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An investigation of social involvement, social adjustment, and academic achievement of Black undergraduates attending a four year predominantly White public institution of higher education in northeastern Massachusetts.

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AN INVESTIGATION OF SOCIAL INVOLVEMENT, SOCIAL ADJUSTMENT, AND ACADEMIC ACHIEVEMENT OF BLACK UNDERGRADUATES ATTENDING A FOUR YEAR PREDOMINANTLY WHITE PUBLIC INSTITUTION OF HIGHER EDUCATION IN NORTHEASTERN MASSACHUSETTS

A Dissertation Presented
by
LANETT CREWS SCOTT

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ABSTRACT

AN INVESTIGATION OF SOCIAL INVOLVEMENT, SOCIAL ADJUSTMENT, AND ACADEMIC ACHIEVEMENT OF BLACK UNDERGRADUATES ATTENDING A FOUR YEAR PREDOMINANTLY WHITE PUBLIC INSTITUTION OF HIGHER EDUCATION IN NORTHEASTERN MASSACHUSETTS

FEBRUARY 1991

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A social involvement measure using subscales from Pace's (1979) College Student Experience Survey and the social adjustment subscale of the College Student Adaptation Questionnaire (Baker and Siryk, 1989) were used to investigate the nature of the relationship between the degree of Black undergraduate students' involvement in nonacademic activities (clubs, organizations, and peer interactions) and their social adjustment and academic achievement (GPA) at a four year predominantly White public institution of higher education in northeastern Massachusetts. The major focus was on the correlation between student involvement and social adjustment as they relate to Black students on a predominantly White campus.

A statistical program for the social sciences (SPSS-X) was utilized to analyze eleven research questions which were grouped under the following three broad questions.
1). What is the nature of the relationship between involvement, social adjustment, and academic achievement for Black undergraduates?

2). What are the effects of selective Black student characteristics on the measures of involvement, social adjustment, and academic achievement?

3). What are the effects of the racial composition of clubs and organizations on the measures of involvement, social adjustment, and academic achievement after controlling for socioeconomic status and commitment?

The data supported the following assumptions: that there is a positive relationship between student involvement and social adjustment; and that one's commitment to college has a significant effect on one's level of social adjustment and involvement. The data, however, did not support assumptions regarding academic achievement, gender differences, academic college of enrollment, and socioeconomic status. There was no intercorrelation between academic achievement and measures of involvement and social adjustment.

The findings suggested that social adjustment may be affected by the racial composition of the clubs and organizations students become involved in. Black students involved in predominantly White and predominantly Black clubs and organizations tend to have higher social adjustment scores than those with no involvement or involvement in either predominantly White or predominantly Black clubs and organizations. Recommendations for enhancing student involvement and further research are included.
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CHAPTER 1
INTRODUCTION

A conclusion in a report by the American Council on Education (ACE) to examine one of America's disenfranchised groups indicated that "in the last ten years, not only have we lost momentum of earlier minority progress, we have suffered actual reversals in the drive to achieve full equality for minority citizens" (1988, p. 11). The conclusion is particularly alarming given the projected United States population trends.

United States census data cited in the ACE report (1988) indicates that by the year 2000, one-third of all school-age children will be African American, Hispanic, American Indian, or Asian American. They will represent 39% of the school-age children by the year 2020. Also, by the year 2000, adults classified as minorities will constitute one-third of the net additions to the U.S. labor force (p. 3). Hodgkinson (1985) suggests that the growth in the minority population means that our "steadily aging White middle class, Baby Boomers included, becomes dependent on a work force increasingly nonwhite, to generate the income that pays for Social Security trust funds" (p. 2).

In reviewing the trends in higher education participation and success of minority students, Mingle (1987) noted that "while the Black middle class has grown substantially since World War II, Black representation among such professional groups as accountants, physicians, college professors, engineers, lawyers and judges is far below their numbers in the population. For example, only about 2.6% of the employed engineers in the nation are Black" (p. 11).
The access and retention of minority students in our institutions of higher education are concerns that surpass arguments of moral obligation and coercion (legal mandates). Retention of Black and Hispanic students reduced to the lowest common denominator refers to productivity and economic vitality for our country. It is a pragmatic imperative. The urgency of the situation is expressed in the Southern Regional Education Board's (SREB) report entitled, Trends—Education, Employment, Population: Challenge 2000. It states that:

As economic competition becomes more intense among states and among nations--and it will--the 'margin for error' shrinks. States that have large numbers of school dropouts, small numbers of college graduates and, therefore, big percentages of citizens who are not fully productive will be in more trouble than at present. (1989, p. 2)

**Background of the Problem**

The literature on retention indicates that many Blacks who attend predominantly White institutions of higher education have greater difficulty than their White counterparts in adjusting and persisting to graduation.

Researchers claim that 10 to 40% of all students who enter college drop out before graduation (Astin, 1975; Astin, 1982; Cross & Astin, 1981). However, the attrition rate for minorities on predominantly White campuses is disproportionately higher (Cross & Astin, 1981; Gosman, Dandridge, Nettles & Thoeny, 1983; Suen, 1983). Allen (1985) indicated that "recent findings show Black students' attrition to be five to eight times higher than those for White students on the same campuses" (p. 135). This occurred
despite the fact that their goals and aspirations may be higher than White students (Allen, 1981; Boyd, 1973; DiCesare, Sedlacek, & Brooks, 1972).

Student attrition literature indicates that student withdrawal may be related to a variety of variables (i.e. poor academic preparation, isolation, alienation, and racism) that interact in a complex manner (Oliver, Rodriquez, & Michelson, 1985; Pantages, & Creedon, 1978; Suen, 1983; Taylor, 1986; Tinto, 1975, 1987).

Thus, a sole focus on academic variables and student aptitudes as correlates of retention is no longer sufficient. The relationship of nonacademic variables (faculty-student relations, extracurricular activities, etc.) with student adjustment and retention must also be considered. Tinto (1987) asserted that retention is the byproduct of academic integration plus social integration which incorporates nonacademic variables.

Nonacademic variables, as they relate to the social integration of students are worth investigating in terms of Black students on predominantly White campuses because issues of alienation, isolation, and loneliness continued to surface in the literature regardless of the research methodology applied (Centra, 1970; Fleming, 1984; Rootman, 1972; Smith, 1980, 1981; Suen, 1983).

While all students may experience some alienation, Loo & Rolison (1986) found significantly greater sociocultural alienation among minority students. In studies conducted by Smith (1980, 1981), alienation and loneliness were identified as common experiences of Black students.
Not all Black students withdraw because of alienation. However, persistence is based on the ability to cope and function adequately within what many minority students perceive to be a hostile campus environment. One method of functioning in the campus environment is to become involved. The 1984 National Institute of Education Report of the Study Group on the Condition of Excellence in Higher Education indicated that student involvement is one key to excellence and retention.

Astin (1987) cited the need for further research investigating different forms of involvement with different groups of students, different degrees of involvement, and a variety of outcome variables. This study, in the spirit of Astin’s expressed need, investigated the nonacademic (social, extracurricular) involvement of Black undergraduates on a predominantly White campus and two outcome variables (social adjustment and academic achievement).

**Statement of the Problem**

Fleming reported that, "the stress of racial tension and inadequate social lives borne by Black students at White schools generates feelings of alienation which leads to psychological withdrawal that impairs academic functioning" (1984, p.3). Sedlacek contended that because of racism Black students on predominantly White campuses must first deal with nonacademic considerations such as establishing a sense of belonging and identification with the campus before they can focus on academic considerations (Sedlacek & Brooks, 1976; Tracey & Sedlacek, 1984).

Research in the field of student attrition suggests that student involvement in nonacademic activities may relate to retention (Astin,
1984, 1987; Feldman & Newcomb, 1968; Tinto, 1987) and greater student satisfaction with their college experience (Abrahamowicz, 1988; Downey, Bosco, and Silver, 1984; Tinto, 1987).

This study investigated the nature of the relationship between the degree of Black undergraduate students involvement in nonacademic activities (clubs, organizations, and peer interactions) and their social adjustment and academic achievement at a public four year predominantly White institution of higher education in northeastern Massachusetts. The research questions are:

1) Is there a relationship between Black student involvement in nonacademic activities, their social adjustment, and academic achievement?

2) Is there a significant difference between students' involvement scores (dependent variable) and enrollment in the six major colleges at ULowell (independent variables)?

3) Is there a significant difference between students' social adjustment scores (dependent variable) and enrollment in the six major colleges at ULowell (independent variables)?

4) Is there a significant difference based on gender (independent variable) for the student involvement measure (dependent variable)?

5) Is there a significant difference based on gender (independent variable) for the student social adjustment measure (dependent variable)?

6) Is there a significant difference based on gender and college year and their interactions using the measure of student involvement?
7). Is there a significant difference based on gender and college year and their interactions using the measure of social adjustment?

8). Is there a significant difference based on gender and college year and their interactions using the measure of academic achievement?

9). Is there a significant difference between the racial composition of campus activities (independent variable) based on the student involvement scores (dependent variable), covarying out the effects of SES and commitment to college?

10). Is there a significant difference between the racial composition of campus activities (independent variable) based on the student social adjustment scores (dependent variable), covarying out the effects of SES and commitment to college?

11). Is there a significant difference between the racial composition of campus activities (independent variable) based on academic achievement (dependent variable), covarying out the effects of SES and commitment to college?

**Significance of the Study**

The higher education student population in America can no longer be described as a homogeneous aggregate. New enrollees are multi-ethnic, older, and part-time (Cross, 1981). Research on each subgroup is necessary. There is a void of empirical studies in the literature regarding Black students on predominantly White campuses (Allen, 1981, 1982; Braddock and Dawkin, 1981). This study will help fill the void. Although involvement and student outcomes have been studied, no studies were found in the literature that investigated the relationship of the three variables with the
intensity proposed in this study, using valid diagnostic instruments and focusing on the specified population.

In a study of educational outcomes of Black students at state supported universities, Allen (1987) studied two of the variables similar to those that were employed in this study: academic achievement (G.P.A.) and college satisfaction. One of the measures for the student’s satisfaction with college dealt with campus activities and feelings of involvement.

Using data from the National Study of Black College Students (NSBCS), Allen had a substantial sample (1,583 combined from predominantly White and traditionally Black universities) and provided important data on gender differences for the variables. However, the study used a general question to assess perceptions of involvement in campus activities. This study used a more detailed instrument (CSEQ) to assess involvement in terms of behavior (quality of effort).

