postulate that this tradition of responding to community pressures and needs would be evidenced in the development of new materials, approaches, and beliefs which would attract and meet the needs of the growing number of Native American students.

The data gathered provided evidence of an evolving community college: most specifically, a community college which has positively adapted its materials, approaches as well as inherent beliefs to the changing student demographic pattern. Prior to summarizing changes made in materials, approaches, and beliefs, it is important to note that the percentage of ethnic minority administrators interviewed is high and that most of these have been hired in the last decade. One of the four faculty interviewed are ethnic minority. Also, it is important to note that these adaptations were found at all three campuses.

Table 8

Culturally Relevant Observations in Student Lounges

Lounge Number	Student's Number																		Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
<u>Metro</u>																				
# Native art, etc.																				0
# Cultural Events Info.											1									0
#Decor & Furnishings																				1
<u>Northeast</u>																				
#Native Art, etc.																				0
# Cultural Events Info.										1										0
#Decor & Furnishings																				1
<u>Southeast</u>																				
# Native Art, etc.																				0
# Cultural Events Info.																				0
#Decor & Furnishings																				0

Materials

Community college's materials in participant's offices were observed to provide insight into the "Culture of the Office." In-office artifacts included art, and books, anything visible to a visitor. Additionally, campus literature was examined. One would expect that one source of change, increasing ethnic minority and specifically Native American student population, would bring about alterations in the materials displayed and used throughout the institution. However, there was little use of minority art and cultural materials throughout the College. Offices displayed few works which were obviously ethnic minority or Native American in origin, and minority persons were under-represented in campus literature. The students at no time mentioned materials in office or classroom environments as a factor when responding to questions during the interview. Thus, there was a discrepancy between visible cultural "artifacts" at the college and the rapidly increasing ethnic minority and Native American student body. This discrepancy, or lack of culturally sensitive material, was most notable in the student lounge areas. There was an absence of minority or Native American art work in all 18 lounges; one bulletin board in a cafeteria had a listing of cultural activities which consisted of international student organizations and meeting times. Furniture decor did not reflect any cultural themes. Table 6 shows that administrators interviewed had little material in their offices reflecting cultural diversity.

In contrast, a second source of change, materials developed in response to changing technology and emerging occupations, were more evident. Brochures promoting tele-courses and the computer center were visibly displayed. Many

materials featured the role of the community college in the future, including its anticipated child development center, the new performing arts center and the new computer and integrated learning center with computerized classrooms.

Approaches

Adaptations in approaches relevant to changing student demography were seen in three general areas: 1) the development of new committees and other policy changes 2) presentation of information on services and resources 3) curriculum and delivery of instruction. The establishment of committees and policies relevant to increasing diversity were most commonly discussed by administrators. The Multicultural Committee was developed specifically in response to an increasingly diverse student body. The development of non-discrimination policies further facilitated the education of ethnic minority students. New bus routes were established that were critical to ethnic minority students who often cited "lack of transportation" as a major impediment to education. Perhaps not surprisingly, administrators emphasized such changes as adaptive approaches.

Both administrators and faculty seemed concerned with presenting information in a style that was accepted and useful for ethnic minority and Native American students as well as students generally. For example, the Assessment Center Coordinator made extra efforts in providing Native American students with information and guidance of particular value to them. This extra help included indicating specific

resources for financial aid as well as taking extra time and providing extra advice to Native American students during assessment.

Faculty created flexibility in their teaching methods as part of adapting to this changing population. Many instructors seemed to have an understanding of teaching to a diverse student-body. They were supported by administrators in this effort.

Observations of four faculty classrooms demonstrated that all class sessions contained references to minority individuals, words, or culture content. Table 9 summarizes ways in which faculty incorporated cultural information into their classes.

Additionally, faculty taught this diverse student body with student oriented approaches that were especially effective with minority students. Flexible schedules, open door policies, teaching to appreciate one's uniqueness and open discussion of different approaches were all cited by faculty as important.

Validating faculty use of these approaches, Native American students most often cited the helpfulness of the faculty in using these approaches. These students cited such helpfulness of the faculty as an important aspect of the Community College. In fact, the approaches perceived as most relevant by Native American students were to be those fostered by faculty. In the adaptation of approaches, faculty are the "who" that developed most approaches reported by the students.

Again, in contrast, approaches by the institution in response to changes in technology and emerging occupations predominated more than those relating to the ethnic background of students. Actual curricula had been developed to meet specific local employment needs. Students and faculty all mentioned the Assessment Center.

Table 9

Culturally Relevant Methods Used by Faculty

Methods	1980	1981	1982	1983	1984
<u>Metro</u>					
Overheads	N	N			
Handouts	Y	Y			
Lecture	Y	Y			
Film	N	Y			
Field Trip	N	N			
Text Book	N	N			
Speaker	N	N			
<u>Northeast</u>					
Overheads			N		
Handouts			Y		
Lecture			Y		
Film			Y		
Field Trip			N		
Text Book			Y		
Speaker			Y		
<u>Southeast</u>					
Overheads				N	
Handouts				Y	
Lecture				N	
Film				N	
Field Trip				Y	
Text Book				N	
Speaker				Y	

The job placement program, the math lab and new student orientations were also mentioned as important approaches to career development.

Communication labs and the computer lab were also commonly mentioned by administrators, faculty and students as important approaches necessitated by a changing technological society.

Beliefs. The design of this study did not include specific attitude measures or other direct measures of beliefs; rather beliefs were inferred through interview analysis and review of archival records from 1980-1990. Out of a total of 44 theater productions in the time span studied, only one was related to minorities, a second specifically to Native Americans. During the period for which observations were made, articles in the college newspaper regarding minorities peaked at six during 1980 and 1981 (refer to Figure 2). The incidence of such articles was reduced through the 1981-1986 period. In 1986 and 1987 there were no stories regarding minorities in the newspaper (refer to Figure 3). Since that time the incidence has increased to three in 1990. It is difficult to find a trend. The appearance of minority-related material seems to be sporadic and random. This would support the notion that evolutionary forces, rather than planned change, predominate.

The review of information obtained from the campus catalog is summarized. These data do not include information regarding persons on the front and book covers, although photographs of people on the cover were dropped after 1981. The data presented represents any reference to minorities on the board, in the content, or illustrated on the inside of the catalogs.

The most common belief held by faculty and students alike was that openness and support for students was present. Other faculty and student beliefs included the accessibility of location, faculty flexible schedules, and economical cost of attending the community college.

Faculty beliefs go a long way in supporting the implementation of changes necessary to adapt to changing student demography. While more difficult to document, there was some evidence for belief systems that were consistent with changes in approaches. Prominent among these beliefs were understanding diversity, and a belief that more minority programs were needed. Related to the diversity issues, faculty expressed the belief that sharing with other instructors is valuable, and that a supportive administration is essential.

Student beliefs as expressed during interviews were as follow: Some believed there is a need for a Native American Student Association, while others believed not having one made them feel like everyone else. Some students believed funding specific programs for Native American students would help. They also expressed a belief in the value of being seen as a whole person and expressed the desire to "do something with my life" and the view that obtaining an education was a goal in their life.

Summary

The content of the classrooms and administrative offices presented students with a culture which recognized diversity. This sensitivity supplemented support for those of minority cultures. While not culturally specific, materials and approaches promoted

a comfortable feeling for all students. Students feeling accepted for who they are were important issues, which made them feel like everyone else. The visible culture such as the display cases made minority students feel comfortable. Role models such as the identifiable administrators and faculty, plus materials which covered ethnic diversity helped students to have a sense of belonging. While materials in student lounges were not reflective of diversity, unlike students in four year colleges, commuter students did not rely on the community college as an integral source of cultural and emotional support because their respective tribal or home community was close enough to provide this support.

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

Analysis will be presented from the perspective of Fullan's (1991) theoretical framework. Specific sections will discuss: (1) Dimensions (materials, approaches, beliefs) in which change occurs, (2) Dynamic Interrelationship, (3) The meaning of change, (4) First Order vs. Second Order Changes, (5) Findings, (6) Conclusions, and (7) Recommendations.

The Dimensions of Change

According to Fullan (1991), three difficulties in identifying the dimensions of change exist. First, "There is no assumption about who develops the material, defines the approaches and decides on the beliefs" (p.28). Second, is the dilemma of perspective; either the fidelity approach where the adaptation is replicated or, as in the context of this study, where the focus was on "mutual adaption or evolutionary perspective" which stresses that change is made by users as they work with policies or programs and the user's situation determines the outcome. Third, the dimensions (i.e. materials, approaches, and beliefs), are "transformed, further developed, or otherwise altered in the process" (p. 38). If the initiation of change brings about observable

alterations or responses, these innovations will be reflected in the dimensions of change, the material used, the approaches to education, and the beliefs held by faculty, administrators and Native American students.