According to Allen, "Black students on white campuses seem to cry out for more supportive conditions under which to pursue their education" (1987, p. 27). Although some institutions of higher education are working on solutions to eradicate the hostile campus climate in which some Black students find themselves, institutional change is a slow process. Harper (1971) described the university administration as "an isolated, intricate and rigid bureaucracy which makes it impersonal and resistive to change and which reflects a history of American racism and ethnocentricism" (p. 256).

The data collected in this research project will form the basis for suggestions on how higher education practitioners might take
action to help students minimize feelings of alienation and increase their likelihood of persistence. It may also contribute data that will assist University Life/Student Affairs personnel with needs assessment necessary for program development.

Lastly, in using a measure external to the four social involvement subscales found in the College Student Experience Questionnaire (CSEQ) (Pace, 1986), this study will provide information that may confirm or negate the validity of the subscales. Although the CSEQ has established and acceptable reliability and validity, McCammon (1989) indicates that the "validity information remains dependent on data relating sets of CSEQ variables to each other and to factor analysis.....users might feel greater confidence in the CSEQ if measures external to it confirmed its findings or revealed moderately high correlations" (p. 200).

**Operational Definition of Terms**

(a) Involvement: the quality and quantity of effort expended by students in nonacademic activities; specifically clubs and organizations, and peer interactions within the campus environment.

(b) Social adjustment: the student's ability to cope with the interpersonal-societal demands inherent in the college experience.

(c) Academic achievement: the cumulative grade point average for the Spring 1990 semester.

(d) Black students: defined in accordance with the federal government's definition of Blacks as all persons having origin in any of the Black groups of Africa (non-aliens). The term will be used interchangeably with African-Americans.
(e) Integration: social membership in at least one college subculture that occurs as a result of positive personal, formal and/or informal day-to-day interactions among others in the campus environment.

(f) SES: social economic status based on the head of household's level of education.

Limitations of the Study

This study is limited in several aspects. First, the optional self reporting of Black student status at the University of Lowell is a limitation. Some obvious sampling problems exist by using such a data base. While not totally reliable, it is the data base used by the University for government reports and is thus the most comprehensive.

Secondly, the results are based on the responses of Black students at a single institution of higher education in northeastern Massachusetts. Thus, to the extent that these students and their college experiences differ from those at other institutions, the results reported here may not be generalizable beyond the university at which the study was conducted. The generalizability of the findings are also limited to the small sample population (n= 88).

Thirdly, whether involvement causes one to be socially adjusted or vice versa cannot be established in this study based on the correlation analysis.
CHAPTER 2
LITERATURE REVIEW

This chapter examines two areas of research: (a) retention theories/models that emphasize the social or nonacademic environment in institutions of higher education and (b) Black student retention on predominantly White campuses. The following categories will be subsumed under Black student retention: (a) academic adjustment (b) social adjustment, (c) racism, and (d) retention strategies.

Retention Theories/Models: Theoretical Orientation

Models of retention that emphasize the social system or nonacademic environment in institutions of higher education have been conceptualized by Tinto, Astin, and Sedlacek. They each present some evidence to suggest that involvement in activities outside the realm of the academic arena may foster student adjustment to college and subsequent retention.

Tinto (1975) proposes a longitudinal model that emphasizes the "process of interaction between the individual and the academic and social systems of college" (p. 94). A graphic presentation of Tinto's Institutional Departure Model is seen in Figure 1. He theorizes that students' pre-college traits lead to varying initial levels of goal and institutional commitments. These commitments, in turn, influence the manner in which the student interacts with the academic and social environment of the institution, resulting in varying subsequent levels of integration in the institution's academic and social systems.
Figure 1. Tinto's Institutional Departure Model. In Tinto (1987). Leaving College: Rethinking the Cause and Cures of Student Attrition. Chicago: University of Chicago Press (p.114)
Goal commitment indicates the level and intensity of the student's willingness to work towards the attainment of educational and occupational goals. Institutional commitment indicates the degree of motivation expended by the student towards attaining educational goals in one specific institution of higher education versus another.

Tinto states, "it is these goal and institutional commitments that are both predictors of and reflections of the person's experiences, his [sic] disappointments and satisfactions in that collegiate environment" (1975, p. 96).

Accepting the fact that individuals have a lot to do with their own departure from institutions of higher education, Tinto argues that the impact of an individual's dispositions and attributes "is contingent on the quality of individual interactions with other members of the institution following entry and on the individual's perception of the degree to which those experiences meet his/her needs and interest" (1987, p. 47). The model suggests that the higher the level of academic and social integration, the greater the likelihood that students will remain enrolled.

The absence of academic and/or social integration, according to the model, arises from sources of incongruence and isolation.

Incongruence refers to that state where the individuals perceive themselves as being substantially at odds with the institution. In this case, the absence of integration results from the person's undesirability of integration. Isolation, however, refers to the absence of sufficient interaction whereby integration may be achieved. It is that condition in which...
persons find themselves largely isolated from the daily life of the institution. (Tinto, 1987, p.53)

Although one source may lead to the other, they are distinct in that incongruence arises from interaction and the individual's perception/evaluation of those interactions, whereas isolation arises from the absence of interactions.

Thus, Black student involvement in extracurricular activities and other informal peer-group interactions provided by an institution of higher education might be seen as an important part of the student's social experience and willingness to persist to graduation.

A report form the National Institution of Education (NIE) entitled *Involvement in Learning* supports this line of thinking (Study Group, 1984). The report suggested that students' involvement in an activity or program at an institution of higher education was related to an increased probability that the student would persist to graduation. Astin, a primary investigator of the NIE Report (1984) proposed a theory of student development based on the concept of involvement, known as the student involvement theory. There are five basic postulates to the theory:

1. Involvement refers to the investment of physical and psychological energy in various "objects". The objects may be highly generalized (the student experience) or highly specific (preparing for a chemistry examination).

2. Regardless of its object, involvement occurs along a continuum. Different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.
3. Involvement has both quantitative and qualitative features. The extent of a student's involvement in say, academic work can be measured quantitatively (how many hours the student spends studying) and qualitatively (does the student review and comprehend reading assignments, or does the student simply stare at the textbook and daydream?).

4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.

5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement. (Astin, 1987, pp. 135-136)

In postulate four, "educational program" refers to nonacademic programs, as well as academic programs. For example, a career workshop given in a residence hall would be considered a nonacademic educational program.

The essence of Astin's theory of student involvement can be captured in the following phrase, "students learn by becoming involved" (Astin, 1987, p. 133). Involvement defined by Astin is very action oriented. Phrases such as "attach oneself to", "immerse oneself in", and "undertake" are a few of the many phrases offered by Astin to distinguish involvement from the psychological construct of motivation and put it in the behavioral realm. "It is not so much what the individual thinks or feels but what he or she does that defines and identifies involvement" (Astin, 1987, p. 135)

Astin admits there is nothing "mysterious or esoteric" about the meaning he has applied to involvement (1987, p. 134), it is an age old assumption articulated by Whitehead (1929), Dewey (1963), and others. However, the concept differ in his theory over traditional
pedagogical approaches and theories in "that it directs attention away from subject matter and techniques and towards the motivation and behavior of the student" (Astin, 1987, p. 157). Educators are encouraged to focus less on what they do and more on what the student does.

Sedlacek and Brooks (1976) and Tracey and Sedlacek (1984) identify several noncognitive factors which are particularly valid for predicting minority student retention. The specific factors associated with social integration and involvement are: (a) positive self-concept as related to the student's concept of his/her relationship to the institution, (b) understanding of and an ability to deal with racism, (c) academic familiarity/campus community involvement as related to the student's involvement in extracurricular activities and her/ his relations to formal academic subjects.

The remaining noncognitive variables are (d) realistic self appraisal, (e) preferences for long-term goals over more immediate short-term needs, (f) availability of a strong support person, (g) successful leadership experience, and (h) demonstrated community service.

Although Astin's, Tinto's, and Sedlacek's theories encompass academic and nonacademic aspects of the college student experience, this study will only focus on the nonacademic aspects. Astin, Tinto, and Sedlacek each asserts that nonacademic variables play a significant role in the complex interactions of student retention variables. They all emphasize the interactive nature of the educational process. Involvement or integration requires that the student takes some initiative and that the institution of higher
education provide some incentive. Astin is especially direct in presenting this point.

In regards to institutions of higher education, Astin (1987) asserts, "the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement in learning" (p. 136). In regards to students, he asserts that "the extent to which students are able to develop their talents in college is a direct function of the amount of time they devote to activities designed to produce these gains" (p. 143).

However, there are two major differences among the three theorists. The first difference deals with terminology. Tinto uses the concept of integration, whereas Astin uses the concept of involvement. The distinct difference is that integration has a psychological (and legal) connotation and involvement has a behavior connotation. Integration deals with the student's perception of the situation. The student perceives him or herself as "belonging" or being a member of an academic or social system within a college. Involvement, on the other hand, deals with the student's actions. What activities the students "immerse or plunge" themselves into.

Involvement, nevertheless, leads to what Astin calls identification. Through campus involvement, the student is able to identify with and feel connected to a given institution of higher education. Tinto does not agree that involvement necessarily leads to identification/integration. He maintains that, "the mere occurrence of interactions between the individual and others within the institution need not ensure that integration occurs--that depends on the character of those interactions and the manner in which the
individual comes to perceive them as rewarding or unrewarding" (1987, p. 127).

Although Sedlacek does not use any one concept (involvement or integration) as the basis for his hypotheses, both concepts are adhered to in his noncognitive variables. It appears as though he is placing emphasis on integration dealing with the student's perceptions of his/her self-appraisals, goals/intentions, etc.

Involvement in terms of Sedlacek's noncognitive variables is significant on two levels: (a) prior to the collegiate experience (community service, leadership) and (b) during the collegiate experience (academic familiarity). While Tinto and Astin would agree that prior collegiate student involvement experiences are significant, neither of them focus on it in their theory. Tinto limits his focus to the interactions that occur within an institution of higher education. Astin includes current student involvement that occurs outside the college campus (community service), as well as that which occurs inside the college campus.

The second difference deals with process. Although Tinto, Astin, and Sedlacek each focus on the social mechanisms in which involvement occurs, such as faculty-student relations, Tinto (1987) goes a step further in identifying specific conditions which foster involvement such as the individual's goal and institutional commitments. According to Tinto's model, a student's pre-collegiate goal and institutional commitment levels will help determine how the student will utilize the academic and social resources available in the college environment.
Black Student Retention

Beginning in the late 1960s, external demands from judicial decisions, legislative acts, and the civil rights movement, forced American public institutions of higher education to provide access to Blacks and other ethnic and racial minority groups (Gamson and Arce, 1978; Preer, 1981). The positive effects of the United States Supreme court ruling in Brown versus the Board of Education (1954) was finally evident. The enrollment pattern of the Black population in predominantly White institutions of higher education increased as a result of legal and recruitment efforts. A report by the National Center for Education Statistics (1978) indicated that:

The proportion of Black college enrollees increased from 4.6% in 1966 to 10.7% in 1976. The number of Black students increased from about 282,000 in 1966 to about 1,062,000 in 1976, an increase of over 275%. (p. 102)

Responses to Blacks on campus were either proactive or reactive. "Some institutions actively sought to redefine and extend their service regions, to become involved in changing community housing discrimination patterns...or to solicit ideas from community groups. Others merely reacted to legal directives" (Peterson, 1978, p. 199).

Regardless of the institution's response, the "revolving door syndrome" emerged. Black students were departing almost as fast as they entered. Thus, there was a need to devise strategies to retain the Black students who matriculated. Therefore, in the 1970s, recruitment efforts were expanded to include retention of Black students.
The necessity of retention efforts were espoused by Clewell and Ficklen (1986). They cite the attrition of minority students from postsecondary education as being one of the major obstacles to educational equity. It negates the gains made through access and recruitment efforts.

By the 1980s, enrollment patterns also became an issue of concern for Black student retention. Astin's (1982) study of minorities in American higher education indicated that the enrollment patterns for Blacks showed an overrepresentation in two year colleges, public institutions, and less selective programs. This is a significant finding since "institutions are not equal in the type of opportunities they offer or resources at their disposal" (Richardson, Jr. and Bender, 1987, p. 1) (Astin, 1982).

Richardson, Jr. and Bender (1987) elaborate on the issue of overrepresentation of Blacks in two year colleges. They indicate that the crux of the issue is the heavy concentration of Black and Hispanics in urban community colleges since the urban community colleges "along many dimensions do not provide the opportunities available in community colleges in general, much less those available in four-year institutions" (Richardson, Jr. and Bender, 1987, p. 3).

In spite of the overrepresentation of Blacks in urban community colleges, the undergraduate enrollment pattern of Black students has declined. Between Fall 1980 and Fall 1984 "undergraduate enrollments for Whites increased 1.1%, while Black undergraduate enrollments decreased by 3.8% " (American Council on Education, 1986, p. 8).
The above context provides the background from which most Black student retention efforts evolved. Factors affecting the retention of Black students are also found in the literature on attrition. One should be mindful, however, that individual characteristics used to describe the aggregate group of Black students does not apply to each and every member of that group. Many researchers studying Blacks and other minorities have erred in this regard (Carr and Chittum, 1979; Tinto, 1987).

Although attrition is not new to higher education (Tinto and Lentz, 1986), there is a large disparity in the number and proportion of Blacks who enroll in college and those who graduate. Their rate of persistence is much lower than the White student (Sedlacek and Webster, 1978; Allen, 1985).

The latest status report on minorities in American higher education indicates that "while African Americans represent 9.2% of the 1986 undergraduate population, they earned only 5.7% of the bachelor's degrees awarded in 1987" (American Council on Education, 1989, p. 10). On the other hand, "Whites represented 79.2% of the undergraduate population in 1986, but received 87.5% of all bachelor's degrees in 1987" (American Council on Education, 1989, p. 10).

Tinto (1987) indicates two basic forms of student departure/attrition from institutions of higher education, voluntary and involuntary (due to academic suspension). Underlying causes that may contribute to either form of departure are also classified by Tinto into two major categories: individual and institutional.
The individual category pertains to dispositions or conditions that students bring to college with them and are labelled intentions and commitment. Intentions are individual goals for being in college. Commitment is the willingness to apply one's self to the attainment of the desired goals; occupational and institutional. Both intentions and commitments may change over time.

The institutional category pertains to experiences students encounter after they arrive at college and are labelled adjustment, difficulty, incongruence, and isolation. Adjustment deals with the student's social and intellectual adaptability to the college environment. Difficulty relates to the lack of ability to deal with the minimum academic requirements. Incongruence refers to the mismatch or lack of fit between the individual and the institution. Isolation refers to the absence of sufficient contact between the individual and others on campus.

Tinto (1987) indicates:

Each of the above describes an interactional outcome arising from individual experiences within institutions...they necessarily also mirror the attributes, skills, and dispositions of individuals prior to entry and the effect of external forces on individual participation in college. (p. 39)

Although a variety of interrelated causes such as academic difficulty and financial problems have been attributed to student departure form American institutions of higher education (Astin, 1975; Pantages and Creedon, 1978; Spady, 1971; Tinto, 1975, 1987) some are more intensely related to the departure of Black students from predominantly White institutions. Tinto states that "academic difficulties, incongruences, and isolation seem to be more severe for
Dunston and others (1983) review of the literature on attrition of Black students in predominantly White institutions identified academic preparation and alienation/isolation as the dominant topics. They are most related to Tinto's institutional category of student departure: primarily (a) academic difficulties (which will be addressed under the heading of academic adjustment), and (b) incongruence and isolation (which will be addressed under the headings of social adjustment, and racism).

Smith (1980) states that:

The students [Blacks]...are often handicapped by poor secondary school preparation. They are caught in a whirlwind of confusing racial identity and heavy classes. Their academic adjustment is further complicated by a racist environment which tells them they don't deserve to be at the predominantly White university and which demands that they conform to the cultural norms of the university by denying their Black culture. (p. 40)

**Academic Adjustment**

A number of studies have indicated a relationship between one's academic preparation and academic success (persistence through graduation) (Astin, 1975, 1982; Reed, 1978; Noel et. al., 1987). Black students on predominantly White campuses experience more limited academic achievement in relation to White students (Nettles, et. al., 1985; Smith and Allen, 1984).

Astin (1982) indicated that Black students tend to have lower SAT scores and grade point averages than the White students. This is significant given Cross and Astin's (1981) finding that indicates past
academic achievement (high school GPA, SAT scores, college preparatory curriculum) to be the most significant predictor of persistence.

Tracey and Sedlacek (1984, 1985) arrived at a different conclusion. They found several non-cognitive variables to be more of an indicator of differences between Black and White students rates of persistence than ability measures. While academic ability may or may not be the most important predictor of academic success (Astin, 1975; Nelson, Scott, and Bryan, 1984; Tinto, 1975; Tracey & Sedlacek, 1984), it does contribute to the problems encountered by some Black students on predominantly White campuses in terms of academic adjustment.

Often pre-college skills and achievements of low income Black students tend to be inadequate for the demands of college. Basic skill deficiencies can be found in reading, math, and study habits (Garcia and Presley, 1981). A report by the Southern Regional Education Board (1986) indicated that on the national level a higher percentage of Black than White students were enrolled in college preparatory programs. It also reported that 81% of the White high school seniors had taken one year of algebra and 50% had two years of algebra. For Black seniors the numbers were 68% and 39% respectively.

Basic skill deficiencies make the task of processing large amounts of material problematical. Students in turn may avoid classes where their weaknesses will be exposed (Levine, 1980). This may lead to an adjustment of the student's career aspirations, providing some explanation for the underrepresentation of Black students on predominantly White campuses in the sciences, business,

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and engineering majors. Fleming (1984) and Astin (1982) found Black students on predominantly White campuses to be highly aggregated in the social sciences and education. They were underrepresented in the sciences, business and engineering.

The academic underpreparedness of Black students and recommended remedial courses lead to discussions of academic excellence and fears of diminishing standards. What is generally not brought to light is the pervasiveness of the problem that impacts all student groups and types of higher education institutions. The U. S. Department of Education estimates that all entering freshmen requiring remedial work range from a minimum of 25% to as many as 60%. In response to those numbers, eight out of ten private institutions of higher education (including Ivy League schools), and nine out of ten public institutions offer one or more remedial courses. For example, during the Fall semester, 1986, Harvard had to place 50 freshmen in a lower level writing course because they were unable to handle the University's required expository writing course (Innerst, 1987, p. 58).

Cross (1971, 1981) expands on the concept of the academically underprepared. They can no longer be viewed as just being minority and low income. People who may not have been poor achievers in high school or educational disadvantaged may fall under this concept, particularly adult learners who have been away from an academic setting for several years.

The second major problem that frustrates the academic adjustment of the Black students on predominantly White campuses is the student/faculty relationship. Research on student retention
indicates that positive and frequent student interaction with faculty significantly influences academic and social integration (Pascarella, 1980; Pascarella and Wolfle, 1985). Nettles and Johnson (1987) also found student contact with faculty to be the most striking predictor in measuring students' satisfaction with their institution.

Yet, Black students often have difficulty forming relationships with White faculty and staff (Boyd, 1973; Dinka et. al., 1980). If one succeeds in establishing a relationship, poor communication usually exist between the two (Allen, Bobo, and Fleur-Anges, 1984; Van Arsdale, Sedlacek, and Brooks, 1971; Willie and McCord, 1972). McSwine (1971) found White professors to be naive racists who unknowingly increase student alienation by being cold, impersonal and not really knowing how to form relationships with their students. He comments, "My chemistry professor was of little help. A dedicated scholar, highly competent in his field, he seemed to lack a basic understanding of the needs and aspirations of Black students. One quickly got the impression he couldn't care less" (p. 31).

On the other hand, the researcher has observed over a ten year period of working on predominantly White campuses, that Black students tend not to know how to avail themselves of available resources and take advantage of consultations with professors. Also due to the fear of being put down in classes, being embarrassed, or ignored, they are reluctant to ask questions.

The dynamics that occur between Black students and White faculty may negatively contribute to the position of Black students in their ability to accurately appraise their academic performance (Sedlacek's non-cognitive variable--Realistic self-appraisal). Sedlacek
(1987) points out that "the success for any student involves the ability to 'take readings' and make adjustments before the grades are in or before fully developing a lifestyle that is not conducive to success" (p. 486).

Self appraisal of academic performance may result in "grade deflecting" defined as discrepancies between grades expected and grades received (Thompson & Michel, 1972). Thompson and Michel found a positive correlation between the grade deflecting of Black students and their perceived prejudice of the instructor. However, the literature indicates that the prejudice that students perceive is by no means limited to faculty; other forms of campus prejudice will be reviewed later in this chapter.