The present study was designed to describe the institutional responses of one Oklahoma community college to an increasing Native American community population and the perceived importance of these responses by that same population. Exploratory qualitative case study research methods were used, including tape recorded interviews, review of current institution documents and archival records, as well as classroom, offices and student lounge observations. Application of these procedures aimed to uncover the interaction of significant dimensions of change in relationship changes in Native American student population at a metropolitan multi-campus community college. Resulting data were examined and interpreted using Miles and Huberman's (1984) method of analysis, with Fullan's model (1991) as the theoretical frame of reference. Employing Fullan's model provided a fundamental outline for viewing change in an educational setting.

The formulation of the research questions were an outgrowth of the conceptual or theoretical framework. The following questions guided the data collection and analysis: First, what were the dimensions (materials, approaches, beliefs) of change used at the institution in response to an increase in Native American enrollment? Second, what were the interrelationships among these dimensions (materials, approaches, beliefs)? Finally, in what ways do these dimensions (materials, approaches, beliefs) and their interrelationships confirm or expand Fullan's theory?

Fullan's caution that the interrelationships of these dimensions are dynamic and "none to clear" was confirmed. Innovations evolved in a related, but varying manner. Most notably, the adaptation of materials lagged behind innovations in approaches and beliefs. This phenomenon may be related to the cost of acquiring materials, or other factors not specifically studied in this research.

This research tended to support Fullan's paradigm as an effective tool for studying change at institutions. The observed adaptations in the dimensions (materials, approaches, beliefs) and their interrelationships tended to confirm Fullan's theory of change. That is, the observation of change can be facilitated by identifying the sources of change, (i.e. increasing enrollment of Native American students). These forces, as Fullan (1991) suggests, lead to adaptations in the materials, approaches and beliefs at the institution. These dimensions evolve at varying rates and are subject to interpretation by those affected: students, faculty and administrators. Differing values are ascribed to these adaptations depending on ones role within the institution.

Dynamic Interrelationships

The changing dimensions at the community college appeared to evolve from the "problem solving" approach, in which adaptations are in response to locally identified needs. This Community College appeared to utilize the problem solving approach to implementing change which is consistent with its mission of serving the changing needs of its community. Furthermore, it appears that the beliefs and approaches have adapted

more readily than a change in the materials in use in the institution. Change, therefore, is occurring in the different dimensions at varying rates.

The analysis revealed a campus permeated by a student oriented faculty, both in their approaches and beliefs. The approaches used and beliefs held by faculty and administrators seemed very relevant to providing educational services to an ethnically diverse student body. However, materials relevant to minority and Native American lifestyles were not generally available in offices, classrooms, and common areas. In the dimensions of materials, little has changed, art, student handbooks, and recruiting materials presented a face of the college that was not reflective of its minority composition. Thus, it appears that approaches and beliefs changed at a faster rate than materials.

Meaning of Change

Meaning is interpreted at two levels, the subjective and the objective. Fullan (1991) suggests that individuals experience change at a personal level, the subjective level. They seldom are aware of the objective level, that is that change is occurring, or, stop to think what its meaning is for others.

Generally, the perception of students was a similar course for faculty and administrators. An example of shared meaning occurred when faculty purposely adapted to diversity in the classroom and the students recognized and validated these faculty adaptations. Thus, the subjective meaning for faculty matched the subjective meaning for students, creating an objective reality. However, there were instances

when the objective reality did not match with the subjective meaning. For example, the Multicultural Committee was subjectively interpreted by administrators as a valuable approach; however, no student mentioned the work of this Committee in the interviews. The objective meaning (i.e. there is a Multicultural Committee whose role is to facilitate diversity) was known only by administrators and some faculty.

However, students subjective experiences of this Committee, were not significant enough to be brought out in interviews. To paraphrase Fullan (1991), the "says who" of the administrator has little practical implications to the students in this context.

Beyond few exceptions, the subjective nature of Native American student perceptions were consistent with the objective reality of a college which perceives minority students as a valuable and integral part of college life. The subjective meaning by faculty seemed oriented toward an inclusive and open approach. Students perceived the objective approaches as positive and believed that the faculty were helpful and understanding. This seemed to contribute to a positive learning experience reported by many Native American students. The interviews yielded the most data revealing the subjective impressions of the students. The objective facts verified the subjective information reported by students.

First Order vs. Second Order Changes

Fullan, endorses Cuban's (1991) notion of First and Second Order changes. First Order changes are those which do not disturb the basic organizational features, while second order changes seek to alter the fundamental ways in which organizations

are put together. The changes occurring at the Community College seemed to be First order changes. Changes in approaches and beliefs primarily led the evolution. Materials have not adapted as quickly as the other dimensions.

Findings

Evidence of the sources of change included external forces for change; a changing population, evolving technology, emerging occupations, and geographic location. Other sources of change included increased enrollment, world economy, world markets, increased enrollment of international students, a changing community, and government regulations. The dimensions of change at the institution in response to an increase in Native American enrollment included adaptations in approaches and beliefs and to a lesser extent, materials.

In-office culturally relevant materials included art, books, or anything visible to a visitor. Offices displayed few works which were obviously Native American in origin, and minority persons were under-represented in campus literature. Brochures promoting tele-courses and the computer center were more visibly displayed. Many materials featured the role of community college in the future including its anticipated child development center, performing arts center, and computer facilities.

Development of a Multicultural committee, non-discrimination policies, remedial and special programs and the development of local bus routes were reported or observed as important adaptations, according to administrators. Faculty seemed concerned with presenting information in a style that was accepted and useful for

Native American students as well as students generally. Flexible schedules, open door policies, teaching to appreciate one's uniqueness and open discussion of different approaches were all cited as important to faculty.

Approaches focusing on new and emerging occupations predominated the approaches rather than those relating to the ethnic background of students. Students and faculty all mentioned the Career Center, the job placement program and new student orientations as important approaches to them. Communication labs and the microcomputer lab were also a part of the new and emerging occupational forces at work. References to minorities either in language or in cultural content were common in the observed classes.

Prominent among faculty beliefs were sharing the other instructors, understanding diversity, belief that a supportive administration is essential, and a belief that more minority programs are needed. Some students believed in a need for a Native American Student Association, while others did not. Students also believed faculty are helpful, funding specific programs for Native American students would be helpful, and that education was a goal in life.

Fullan (1991), reports two motives for initiating change: 1) "opportunism" in which change is initiated to obtain some reward, and 2) "problem solving" in which changes are in response to locally identified needs. In other words, change may come about either because it is imposed on us (by natural events or deliberate reform) or because we voluntarily participate in or even initiate change when we find dissatisfaction or inconsistency.

External forces are a source of change and often a problem facing the institution which demands resolution. In this study, the external forces for change that were either reported or observed included a changing population, evolving technology, emerging occupations, and geographic location. Adaptations to these sources appear to be in response to locally generated needs. This requires what Fullan (1991) calls "problem solving approaches" to resolve these issues successfully.

The increasingly diverse student pool was evident in the enrollment statistics. In 1990, the total enrollment had risen to 17,821 an increase of 47% since 1980. During this same period the Native American student population had risen to 497 in 1990, an increase of 76% in the same 10 year period. While an important source of change was the increasing Native American student body, this changing demographic is supplemented by the reality that there is no other place for these students to attend due to personal, financial and cultural reasons. Administrators were well aware of this changing demographic and reported this phenomenon as impacting their work. Three of the four faculty also were aware of this changing demographic. Innovations are driven by external forces such as these. This source of change creates a necessity to relate to an increasingly diverse student body. This changing population present problems to the college that are partially resolved by adaptations in the dimensions.

Technological innovations in the work-place created demands on the college. Most notable was the adaptation to increasing computer use in the work-place. Closely related to technology was the emergence of new occupations. These new fields created

pressure on the college to provide training for workers needed in these fields.

Adaptations to these pressures represent the opportunistic form of evolving change.

The geographic location of the community college (there is no other junior college easily accessible to area students) was also identified as a significant source of change. Most students had no alternative to attending the community college, because of its proximity to home, work, and daycare as compared to 4-year institutions. As the diverging population and emerging occupations create pressure for change at the college, the need to accommodate these changes at specific geographic locations puts additional pressure on the college to adapt to the community. Adapting to the location vis a vis coordinating bus routes with city planners, construction of multiple campuses, etc, presented unique challenges to the college.

Other sources of change included: increased enrollment, world economy, world markets, increased enrollment of international students, a changing community, and government regulations.

Of all the sources of change, by far the most common pressure mentioned by respondents for change was the reality of the evolving diversity of the student body. These included increases in Native American students, international students, and senior citizen students leading to an overall perceived increasing diversity.

Community colleges' diligence in accepting students from populations that had not previously attended college has helped the education of minority students. Faced with the diverse student population community colleges anticipate non-traditional academic programs, support services and teaching methods to accommodate them.

These types of services confound the reasons students feel comfortable at the community college and reduce the probability of leaving.

Adaptations to the dimensions of change should, according to Fullan (1991), reflect responses to these pressures. These responses are developed upon either an opportunistic approach, evidenced in responses to emerging technology and advancing technology or by problem solving as evidenced in responses to increasing diversity. The adaptations to these pressures were primarily grounded in solving problems. The opportunistic style of change was observed to a lesser degree than the problem solving style.