Social Adjustment

This section relates to the student's social integration in the institution of higher education. It refers specifically to student involvement in campus activities and informal contact with faculty.

Tinto (1987) comments that the failure to integrate and become involved is due to personal incongruency or individual isolation from the social community of the college. He further states that personal incongruency on the social level tends to deal with differences in social values and preferences. Loo and Rolison (1986) comment that, "fewer minority students than White students felt the university reflected their values" (p. 64).

Allen's (1987) research based on data from six predominantly White public institutions of higher education and eight predominantly Black public institutions of higher education indicated that on Black campuses, 26% of the Black Students reported campus
activities as being "considerably" representative of their interest. On predominantly White campuses the comparable figure was 8%. At the opposite end of the continuum, almost twice as many Black students (19%) on White campuses reported campus activities as "not at all" representing their interest versus students on Black campuses who expressed dissatisfaction 10% of the time. Thus, Tinto (1987) maintains that, "the more varied and numerous the social communities on campus, the more likely it is that differing students will find a social niche within the institution" (p. 36).

Individual isolation or alienation is cited throughout the literature as a problem contributing to the social and academic adjustment of Blacks on predominantly White campuses and their subsequent attrition (Fleming, 1984; Oliver, Rodriguez & Mickelson, 1985; Taylor, 1986). A distinction is made between personal incongruency and individual isolation because isolation within the institution may present barriers that interfere with one's desire to be involved. For example, a student may wish to have informal contacts with professors at campus social functions. However, professors may rarely attend social functions that include students. Or a student may want to run for president of the student senate, but finds out that for the past ten years the president has always been a member of a Greek fraternity or sorority. On the other hand, incongruency is the failure to find a fit between one's needs, interest, and skills.

In a broader sense, isolation/alienation has to do with one's psychological sense of community. Whiteley (1982) describes a psychological sense of community as, "the presence of high levels of trust, cooperation, and mutual feelings of security and support
among members of a community -- with very low levels of alienation and hostility" (p. 47).

Unfortunately, the literature indicates that Black students find predominantly White campuses alienating, and their academic performance is negatively affected (Fleming, 1984; Oliver, Rodriguez & Mickelson, 1985; Taylor, 1986). While all students may experience some alienation, Loo & Rolison (1986) found significantly greater sociocultural alienation among minority students than among nonminorities. When tested on the variable "sense of belonging" by Styles (1969), a lower post test mean score was found for all Black groups, men and women, at the predominantly White university with the exception of Black male students classified as "high risk" upon admission (p.133).

The student's psychological sense of community or belonging may also be frustrated by his/her relationship with faculty. As discussed earlier, Black students have difficulty forming relationships with White faculty and since Black people in the ranks of faculty, counselor, and other positions of authority are limited, the support and guidance normally provided by such people is lacking.

Allen (1987) found a positive faculty relationship to be indicated by Black students with a Black faculty member on Black campuses 26% of the time versus 15% of the time with a Black faculty member on a predominantly White campus. The difference here might be explained by the disproportionately small number of Black faculty on White campuses. The small number may lead to burnout where the Black faculty are "overexposed" in terms of being requested to serve as the Black representative on numerous
university boards and committees in addition to his/her faculty obligations. A need for more Black faculty and staff on predominantly White campuses is often cited in the literature (Abbott, Tollefson, & McDermott, 1982; Burrell, 1980; Fleming, 1984; Willie & McCord, 1972).

In the same study by Allen (1987), Black students on Black campuses indicated a positive relationship with White faculty 22% of the time versus a 12% positive relationship with White faculty on predominantly White campuses. This further indicates a greater barrier to Black students' sense of community on a predominantly White campus.

Nettles & Johnson's (1987) study of race and sex differences in student's socialization in the college environment found that students with a high level of contact with faculty tend to have had the best peer group relationship regardless of sex or race.

Racism

A common thread throughout the social and academic adjustment of Black students on predominantly White campuses may well be that of racism. The literature indicates that students from a different racial background i.e. Blacks, may have difficulty adjusting to predominantly White colleges and universities because they enter an environment that is described as different (White culture), alien, or hostile. Race relations or racism is rarely mentioned. Yet, Sedlacek asserts that, "institutional racism is more of a problem for Blacks than is individual racism" (1987, p. 486).

Furthermore, Sedlacek & Brooks (1976) hypothesized that one's understanding of racism and one's ability to cope with racism would
be predictive of academic success. They made the assumption that racism exist in institutions of higher education and viewed the problem of race as an institutional problem. Only recently have other researchers begun to associate a positive racial climate with persistence (Allen, 1981; Nettles et al., 1985).

Indeed, the basic characteristics of institutional racism have always been present in White colleges and universities, just as covert racism has always been present in American society. Crosson (1987) comments that:

> While we do not know the scope and depth of racist and discriminating attitudes and behaviors, it is clear that predominantly White four year colleges and universities have somehow failed to live up to their ideals as civil and tolerant social communities which respect diversity and pluralism. It is also clear that many minority students perceive predominantly White campuses to be hostile to their interest and needs. (p. 33)

Smith (1981) states that Black students must often cope with overt and covert racism within the campus environment. Other studies indicate that students may indeed experience racism, prejudice, and discrimination in the local community as well as on campus (Gunnings, 1982; Madrazo-Peterson & Rodriguez, 1978).

There has been an increasing number of racially motivated cases of violence on college campuses (Turner, 1985). For example, there was a slave auction at Stanford University sponsored by a fraternity where people showed up in afro-wigs and black face. At UMass-Amherst there was a racially instigated fistfight between Black and White students following a World Series game (1986). At the University of Michigan racial slurs were broadcast over the
school radio station. Although Black and White college students perceive some racism in higher education, Black students’ perceptions tend to be more intense than those of the White students (Rutledge, 1983).

Racism on predominantly White campuses may frustrate the Black student’s adjustment and subsequent retention in terms of her/his psychological and physical well-being. The psychological well-being may be affected by subtle and sometimes not so subtle messages conveyed that may lead to self doubt and negative feelings. The Situational Attitude Scale (Sedlacek & Brooks, 1972) has consistently shown negative attitudes of White students toward Black students (Gaertner & McLaughlin, 1983; Minatoya & Sedlacek, 1984; White & Sedlacek, 1987). Martinez & Sedlacek (1983) found that students on a predominantly White campus in general were more tolerant of people with racist or bigoted attitudes in 1981 then in 1970. Words describing some of the subtle messages, based on observations and conversations with students, are different, deficient, or inferior. Unfortunately, these subtle messages are being reinforced at a time when the traditional college age student is faced with the developmental task of ego identity.

Erikson (1968) hypothesized eight developmental stages that we all must encounter as we move through the life cycle. Each contains the possibility of conflict. Depending on how the conflict is resolved, positive or negative identity development may occur. Each stage depends upon the solution and integration of the previous stage.
Two of Erikson's developmental stages, industry versus inferiority and identity versus role diffusion describe conflicts that may lead to a low sense of self worth. Industry versus inferiority deals with one's sense of worth. If an individual finds that one is able to do something of value, and the more energy one puts into during the task, the more satisfying the achievement or accomplishment can be, and a sense of self worth is established. Likewise, when an individual puts a lot of energy into his/her classwork and constantly receives low grades and negative comments from the instructor, feelings of inferiority may emerge and cause one to question self worth.

Identity versus role diffusion assesses Who am I, How do I fit in society; How do others perceive me? The individual must take previous informational input coupled with current data being received from his/her environment and put it all together.

Blacks on predominantly White campuses, as in the American society at large constitute a minority culture where Whites represents the majority culture. Since most predominantly White colleges and institutions operate from a monoculture frame of reference grounded in a "White supremacist" belief system (Rosser, 1972; LeMelle & LeMelle, 1969), it is conceivable that Black students may have difficulty resolving issues of identity and fall into role diffusion.

LeMelle and LeMelle (1969) assert that the "function of education in both Black and White communities has been largely to establish the legitimacy of the values, ideals, and interest of the dominant majority. This has meant the denigration of all other
values, ideals, and interest including those of the dependent Black minority" (p. 62).

Thus, race becomes an added dimension on the identity versus role diffusion continuum for Black Americans. Fanon (1967), a Black psychiatrist illustrates this in his work entitled, *Black Skin, White Masks*:

I begin to suffer from not being a White man to the degree that the White man imposes discrimination on me, makes me a colonized native, robs me of all worth, all individuality, tells me that I am a parasite on the world, that I must bring myself as quickly as possible into step with the White world. (p.98)

W.E.B. DuBois (1961) contended that:

One ever feels his two-ness-- an American, a Negro: two souls, two thoughts, two unreconciled strivings, two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder. (p. 17)

The psychological warfare helps shape the feelings Black students have about themselves. Their feelings, in turn, are related to their adjustment on predominantly White campuses (Bayer, 1972; Dixon-Altenor & Altenor, 1977; Gruber, 1980; Stikes, 1975).

One can not be expected to focus on academics when one's sense of self is constantly being eroded. Expectations of academic and social adjustment becomes even more ludicrous when one factors in the physical well-being of the individual. Black students' physical well-being is jeopardized by racial outbursts which result in violent events such as the incident at Umass-Amherst (1986). All parties involved may suffer physical and psychological damage, however, the group in the majority tend to have the advantage.

Fleming's (1984) research indicates that:
In White colleges, the problems of an unaccepting environment act to thwart intellectual growth...In spite of far better facilities at these schools, Black students showed evidence of intellectual stagnation in the senior year and frustrated achievement drive. (pp. xii-xiv)

Confirming the acknowledged premise that positive interpersonal supports constitutes a precondition for cognitive growth, Fleming's research also indicates that "participation in campus life especially in leadership roles, challenges students' intellect and stimulates their interest in classroom affairs." (pp. xii-xiii)

**Retention Strategies**

Dunston, et.al. (1983) in their extensive review of the literature on Black student retention identified four strategies for positively facilitating Black student persistence in predominantly White institutions of higher education. These strategies were stated in the California Community College Action Plan in 1979. They include:

(a) expanded efforts in outreach, recruitment, and admissions; (b) more responsive counseling, student affairs, basic skills, and tutorial services; (c) the continued development of special programs and services; and (d) improved faculty, staff and student awareness of underrepresented students and their preferred modes of learning. (p. 6)

The usefulness of these strategies is supported in retention studies such as the one conducted by Gamson (1978). She surveyed 13 institutions of higher education that had a substantial increase in Black student enrollment during the 1970s. Strategies that resulted in better retention of Blacks at the institutions included a formal recruitment program, use of special admissions criteria, provision of
financial aid, and development of support services particularly those that included faculty support.