Conclusions

The research presented a description of the materials, approaches, and beliefs at the college, which were generally supportive of Native American students, as well as students in general. It is important to note that adaptations may have been made whether or not there were any Native students enrolled at all. This research, while identifying the sources of change, was not focused on directly linking those sources with specific dimensional changes. That is, there may or may not be a direct link between the source of change and the adaptations. However, in some cases the link seems logical e.g. the increase in numbers of ethnic minority students and the establishment of a Multicultural Committee.

The interrelationships among the dimensions did vary. The dimensions of beliefs and approaches both seemed to be harbingers of change in materials. Materials

did however, show some evidence of adaptation to increasing Native American students.

Recommendations

The Importance of the Study

This study has added to the organizational change literature, in general, and to the educational change literature, in particular. At a macro level, it provides insight about how educational organizations adapt to change, the processes by which they evolve with their changing constituency, and how these change processes are reflected in the institution's culture, its curricula and its student services. On a more micro level, it offers additional insight into approaches and techniques that are effective in recruiting and retaining Native American students (or alternative approaches and techniques demanded by an increasing Native American student body). Because of the depth of the analysis, the results of both levels can be used as a framework to examine change in other institutional types, other environments and with other cohorts of students. This study also supports the theoretical framework of Fullan (1991) by providing a deeper understanding of the interrelationships of the dimensions of change as related to community colleges. Fullan's work targets primary and secondary schools.

Most research on Native Americans in community colleges has occurred in the tribal community college context. This study extends the research to the experience of Native Americans within the context of the larger culture's educational system.

Understanding the change process may help mainstream educational institutions better respond to the needs of the growing number of Native Americans attending community colleges in non-tribal settings. Results of this study may: 1) aid student service personnel in the development of programs for Native Americans, and 2) assist community college personnel in the evaluation or reevaluation of existing programs and services that impact Native American community college students. Ideally, results of this research can be used to create or modify recruitment and retention programs that will then influence satisfaction levels and sensitivity issues for future Native American students. The results also may provide the impetus for self evaluation of attitudes toward Native American students for researchers, faculty and administrators.

This investigation was motivated by the current literature and my own work with Native American students. The dimensions of approaches and beliefs seemed to be more adaptive to the forces of change identified in this study. The notion that development of adaptive materials lags behind that of evolving approaches and beliefs suggests strong support for Fullan's observation that the interrelationships of the dimensions of change are often "none to clear". The next study in this area should examine the relative rates of change among the dimensions. Does evolutionary change always begin with adaptations in the dimensions of approaches and beliefs preceding adaptations in materials?

Another area which should be examined is the varying perceptions of those experiencing the change, or as Fullan (1991) puts it "the subjective meaning of change." Individualized perceptions of changing dimensions are vastly different. For

example, Administrators saw policy changes, (i.e. the Multicultural Committee), as significant factors, while students rarely mentioned these. Students were more concerned with the materials, approaches and beliefs of the faculty. The varying perceptions of change reported by participants to some degree seems influenced by the role of those perceiving the change. Further research would add to the understanding of these varying perceptions.

Perhaps the most useful methodological development in this study was the development of archival review methodologies, which may be used at other institutions or at the same institution in a follow-up study. These archival review techniques could add consistency and assist in replication of this portion of the study.

The development of a focus group was not initially considered in the design of this research. However, the opportunity for a focus group arose and one such group was conducted. Future research might well seek to integrate this technique into the preliminary research design.

Summary

Historically, demographics at community colleges tend to be representative of the ethnic composition of the institutions locale. The community college has been charged with offering programs and services to all individuals in the community and has historically taken the egalitarian approach to education. The concept of equality of access to educational opportunities, regardless of socioeconomic background, race, sex, or ability has opened the door for ethnic minority individuals. The community college

studied reflected on incremental change in the percentages of ethnic minority students enrolled over the last ten-year period. With these changes in student population, it was inevitable that curriculum, materials, and approaches would be changed when new academic programs and services were developed. Change made in the materials, approaches and beliefs were designed to accommodate the needs of changing student demographics. It was assumed that developing and implementing programs and services which benefit and fit such students helps them to feel comfortable in an environment; for many of these students it is the first time they have been in such an environment.

This community college has been driven by the historical mission. During the last ten year period it has employed an ethnically diverse administrative and faculty staff; one which is reflective of the student population. These individuals serve as role models helping students to feel comfortable and setting the precedent for them to continue in school and be able to reach their educational goal. It is obvious that this community college did not plan for the experienced ethnic population changes, but notably it made changes as student demographic populations changed. Individuals at this community college did not actively seek out Native American students nor did they develop retention programs for such students. Yet these students have continued to enroll and stay in school. A major impetus for them to remain in school can be attributed to the perceptions of administrators and faculty who believe changes must occur to accommodate the students' personal and academic needs.