Tinto (1987) asserts that "despite the wealth of data which may be obtained from the experiences of other institutions, each institution must ascertain for itself the particular attributes of its own situation...... successful retention policies must mirror the realities of the institution" (pp. 202-203).

A model for an ideal retention program which will allow institutions to determine their own attributes was designed by Clewell and Ficklen (1986). Using an objective statistical procedure and nominations by a panel of experts, they identified and studied four predominantly White institutions (Boston College, California State University-Fresno, University of North Carolina, and Purdue University) with high minority persistence rates. The study resulted in the retention model shown in Figure 2. It outlines the major steps in formulating a retention program and entails a campuswide effort beginning with the top levels of administration and/or Board of Trustees, making a policy decision to enhance minority enrollment and retention. This is followed by a needs assessment and development of a data base. A goal oriented policy statement is next in the process and leads to the development of the program and making a policy decision to enhance minority implementation. Monitoring and evaluation occurs at the needs assessment stage and the stage of implementation (p. 52).
Summary of Literature Review

The review of the literature was divided into two major categories: (a) theories/models of retention that focus on nonacademic variables of student retention, and (b) Black student retention on predominantly White campuses. Astin, Sedlacek, and Tinto's theories/models of retention were identified as those having a focus on nonacademic variables. Their theories/models provided the theoretical orientation for this study. Black student retention efforts initially began in response to the "revolving door syndrome" that occurred in the 1970s. By the 1980s, retention efforts were expanded to focus on enrollment patterns.

Black student enrollment was declining in the 1980s and enrollment patterns indicated a concentration in two year community colleges, public institutions, and non-selective programs; all variables that increase one's risk of attrition.

Tinto (1987) indicated that attrition may be voluntary or involuntary and occurs on an individual level and institutional level. A variety of underlying causes occur at each level and are interrelated. Underlying causes that dominated the literature on the retention of Black students attending predominantly Whites campuses fell under Tinto's institutional level of attrition. They included academic difficulties, isolation/alienation, and racism.

Retention strategies were grouped into four basic categories covering admissions, counseling and support services, development of special programs, and improved awareness of underrepresented students and their learning styles. Clewell and Ficklen's (1986) model for developing effective minority retention programs was presented.
Student/faculty relations, positive racial climate, and student involvement were some of the variables identified in the literature as contributors to student retention.

What is not discussed much in the literature is the net effect the variables in an ecological model (i.e. interpersonal, intrapsychic, sociopolitical) have on the student's adjustment and retention. It entails exploring a gestalt where the whole is greater than the sum of its parts.

More research is also needed on the combination of factors that lead to attrition. For example, does insufficient academic preparation and poor faculty/student relations cause a higher attrition risk factor for Black students on predominantly White campuses than racism and isolation/alienation? Since most retention programs tend to be targeted towards academics (i.e. tutoring, computer labs, etc.) this research could provide the impetus for a broader based program.

Fleming (1984) makes it clear that Black students adjust to predominantly White institutions at a high cost. She reports that their intellectual growth may stagnate. It is necessary that Black students learn to cope with the alienating environment of predominantly White campuses until institutional efforts toward an environment that is conducive to the academic and social development of all students is manifested.

Becoming involved in nonacademic campus activities may be one method of dealing with an alienating environment. Involvement may enhance social integration and thus contribute positively to academic achievement. Limited research has been conducted on this assumption which will be explored in this study.
CHAPTER II

METHODOLOGY

Setting

The setting for this study was the University of Lowell, a publicly supported institution located in northeastern Massachusetts. The University offers degrees through the associate level, encompassing disciplines in the arts and sciences, engineering, and a range of professions. The student enrollment is approximately 14,000.

This institution was chosen because of its demographics and accessibility. Astin (1987) indicates the need for the study of involvement to be conducted in a variety of different educational institutions.

Sample

Data on student enrollment patterns are collected in the Fall of each academic year. For the Fall 1989-1990 academic year the undergraduate student population for the Day Division was 8,288. The majority of the students (6,801) were White and 1,487 were Black (Kalof, 1989).

The population for the study included all Day Division undergraduate student at the University of Lowell (Spring 1990) who could be identified by the computer with the code letter "B" designating Black students. After the add/drop period for the Spring semester, the total Black undergraduate Day Division population was 113. The sample consisted of the total population pool (n=113). The response rate after the follow-up procedures was 78% (88 students).
Procedures

This study was conducted in conjunction with the Office for Minority Affairs to encourage student participation. A week after the add/drop period, all of the sample population received an introductory letter (Appendix A) that addressed the purpose of the research, when it would be conducted, confidentiality, and the significance of their participation. A public announcement that covered the contents of the introductory letter was given at meetings of predominantly Black clubs and organizations.

A week after the introductory letters were mailed, the distribution and administration of the survey instruments took place throughout the semester. Based on the pilot study, a variety of distribution techniques was used. Some of the surveys were administered in group settings such as clubs and organizations meetings. Some surveys were available for students to fill out at the Office for Minority Affairs and the Counseling/Career Development Center. Some surveys were hand distributed as the researcher and student assistants came in contact with Black students on campus.

When a student volunteered to participate, his or her name was put on a roster and assigned an identifying code to match the code listed on the survey. Cumulative grade point averages were obtained from the student's university record and matched with the survey code formulating the participant roster for the study. Since students were approached randomly, the roster was not alphabetical, thereby avoiding a possible numerical correlation, thus providing a strong measure of confidentiality.
A follow-up letter (Appendix A) was mailed to students who did not reply by the deadline date and two follow-up announcements were published in the student newspaper. Students who did not meet the second deadline date received a telephone call urging them to complete the survey.

**Instruments**

A limited number of instruments is designed to measure noncognitive outcomes of higher education such as social adjustment (Mitchell, 1983). Those that appeared to be related to the variables of this study were reviewed to determine the most appropriate. They were (a) Social Climate Scale (Moos, 1974), (b) College Student Experience Questionnaire (Pace, 1979, 1986), (c) College and University Environment Scale (Pace, 1969), (d) Student Adaptation to College Questionnaire (Baker & Siryk, 1989), (e) Involvement Behavior Questionnaire (Silberman & Allender, 1973), (f) Situational Attitude Scale (Sedlacek, 1972).

A portion of the College Student Experience Questionnaire (CSEQ) (Pace, 1986 Revised format) was selected to measure student involvement and a portion of the Student Adaptation to College Questionnaire (Baker & Siryk, 1989) was selected to measure social adjustment. They were the instruments of choice because the content of the CSEQ and SACQ best matched the theoretical orientation of this research. The CSEQ is grounded in the theory of involvement (quality of effort). Also, following along the lines of Tinto's theory of departure, both instruments examine the academic and social systems of higher education. This study however, focuses only on the social system.
They were also the instruments of choice because each was designed to use subscale scores without jeopardizing the reliability and validity of the instrument. (Pace, 1987; Baker & Siryk, 1989). Also, both instruments can be easily administered without requiring special facilities or conditions for their administration.

The CSEQ is a multivariant instrument that measures student involvement (quality of effort) in college activities, students' perceptions of the college environment, and student outcome assessment. Pace (1987) states that, "the CSEQ is not a typical questionnaire; rather it is a 'battery of tests'. Each test or measure within the battery can be examined with respect to its internal structure, its reliability, discrimination, and validity" (p. 9).

Each activity scale focuses on a particular aspect or topic of the undergraduate experience. In other words, each scale has its own measure and score. Therefore, using only a portion of the scales will not jeopardize the reliability and validity of the instrument. For example, the scale on Student Acquaintances is the only scale measuring the breadth and depth of acquaintances with other students. Therefore, by using this scale unaltered, the validity and reliability remain unaltered.

Four of the fourteen college activities scales or measures of student effort/involvement were incorporated in this study. The scales ranged from activities requiring relatively little effort to ones requiring considerable effort and initiative (see Appendix B). The selected scales and their alpha reliability scores are: Student Union (.87), Clubs and Organizations (.92), Personal Experiences (.84), and Student Acquaintances (.88). These scales were selected because they
most closely represent the social aspects of the college experience for all students which deal with opportunities for personal experiences and group associations.

Students are asked to report the frequency of their involvement in activities by checking a response of "very often", "often", "occasionally", or "never". A score of 4 is given to a "very often" response, a score of 3 for "often", a score of 2 for "occasionally", and a score of 1 for "never". High scores equal high involvement.

The Student Adaptation to College Questionnaire (SACQ) is a self report measure of four scales (academic, social, personal-emotional, and institutional attachment) designed to assess the effectiveness of student adjustment to college (Baker & Siryk, 1989). Each subscale forms a cluster of related items and generates a separate score which has acceptable reliability and validity (Baker & Siryk, 1989). By using subscale scores one avoids running the risk of obscuring or counteracting a relationship that may really exist. Students respond to each of the items on a 9 point scale with extremes labelled "applies very closely to me" and "doesn't apply to me at all."

For the purpose of this study, only two of the four subscales (social and institutional attachment) were used because they most closely represent social integration (see Appendix C). Twenty items pertain to various aspects of interpersonal-societal demands inherent in the college experience and make up the social Adjustment Scale. One of the many empirically derived behavioral correlates of this
scale indicates that lower scores are associated with less participation in social activities in college (Baker & Siryk, 1989).

The institutional attachment subscale is composed of fifteen items relating to the student's feelings about being in college in general and at the college of attendance in particular. Eight of the fifteen items are shared with the social adjustment scale and one with the academic scale. "Empirically derived behavioral correlates of this subscale indicate that lower scores are associated with "greater likelihood of discontinuance of enrollment and less overall satisfaction with the college experience" (Baker & Siryk, 1989, p.15).

Although this instrument had a limited publication history, it has demonstrated reliability and validity for assessing student adjustment to college in a variety of circumstances. This made it an ideal instrument of choice. Median coefficient alphas (a measure of internal consistency) for 20 administrations of the SACQ at six institutions are .89 for Social Adjustment and .89 for the Attachment Scale (Baker & Siryk, 1989). There has been a statistically significant relation between the questionnaire and several validity criteria expected to be differentially pertinent to the subscales, such as attrition (Attachment subscale), and involvement in social activities (Social Adjustment subscale). (Baker & Siryk, 1989).

The actual instruments that were administered to the students are found in Appendix D. The Black Student College Experience Survey (Self-designed) Part I, measured the racial composition of campus activities. Question 6 in the Background data section of Part I was used to report the socioeconomic status (SES). A high, medium, and low category was established based upon the highest level of
education obtained by the head of the household in which the student resided as a child. Head of households who had a high school education or less were classified as low SES; those who had a bachelor's degree or some college were classified as medium SES; and those who had professional training or doctorate were classified as high SES.

The above format for reporting SES was chosen based on the well-documented positive relationship between educational and occupational attainment (Blau & Duncan, 1967). In spite of the fact that the returns on some investments in education for Blacks and other minorities are often smaller than that of the majority culture (Darity, 1982; Thurow, 1975) it has been the case that the greater the investment in years of formal education, the better the opportunities for employment and higher income.

Part II of the survey was adapted from the CSEQ and measured the quality and quantity of student involvement. Level of involvement equals the summation of the scores on the four scales. The measures for social adjustment and commitment to college were provided by the Student Adaptation to College Questionnaire using the social adjustment and attachment subscales. The measure for academic achievement was the student cumulative grade point average (Spring, 1990) according to university records.

Data Analysis

SPSS-X (1988) was utilized to analyze the data. It is a statistical program for the social sciences which makes it appropriate for this study. A variety of statistical techniques were available in SPSS-X. However, those that were most relevant to this study were
correlation analysis, analysis of variance, t-test, and analysis of covariance. Research questions and appropriate analytical techniques applied are listed below.

1). Is there a relationship between Black student involvement in nonacademic activities, their social adjustment, and academic performance? The technique applied to answer this question was correlation analysis.

2). Is there a significant difference between students' involvement scores (dependent variable) and the six major colleges at ULowell (independent variables)? The technique applied to answer this question was analysis of variance.

3). Is there a significant difference between students' social adjustment scores (dependent variable) and the six major colleges at ULowell (independent variables)? The technique applied to answer this question was analysis of variance.

4). Is there a significant difference based on gender (independent variable) for the student involvement measure (dependent variable)? The technique applied to answer this question was a T-test.

5). Is there a significant difference based on gender (independent variable) for the student social adjustment measure (dependent variable)? The technique applied to answer this question was a T-test.

6). Is there a significant difference based on gender and college year and their interactions using the measure of student involvement? The technique applied to answer this question was a two-way analysis of variance with factors of gender and college year.
7). Is there a significant difference based on gender and college year and their interactions using the measure of social adjustment? The technique applied to answer this question was a two-way analysis of variance with factors of gender and college year.

8). Is there a significant difference based on gender and college year and their interactions using the measure of academic achievement? The technique applied to answer this question was a two-way analysis of variance with factors of gender and college year.

9). Is there a significant difference between the racial composition of campus activities (independent variable) based on the student involvement scores (dependent variable), covarying out the effects of SES and commitment to college? The technique applied to answer this question was analysis of covariance.

10). Is there a significant difference between the racial composition of campus activities (independent variable) based on the student social adjustment scores (dependent variable), covarying out the effects of SES and commitment to college? The technique applied to answer this question was analysis of covariance.

11). Is there a significant difference between the racial composition of campus activities (independent variable) based on academic achievement (dependent variable), covarying out the effects of SES and commitment to college? The technique applied to answer this question was analysis of covariance.
CHAPTER 4
RESULTS

Introduction

This study was designed to examine the nature of Black students' involvement in nonacademic activities (clubs, organizations, and peer interactions), and their social adjustment and academic achievement at a four year predominantly White public institution. The purpose of this chapter is to present the statistical analyses used to answer the research questions postulated in chapter one. The implications of the results will be discussed in the final chapter.

Data collected in this study were analyzed by use of several statistical techniques: Pearson's correlation analysis, analysis of variance, t-test, and analysis of covariance. Assessment and application of the statistical techniques listed above were obtained through the use of the Statistical Package for the Social Sciences (SPSS-X) (SPSS, Inc., 1988). The .05 level of significance was employed in testing the research questions.

The chapter will begin with a look at the demographic data and comparative mean scores on the involvement measure subscale. Each research question will then be presented followed by the data generated from the analysis.

Sample Description

As a prelude to analyses of the research questions, subjects in this study were compared on the following demographic variables: age, sex, number of years at the University of Lowell, college residence status, college of enrollment, special status classification
From Table 1 it can be seen that there were 88 Black students participating in this study with a fairly even gender distribution of males (52%) and females (48%). The mean age of the group was 22 (median= 21; sd= 4.9) and the length of time they have spent at the University of Lowell ranged from one semester to five years (x= 2; median= 2; sd= 1.2). Over half (57%) of the students indicated that they lived in college housing. A total of 33% indicated living in a private apartment or room and only 10% indicated they lived with family. Approximately 80% of the students in the sample population were enrolled in one of three of the six colleges at the University of Lowell. The greatest number (41%) were enrolled in the College of Arts and Sciences. The next largest group (28%) was studying in the College of Engineering followed by the College of Business Administration (22%). The remaining students were in the College of Health Professions (7%), College of Music (2%) and College of Education (0%). In addition to being enrolled in one of the six colleges at the University, a student may be enrolled in a special status program such as the Educational Opportunity Program (EOP), Second Chance (part-time adult learners), and Track II Engineering (5 year program). EOP was the only special status program in which students (28%) from the sample population were identified.

Several crosstabulations were applied to the variable that represented the racial composition of clubs and organizations in which the sample population participated. The following four categories were established: Predominantly Black, Predominantly...
White, Mixture (Predominantly Black and Predominantly White) and No Involvement.

A little over a third (36%) of the EOP students indicated that they participated in predominantly Black activities and the same percentage participated in a mixture of both predominantly Black and predominantly White activities. Whereas only 8% indicated that they participated in predominantly White activities. The remaining 20% indicated that they did not participate in any activities.

Approximately one-third (31%) of the total sample of students (16 males and 11 females) indicated that they participated in a mixture of predominantly Black and predominantly White clubs and organizations. Just over a third (36%) (13 males and 19 females) indicated that they did not participate in any college activities. The final third included students that participated in predominantly Black activities (22%) (11 males and 8 females) or predominantly White activities (11%) (6 males and 4 females).

The final crosstabulation compared the socioeconomic status (SES) with racial composition of activities. The SES was based on the educational level of the head of the household in which the student was brought up. A high SES (doctorate or professional degree), medium SES (bachelors and some college), and low SES (high school or less) category was established for the crosstabulations. (See Table 2, page 61 for an overview of crosstabulations by racial composition).

The data indicated that the majority of the students fell within the low SES (40%) and was followed closely by the medium SES level (39%). The high SES level accounted for the remaining students (21%). Low SES students' participation in activities by racial
composition were relatively evenly distributed for all the categories except the predominantly White category which represented a significantly lower percentage (6%). The remaining breakdown for low SES was predominantly Black (29%), A mixture (34%) and no involvement (31%).

Medium SES students' participation in activities by racial composition indicated that the highest percentage of the students had no involvement (41%) followed by those who participated in a mixture of predominantly Black and predominantly White activities (32%). The predominantly Black category (15%) and the predominantly White category (12%) were significantly lower.

High SES students' participation in activities by racial composition indicated that the highest percentage of students fell within the no involvement category (37%). The remaining students were evenly distributed over the other categories each representing 21%.

The cumulative grade point average for Spring 1990 semester was used to report academic achievement ($\bar{x} = 2.23$; median= 2.24; $sd = 1.12$).

**Survey Measurements Comparative Data**

Pace (1987) provides data for the comparison of the involvement measure subscale scores with national norms from one of four types of institutions (DU: doctoral granting universities, CCU: Comprehensive colleges and universities, GLA: general liberal arts colleges and universities, SLA: selective liberal arts colleges). Since the University of Lowell falls within the doctoral granting universities classification (DU), the comparative data for each of the four involvement
subscales were based on the national normative data from the DU classification (n= 13,179 students).

The four involvement subscales used in this study were also used as part of an institutional study of the University of Lowell students in the Spring of 1988. The entire College Student Experience Questionnaire, from which the involvement subscales were obtained, was administered to a sample of 800 University of Lowell students (93% White, 2% Black, and 5% other). Therefore, scores of the University of Lowell 1988 sample, based on the four involvement subscales were also used in the comparative analysis (see Table 3, page 62).

As illustrated in Table 3, the Black students' mean scores were within one point of the national norms on all but one subscale. On the student acquaintance scale, the Black students' mean score was two points higher than the national norms. In comparison to the University of Lowell 1988 sample the Black students' mean scores were four points higher on two scales: clubs and organizations, and student acquaintances. A one point difference was found on the other two subscales.

The subscales showing the greatest differences were most evident when looking at cumulative percentages based on the national normative mean scores. On the clubs and organization subscale, the cumulative percentage of Black students that scored at or below the mean (x= 19) was 47% as opposed to 78% of the University of Lowell White sample and 62% of the normative population. This indicates that even in a predominantly White institution, the Black sample was more likely to be involved in clubs
and organizations than the predominantly White sample at the same institution. On the student acquaintance subscale, the cumulative percentage of Black students that scored at or below the mean ($x = 25$) was 39% as opposed to 69% of the University of Lowell predominantly White sample and 59% of the normative population. This means that almost two-third of the Black students (61%) had a higher than average degree of involvement with student acquaintances. The social adjustment raw score distribution ranged from 62 to 175 ($x = 118$, median= 118, SD= 28). The mean social adjustment raw score was compared to four T-score conversion tables listed in the SACQ Manual (Baker and Siryk, 1989, pp. 164-167) based on the normalized sample stratified by gender and class standing (first-semester freshmen or second-semester freshmen and upperclassmen). A mean score was calculated for the four corresponding T-scores and used in comparing the sample with the percentile rank equivalent of the normative population.

For example, the sample raw mean score of 118 on the social adjustment scale corresponded with a T-score of 45 for female, first-semester freshmen; a T-score of 46 for male, first-semester freshmen; a T-score of 43 for female, second-semester freshmen or upperclassmen; and a T-score of 46 for male second-semester freshmen or upperclassmen. The mean of the four T-scores is 45 and the percentile rank equivalent is 31 (Baker and Siryk, 1989, p.168). This means that 31% of the students in the normative sample scored at or below the average social adjustment score of the Black students in this study and 69% of the normative population scored higher.
The attachment subscale raw score distribution ranged from 50 to 133 ($\bar{x}= 95$, median= 96, $SD= 22$). The sample's mean attachment score corresponded to an averaged T-score of 45 and the 31st percentile rank equivalent. This means that 31% of the normative population scored at or below the average attachment score of the Black students in this study and 69% of the normative population scored higher.