Fullan's theoretical framework was useful in two ways. One, it set the structure for developing the research questions to be examined. Two, it helped to focus on the need to determine why the Native American students remain at this community college. However, Fullan's framework did not accurately predict the findings.

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APPENDIXES

APPENDIX A

CONSENT FORM FOR ADMINISTRATORS,
FACULTY AND STUDENTS

"I _____, hereby authorize or direct Elsa Molly Tovar or associates or assistants of her choosing, to perform the following interview or procedure."

Purpose of the interviews:

The purpose of the interviews is to gain information from the faculty, administrators and Native American Students regarding their perceptions of Tulsa Junior College's academic and cultural climate. All information regarding input from participants in the research will be confidential. Only the researcher(s) will have access to names of students participating in the research.

Audio tapes from interviews will be stored and secured in the researchers' private home offering no access to recorded information to other individuals. All comments taped will be transcribed using a stenographic mechanism with earphones to insure confidentiality of the information shared by participants. Information given by participants will be used in the dissertation research. No names will be identified with the information in the research. No other organization, service, or person shall have access to the identity of participants, except those assisting with the research project. At the end of the research, all taped interviews will be erased.

Procedures

(A). Meet with the researcher one time during the 1995 summer or fall session to conduct interviews corresponding to my perspectives, academically and culturally as a students, faculty, or administrators at Tulsa Junior College. I understand that the interviews are for the purpose of research and that my name will not be attached to the actual research project. Interviews will be scheduled at the convenience of the participant and the researcher. Interview times will not exceed one and a half hours, unless the participant needs more time to respond to interview questions.

(B). Questions pertaining to my perceptions of and adjustment to TJC will be asked by the interviewer(s), and I may at any time ask for clarification of the questions asked.

(C). If I should leave the college before the end of the academic year, the researcher(s) may contact me for information concerning my departure, and my experience at TJC.

This is done as part of an investigation entitled: A Case Study of A Community College: Increasing enrollment of Native Americans and the Dimensions of Change. The purposes of the procedures are:

- (1) To obtain information regarding your perceptions of the college environment as it relates to Administrators, faculty and Native American Students.
- (2) To what extent activities, programs, or other factors associated with Tulsa Junior College, attract Native American Students.
- (3) To assess the cultural environment of Tulsa Junior College and it's relevance to Native American Students.

"I understand that participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in the project at any time without penalty after notifying the Project Director."

Name of Project director: Molly Tovar at telephone number 918-865-7986. If you have any questions or concerns you may also contact Jennifer Moore, University Research Services, 001 Life Sciences East, Oklahoma State University, Stillwater, Oklahoma, 74078. Telephone: 405-744-5700.

Date _____ Time _____ a.m./p.m. (circle)

Signature of Subject _____

I certify that I have personally explained all elements of this form to the subject or his\her representative before requesting the subject or his\her representative to sign it."

Signed _____
Project Director or his\her authorized representative

APPENDIX B

**INTERVIEW PROTOCOL FOR ADMINISTRATORS,
FACULTY AND STUDENTS**

FACULTY QUESTIONS

1. What do you do to promote student success?
2. What kinds of support do you get from Tulsa Junior College to help you meet student needs?
3. What kinds of support do you get from Tulsa Junior College to help you meet Native American student needs?
4. May I come and observe you during one of your classroom sessions?
(observational evidence)

STUDENT QUESTIONS

1. What made you decide to attend TJC?

2. Please describe your first day on campus.

3. A. How does Tulsa Junior College help students?

B. How does faculty help students?

4. What would make you feel more comfortable here?

5. Why do you stay at TJC?

ADMINISTRATION QUESTIONS

1. **What trends have impacted TJC?**
(Ask about demographics if not mentioned).

2. **How has TJC responded to these trends at its campuses?**
(Ask about changing population responses, if not mentioned).

3. **What is being done, institutionally, for the Minority Student?**
(What is being done for Native American students, if not mentioned).

APPENDIX C

PERSONAL DATA SHEETS FOR ADMINISTRATORS,
FACULTY AND STUDENTS

Personal Data Sheet for Students

1. Campus on Which you currently attend.
 Metro
 Northeast
 Southeast

2. In which division are your currently enrolled?
 Allied Health
 Business Services
 Communications Services
 Cultural and Social Services
 Liberal Arts
 Liberal Arts and Communications Technology
 Nursing
 Science and Engineering Technology
 Science and Industrial Technology
 Science and Math

3. Your Gender
 Male
 Female

4. Age
 18 to 28 years
 29 to 40 years
 41 to 50 years
 51 or over

5. Outcome sought.
 Associate Degree
 Certificate
 Self Fulfillment
 Enter Advanced Education

6. Highest degree held.
 High School or GED
 Associate
 Bachelor's
 Master's
 Doctorate
 Other (please Specify) _____

7. How long have you been in school?

8. What is your Tribal Affiliation

9. What factors prompted you to attend TJC?

<input type="checkbox"/> Cost	<input type="checkbox"/> Culturally Relevant Environment
<input type="checkbox"/> Location	<input type="checkbox"/> Faculty
<input type="checkbox"/> Curriculum	<input type="checkbox"/> Other

10. How far do you commute? _____ miles

Personal Data Sheet For Instructors

1. Campus on which you currently teach:
 Metro
 Northeast
 Southeast

2. In which division are you currently teaching?
 Allied Health
 Business Services
 Communications Services
 Cultural and Social Services
 Liberal Arts
 Liberal Arts and Communications Technology
 Nursing
 Science and Engineering Technology
 Science and Industrial Technology
 Science and Math

3. When do your classes meet?
 days (before 5:00 p.m.)
 both days and evenings
 evenings (after 5:00 p.m.)
 Saturdays

4. How many classes do you teach? _____

5. Gender:
 Female
 Male

6. Ethnicity
 Caucasian
 Black
 Hispanic
 Asian
 American Indian
 Other (please specify)

7. Age:
 21 to 30 years
 31 to 40 years
 41 to 50 years
 61 to 60 years
 over 60 years
8. Highest Degree held:
 None
 Associate
 Bachelor's
 Master's
 Doctorate
 Other (please Specify) _____
9. Total years in teaching
 less than 2 years
 2 to 5 years
 6 to 10 years
 more than 10 years
10. Number of years of teaching at Tulsa Junior College:
 less than 1 year
 1 to 5 years
 6 to 10 years
 more than 10 years
11. Other Teaching Experience. (Please describe) _____

12. Primary reason for teaching at Tulsa Junior College:
 extra income
 feeling of doing something worthwhile
 enjoy teaching
 need the experience
 other (please specify) _____

Personal Data Sheet for Administrators

1. Current employment location _____
2. In which division are you currently teaching?
 - _____ Allied Health
 - _____ Business Services
 - _____ Communications Services
 - _____ Cultural and Social Services
 - _____ Liberal Arts
 - _____ Liberal Arts and Communications Technology
 - _____ Nursing
 - _____ Science and Engineering Technology
 - _____ Science and Industrial Technology
 - _____ Science and Math
3. Which best describes your principal duties?
 - _____ Personnel
 - _____ Accounting and Finance
 - _____ Information
 - _____ Student Services
 - _____ Equal Opportunity
 - _____ Administration
 - _____ Other _____
4. Gender:
 - _____ Female
 - _____ Male
5. Ethnicity
 - _____ Caucasian
 - _____ Black
 - _____ Hispanic
 - _____ Asian
 - _____ American Indian
 - _____ Other (please specify)

6. Age
____ 21 to 30 years
____ 31 to 40 years
____ 41 to 50 years
____ 51 to 60 years
____ Over 60 years
7. Highest Degree held:
____ None
____ Associate
____ Bachelor's
____ Master's
____ Doctorate
____ Other (please Specify) _____
8. Total years in teaching in current field.
____ less than 2 years
____ 2 to 5 years
____ 6 to 10 years
____ more than 10 years
9. Number of years of teaching at Tulsa Junior College:
____ less than 1 year
____ 2 to 5 years
____ 6 to 10 years
____ more than 10 years

APPENDIX D

DOCUMENT CODE SHEETS

Theater Production Analysis Summary Page												
Year	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	Total
Theme												
Total Productions												
#Minority Productions												
# Indian Production												

Student Lounges		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total
Lounge #																				
Metro																				
# Native Art, etc.																				
# Cultural Events Info																				
Decor and Furnishings																				
Northeast																				
# Native Art, etc.																				
# Cultural Events Info																				
Decor and Furnishings																				
Southeast																				
# Native Art, etc.																				
# Cultural Events Info																				
Decor and Furnishings																				
Total																				

Observational Code Sheet for Classroom

1. How many Identifiable Native American Students are in the Classroom?

2. Cultural Content
 - a. Number of times cultural word is used?

 - b. Number of times a cultural theme or topic is used?

 - c. Number of times a culturally relevant question is asked by students?