**Research Questions Analysis**

**Question 1**: Is there a relationship between Black student involvement in nonacademic activities, their social adjustment, and academic performance?

The Pearson's Correlation Coefficient yielded a statistically significant relationship between the Black student involvement scores and their social adjustment scores ($r=.3446$) ($p < .001$). Black students who are highly involved in nonacademic activities tend to have a high degree of social adjustment to college and Black students who have a lower degree of involvement tend to have a lower degree of social adjustment to college. This, however, does not mean that one causes the other. The correlation of (.0787) between the student's involvement scores and academic performance (GPA), as well as, the correlation (-.0610) between the student's social adjustment scores and academic performance were not significant (see Table 4, page 62).

**Question 2**: Is there a significant difference between students' involvement scores (dependent variable) and enrollment in the six major colleges at ULowell (independent variables)?
A one-way analysis of variance (ANOVA) was performed depicted in Table 5, page 63. The resulting F-ratio was not found to be significant indicating that there was no difference between the students' scores on the involvement measure and the academic college in which they were enrolled. The college of music was omitted in the ANOVA analysis due to the relatively low sub-sample size.

**Question 3:** Is there a significant difference between students' social adjustment scores (dependent variable) and enrollment in the six major colleges of ULowell (independent variables)?

A one-way analysis of variance was performed and the results depicted in Table 6, page 64. The resulting F-ratio was not found to be significant indicating that there was no difference between the students' scores on the social adjustment measure and the academic college in which they were enrolled. The college of music was omitted in the ANOVA analysis due to the relatively low sub-sample size.

**Question 4:** Is there a significant difference based on gender (independent variable) for the student involvement measure (dependent variable)?

The males had an average involvement score of 86 with a SD of 25.67 while the average involvement score for the females (group 2) was 85 with a SD of 24.65. With a critical t value (Gay, 1987, p. 535) approximately equal to ±1.98, none of the obtained values were statistically significant at the .05 level (see Table 7, page 65).
**Question 5:** Is there a significant difference based on gender (independent variable) for the student social adjustment measure (dependent variable)?

The males had an average social adjustment score of 120 with a SD of 30.85 while the average social adjustment score for the females was 116 with a SD of 25.90. With a critical t value (Gay, 1987, p.535) approximately equal to ±1.98 none of the obtained values were statistically significant at the .05 level (see Table 7, page 65).

**Question 6:** Is there a significant difference based on gender and college year and their interactions using the measure of student involvement?

**Question 7:** Is there a significant difference based on gender and college year and their interactions using the measure of social adjustment?

**Question 8:** Is there a significant difference based on gender and college year and their interactions using the measure of academic achievement?

A two-way analysis of variance was used to analyze questions 6, 7, and 8 independently. No significant difference was found (<.05) between gender and number of years at the University of Lowell when examined for the measures of student involvement, social adjustment, and academic achievement (GPA), or interactions. A summary of this data is illustrated in Tables 8 thru 10, pages 66-68. Based upon the results of the analysis of variance, there appears to be no conclusive evidence that overall the groups differ on any of the measures.
**Question 9:** Is there a significant difference between the racial composition of campus activities (independent variable) based on the student involvement scores (dependent variable), covarying out the effects of SES and commitment to college?

As can be observed in Table 11, page 69, there exists a significant commitment to college effect at the .04 level for the student involvement scores by racial composition of campus activities. There was no significant effect for the SES variable.

**Question 10:** Is there a significant difference between the racial composition of campus activities (independent variable) based on the student social adjustment scores (dependent variable), covarying out the effects of SES and commitment to college?

There was a significant difference (.003) in the social adjustment scores by racial composition of activities after covarying out the effects of socioeconomic status and commitment to college. However, the commitment to college variable was the only one that showed an effect (p= .000) and is illustrated in Table 12, page 69.

Further examination based on a Tukey post-hoc comparison denoted that the mean score of students involved in predominantly White clubs and organizations or a mixture of predominantly Black and predominantly White clubs and organizations were significantly different at the .05 level from the mean score of students who indicated that they were not involved in campus clubs and organizations. Table 13, page 70 depicts the mean score and standard deviation for each group designated by racial composition.

**Question 11:** Is there a significant difference between the racial composition of campus activities (independent variable) based on
academic achievement (dependent variable), covarying out the effects of SES and commitment to college?

No significant difference was indicated on the academic achievement measure by racial composition of campus activities after covarying out the effects of socioeconomic status and commitment to college illustrated in Table 14, page 70.

**Chapter Summary**

In the first part of this chapter, descriptive statistics were used to describe several demographic variables (age, sex, years at the University of Lowell, college of enrollment, special status, racial composition of involvement activities and socioeconomic status). Comparative data using normative populations and/or a prior University of Lowell sample was provided for the involvement and social adjustment measures. This was followed by a presentation of the results of a statistical analyses of data taken to evaluate eleven research questions. All eleven questions were designed to ascertain the relationship between Black Students involvement in nonacademic activities (clubs, organizations, and peer interactions), and their social adjustment to college, and academic achievement measured by cumulative grade point average. Correlation analysis, ANOVA, ANCOVA, and T-test were employed in the analysis. Table 15, page 71 shows the results of statistical analysis for each research question.

The answer to question one was partially affirmative because a significant relationship was found only between the involvement and social adjustment measures. The finding indicated that Black students' involvement increased as their social adjustment to college increased. Causation, however, was not proven. The answers to
questions two and three indicated that the academic college in which students were enrolled did not have a significant effect on the student's involvement measure nor the student's social adjustment measure.

The answers to questions four and five indicated that gender did not have a significant effect on either the student involvement measure or the social adjustment measure. The answers to questions six through eight indicated no significant difference based on gender and years at the University of Lowell for the measure of involvement, social adjustment, and academic achievement.

The answer to question nine was partially affirmative because a significant relationship was only found on the effects of the Black student's commitment to college. This finding indicated that the racial composition of campus activities that Black students became involved in were affected by their commitment to college. There was no effect by socioeconomic status.

The answer to question ten was affirmative indicating that a significant relationship was found between the social adjustment scores by racial composition of activities after controlling for socioeconomic status and commitment. This finding also indicated that the racial composition of campus activities that Black students became involved in were affected by socioeconomic status.

The answer to question eleven was negative indicating no significant relationship between the academic achievement measure by racial composition of activities after controlling for socioeconomic status and commitment.
Table 1
Demographic Characteristics of the Sample Population

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Mean</th>
<th>Median</th>
<th>Standard Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>22</td>
<td>21</td>
<td>4.9</td>
</tr>
<tr>
<td>Years at U/Lowell</td>
<td>2</td>
<td>2</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Characteristics

<table>
<thead>
<tr>
<th>College Residence</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>college housing</td>
<td>57%</td>
</tr>
<tr>
<td>private apartment or room</td>
<td>33%</td>
</tr>
<tr>
<td>with family</td>
<td>10%</td>
</tr>
</tbody>
</table>

College of Enrollment

<p>| Arts and Sciences         | 41%    |
| Engineering               | 28%    |
| Business Administration   | 22%    |
| Health Profession         | 7%     |
| Music                     | 2%     |
| Education                 | 0%     |</p>
<table>
<thead>
<tr>
<th>Variable</th>
<th>Racial Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pred. Black</td>
</tr>
<tr>
<td>EOP</td>
<td>36%</td>
</tr>
<tr>
<td>SEX</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>(n=46)</td>
</tr>
<tr>
<td>Female</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>(n=42)</td>
</tr>
<tr>
<td>Total</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>(n=88)</td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>21%</td>
</tr>
<tr>
<td>Medium</td>
<td>15%</td>
</tr>
<tr>
<td>Low</td>
<td>29%</td>
</tr>
</tbody>
</table>
Table 3
Comparative Means and SD for Involvement Subscales

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Possible Range</th>
<th>National Mean</th>
<th>Norm SD</th>
<th>Blacks Mean</th>
<th>Blacks SD</th>
<th>UL88 Mean</th>
<th>UL88 SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union</td>
<td>10-40</td>
<td>20</td>
<td>5.9</td>
<td>19</td>
<td>7.1</td>
<td>18</td>
<td>5.7</td>
</tr>
<tr>
<td>Clubs</td>
<td>10-40</td>
<td>19</td>
<td>7.1</td>
<td>20</td>
<td>8.0</td>
<td>16</td>
<td>6.2</td>
</tr>
<tr>
<td>PersExp.</td>
<td>10-40</td>
<td>22</td>
<td>5.8</td>
<td>21</td>
<td>7.4</td>
<td>22</td>
<td>5.8</td>
</tr>
<tr>
<td>StuAcq.</td>
<td>10-40</td>
<td>25</td>
<td>6.4</td>
<td>27</td>
<td>8.5</td>
<td>23</td>
<td>6.3</td>
</tr>
</tbody>
</table>

Table 4
Correlation Coefficient for Involvement Social Adjustment, and Academic Achievement (GPA)

<table>
<thead>
<tr>
<th></th>
<th>Qetotal (n=88)</th>
<th>Socadj (n=87)</th>
<th>GPA (n=88)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qetotal</td>
<td>1.0000</td>
<td>.3446</td>
<td>.0787</td>
</tr>
<tr>
<td></td>
<td>p= .001</td>
<td>p= .233</td>
<td></td>
</tr>
<tr>
<td>Socadj</td>
<td>.3446</td>
<td>1.0000</td>
<td>-.0610</td>
</tr>
<tr>
<td></td>
<td>p= .001</td>
<td>p= .287</td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>.0787</td>
<td>-.0610</td>
<td>1.0000</td>
</tr>
<tr>
<td></td>
<td>p= .233</td>
<td>p= .287</td>
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</tr>
</tbody>
</table>

Significant at .001 level, one tailed test
Table 5
Means, Standard Deviations, and ANOVA for Involvement Score