3. Is there a section in the test book regarding cultural issues?

Observational Code for Administrators Office

1. How many cultural pieces of art are on wall?
(describe pieces)

2. How many cultural pieces of art are in the room?
(Statues, paintings or posters) (describe)

3. How many books are on display or in book cases which have cultural content, covers, etc?
(describe)

Observational Code Sheet for Faculty Offices

1. How many Cultural pieces of Art on wall? (Describe pieces)

2. How many pieces of art are in the room? (Statues, paintings, or posters)
(Describe)

3. How many books are on display or in book cases which have cultural content,
covers, etc.? (Describe)

APPENDIX E

CORRESPONDENCE



Tulsa Junior College

(918) 631-7000

July 31, 1995

Ms. Molly Tovar
Route 3, Box 409
Mannford, OK 74044

Dear Ms Tovar:

This letter is a follow-up to our meeting concerning your request to do research at Tulsa Junior College for your doctoral dissertation at Oklahoma State University.

Approval to proceed within the limits of your proposal as presented in our meeting is given; and you are encouraged to contact us if we may be of assistance or if questions arise concerning your process at Tulsa Junior College.

Good luck to you in this endeavor, and we look forward to the results of your study as it applies to Native American students at TJC.

Sincerely,

C. Anthony Cagle
Provost for Student Services

CAC/sh

CENTRAL OFFICE
6111 East Skelly Drive
Tulsa, Oklahoma 74135-6190

METRO CAMPUS
909 South Boston Avenue
Tulsa, Oklahoma 74119-2095

NORTHEAST CAMPUS
3727 East Apache
Tulsa, Oklahoma 74115-3151

SOUTHEAST CAMPUS
10300 East 81st Street
Tulsa, Oklahoma 74133-4513

An Equal Opportunity/Affirmative Action Employer

APPENDIX F
INSTITUTIONAL REVIEW BOARD
APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 07-06-95

IRB#: ED-96-002

Proposal Title: A CASE STUDY OF A COMMUNITY COLLEGE: INCREASING ENROLLMENTS OF NATIVE AMERICANS AND THE DIMENSIONS OF CHANGE

Principal Investigator(s): Adrienne E. Hyle, Elsa Molly Tovar

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature:


Chair of Institutional Review Board

Date: July 13, 1995

APPENDIX G

POSTER

Native American Students Needed

I AM A NATIVE AMERICAN STUDENT, CONDUCTING A STUDY TO
 DESCRIBE YOUR FEELINGS ABOUT
TULSA JUNIOR COLLEGE
 AND TO ANSWER QUESTIONS REGARDING YOUR EXPERIENCES AT
 TJC.

IT WILL ONLY TAKE 40 - 60 MINUTES.
 IF YOU ARE INTERESTED, PLEASE TAKE ONE
 OF THE NUMBERS BELOW AND CALL ME.

(IT'S A LOCAL CALL)

Molly Tovar
 918-865-7986

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 918-865-7986

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Molly Tovar
 918-865-7986

Molly Tovar
 918-865-7986

VITA

Elsa Molly Tovar

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF INSTITUTIONAL CHANGES IN A COMMUNITY COLLEGE AS IT ENCOUNTERS AN INCREASING NATIVE AMERICAN STUDENT POPULATION

Major Field: Higher Education

Biographical:

Personal Data: Born in Oshkosh, Wisconsin, the daughter of David and Fran Tovar.

Education: Graduated from Winneconne High School, Winneconne, Wisconsin, earned a Bachelor of Science degree in Vocational Rehabilitation with a certification in Special Education from the University of Wisconsin-Stout, Menomonie, Wisconsin in 1978; earned a Master of Arts of Teaching degree from Oklahoma City University, Oklahoma City, Oklahoma in 1982; completed the requirements for the Doctor of Education degree with a major in Higher Education Administration from Oklahoma State University, Stillwater, Oklahoma in May, 1997.

Experience: Worked as a Graduate Assistant in the Graduate College, Wellness Center and College of Education, Oklahoma State University, Stillwater, Oklahoma, October, 1991 to present. Served as Coordinator, Psychology Diversified Student Program, Department of Psychology, Oklahoma State University, Stillwater, Oklahoma, January, 1987 to May, 1991; employed as High School and College Representative, Oklahoma State University, Stillwater, Oklahoma, August, 1986 to May, 1987; Assistant Director of Student Affairs, University of Houston, Victoria, Texas, 1984 to 1986; Director of Adult Education Native American Center, Oklahoma City, Oklahoma, 1981 to 1982; Vocational Evaluator, Central Tribes of the Shawnee Area, Inc., Shawnee, Oklahoma, 1980 to 1981.