<table>
<thead>
<tr>
<th>Colleges</th>
<th>n</th>
<th>Means</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire Pop.</td>
<td>88</td>
<td>85</td>
<td>25.05</td>
</tr>
<tr>
<td>Art &amp; Sci.</td>
<td>36</td>
<td>91</td>
<td>25.03</td>
</tr>
<tr>
<td>Engineering</td>
<td>25</td>
<td>86</td>
<td>17.98</td>
</tr>
<tr>
<td>Health</td>
<td>6</td>
<td>66</td>
<td>34.93</td>
</tr>
<tr>
<td>Bus. Admin.</td>
<td>19</td>
<td>84</td>
<td>21.03</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>44</td>
<td>62.93</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>ss</th>
<th>F-ratio</th>
<th>prob.</th>
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<tbody>
<tr>
<td>Between groups</td>
<td>3</td>
<td>3414.42</td>
<td>2.13</td>
<td>.1025</td>
</tr>
<tr>
<td>Within groups</td>
<td>82</td>
<td>43777.39</td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>47191.82</td>
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</table>
Table 6
Means, Standard Deviations, and ANOVA for Social Adjustment Score

<table>
<thead>
<tr>
<th>Colleges</th>
<th>n</th>
<th>Means</th>
<th>Std Dev</th>
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</thead>
<tbody>
<tr>
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<td>87</td>
<td>118</td>
<td>28.47</td>
</tr>
<tr>
<td>Arts &amp; Sci.</td>
<td>36</td>
<td>121</td>
<td>29.49</td>
</tr>
<tr>
<td>Engineering</td>
<td>24</td>
<td>117</td>
<td>21.98</td>
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<tr>
<td>Health</td>
<td>6</td>
<td>101</td>
<td>21.06</td>
</tr>
<tr>
<td>Bus. Admin.</td>
<td>19</td>
<td>120</td>
<td>35.83</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>102</td>
<td>9.89</td>
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<table>
<thead>
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<th>Source</th>
<th>df</th>
<th>ss</th>
<th>F-ratio</th>
<th>prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
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<td>2187.88</td>
<td>.8829</td>
<td>.4536</td>
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<tr>
<td>Within groups</td>
<td>81</td>
<td>66909.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>69097.81</td>
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Table 7  
Means, Standard Deviations, and t for Involvement and Social Adjustment Measures by Gender

<table>
<thead>
<tr>
<th>Scores</th>
<th>n</th>
<th>Mean</th>
<th>Std Dev.</th>
<th>t-value</th>
<th>critical t</th>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>46</td>
<td>86</td>
<td>25.67</td>
<td>.22</td>
<td>1.98</td>
</tr>
<tr>
<td>Females</td>
<td>42</td>
<td>85</td>
<td>24.65</td>
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<td></td>
</tr>
<tr>
<td><strong>SOCIAL ADJUSTMENT</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>30.85</td>
<td>.66</td>
<td>1.98</td>
</tr>
<tr>
<td>Females</td>
<td>42</td>
<td>116</td>
<td>25.90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

None of the above were significant at 0.05 level df=86, 85
Table 8
Two-way ANOVA on Gender and Years using Involvement Measure

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>ss</th>
<th>df</th>
<th>ms</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>3563.86</td>
<td>4</td>
<td>890.96</td>
<td>1.41</td>
</tr>
<tr>
<td>Sex</td>
<td>.01</td>
<td>1</td>
<td>.01</td>
<td>.00</td>
</tr>
<tr>
<td>Years</td>
<td>3533.92</td>
<td>3</td>
<td>177.97</td>
<td>1.87</td>
</tr>
<tr>
<td>2-way Interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex x Years</td>
<td>816.95</td>
<td>3</td>
<td>272.31</td>
<td>.43</td>
</tr>
</tbody>
</table>

None of the above were significant at the 0.05 level, F based on 7 and 80 df.
<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>ss</th>
<th>df</th>
<th>ms</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>1709.66</td>
<td>4</td>
<td>427.41</td>
<td>.504</td>
</tr>
<tr>
<td>Sex</td>
<td>348.97</td>
<td>1</td>
<td>348.97</td>
<td>.411</td>
</tr>
<tr>
<td>Years</td>
<td>1357.64</td>
<td>3</td>
<td>452.54</td>
<td>.553</td>
</tr>
<tr>
<td>2-way Interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex x Years</td>
<td>1021.34</td>
<td>3</td>
<td>340.44</td>
<td>.401</td>
</tr>
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</table>

None of the above were significant at the 0.05 level, F based on 7 and 79 df.
Table 10
Two-way ANOVA on Gender and Years using Academic Achievement Measure (GPA)

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>ss</th>
<th>df</th>
<th>ms</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>7.66</td>
<td>4</td>
<td>1.91</td>
<td>.491</td>
</tr>
<tr>
<td>Sex</td>
<td>4.35</td>
<td>1</td>
<td>4.35</td>
<td>1.115</td>
</tr>
<tr>
<td>Years</td>
<td>2.38</td>
<td>3</td>
<td>.79</td>
<td>.204</td>
</tr>
<tr>
<td>2-way Interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex x Years</td>
<td>2.97</td>
<td>3</td>
<td>.99</td>
<td>.254</td>
</tr>
</tbody>
</table>

None of the above were significant at the 0.05 level, F based on 7 and 65 df.
### Table 11
ANCOVA: Involvement Measure by Racial Composition
Covarying SES and Commitment

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>ss</th>
<th>df</th>
<th>ms</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covariates</td>
<td>3206.22</td>
<td>2</td>
<td>1603.11</td>
<td>2.73</td>
</tr>
<tr>
<td>SES</td>
<td>357.74</td>
<td>1</td>
<td>357.74</td>
<td>.61</td>
</tr>
<tr>
<td>Commitment</td>
<td>2496.70</td>
<td>1</td>
<td>2496.70</td>
<td>4.25*</td>
</tr>
<tr>
<td>Main Effects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racial Comp.</td>
<td>3245.29</td>
<td>3</td>
<td>1081.76</td>
<td>2.20</td>
</tr>
</tbody>
</table>

*p= . ≤.04

### Table 12
ANCOVA: Social Adjustment Measure by Racial Composition covarying SES and Commitment

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>ss</th>
<th>df</th>
<th>ms</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covariates</td>
<td>47312.79</td>
<td>2</td>
<td>23656.39</td>
<td>119.75</td>
</tr>
<tr>
<td>SES</td>
<td>107.80</td>
<td>1</td>
<td>107.80</td>
<td>.54</td>
</tr>
<tr>
<td>Commitment</td>
<td>45387.96</td>
<td>1</td>
<td>45387.96</td>
<td>229.75*</td>
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<tr>
<td>Main Effects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racial Comp.</td>
<td>3011.07</td>
<td>3</td>
<td>1003.69</td>
<td>5.08**</td>
</tr>
</tbody>
</table>

*p= ≤.001 and **p= ≤.003.
### Table 13

**Social Adjustment Scale: Mean & Standard Deviations of Groups by Racial Composition**

<table>
<thead>
<tr>
<th>Groups</th>
<th>n</th>
<th>Means</th>
<th>Std. Dev.</th>
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</thead>
<tbody>
<tr>
<td>Entire Pop.</td>
<td>87</td>
<td>118</td>
<td>28.47</td>
</tr>
<tr>
<td>Predom. Black</td>
<td>19</td>
<td>116</td>
<td>27.44</td>
</tr>
<tr>
<td>Predom. White</td>
<td>10</td>
<td>128</td>
<td>26.93</td>
</tr>
<tr>
<td>Mixture</td>
<td>27</td>
<td>133</td>
<td>24.05</td>
</tr>
<tr>
<td>No Involvement</td>
<td>31</td>
<td>103</td>
<td>26.33</td>
</tr>
</tbody>
</table>

### Table 14

**ANCOVA: Academic Achievement by Racial Composition Covarying SES and Commitment.**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>ss</th>
<th>df</th>
<th>m F</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Covariates</td>
<td>1.71</td>
<td>2</td>
<td>.85 .17</td>
<td></td>
</tr>
<tr>
<td>SES</td>
<td>1.33</td>
<td>1</td>
<td>1.33 .26</td>
<td></td>
</tr>
<tr>
<td>Commitment</td>
<td>.19</td>
<td>1</td>
<td>.19 .03</td>
<td></td>
</tr>
<tr>
<td>Main Effects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racial Comp.</td>
<td>4.82</td>
<td>3</td>
<td>1.60 .32</td>
<td></td>
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<tr>
<td>Question</td>
<td>Statistical Analysis</td>
<td>Affirmative/Negative*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------</td>
<td>-----------------------</td>
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</tr>
<tr>
<td>1</td>
<td>Pearson's Correlation</td>
<td>Partially Affirm.</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>ANOVA</td>
<td>Negative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ANOVA</td>
<td>Negative</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>T-test</td>
<td>Negative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>T-test</td>
<td>Negative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Two-way ANOVA</td>
<td>Negative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Two-way ANOVA</td>
<td>Negative</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Two-way ANOVA</td>
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<tr>
<td>9</td>
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<td>Partially Affirm.</td>
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</tr>
<tr>
<td>10</td>
<td>ANCOVA</td>
<td>Affirmative</td>
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<tr>
<td>11</td>
<td>ANCOVA</td>
<td>Negative</td>
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</tr>
</tbody>
</table>

*(negative = not significant, affirmative = significant findings).*
CHAPTER 5
DISCUSSION AND RECOMMENDATIONS

Introduction

In this chapter, the research questions will be restated followed by a discussion of the findings and recommendations. The study emerged in response to two findings in the attrition literature. First, alienation, isolation, and loneliness were identified as being central themes linked to the attrition of Black students attending predominantly White institutions of higher learning (Centra, 1970; Fleming, 1984; Rootman, 1972; Smith 1980, 1981; and Suen, 1983). Secondly, the literature suggested that involvement in extracurricular activities may relate to retention (Astin, 1984, 1987; Feldman & Newcomb, 1968; and Tinto, 1987) and greater student satisfaction with their college experience (Abrahamowicz, 1988; Downey, Bosco, & Silver, 1984; and Tinto, 1987).

This study was designed to investigate the nature of the relationship between the degree of Black undergraduate students involvement in nonacademic activities (clubs, organizations, and peer interactions) and their social adjustment and academic achievement at a four year predominantly White public institution of higher education in northeastern Massachusetts.

Research Questions

1). Is there a relationship between Black student involvement in nonacademic activities, their social adjustment, and academic achievement?
2). Is there a significant difference between students' involvement scores (dependent variable) and enrollment in the six major colleges at ULowell (independent variables)?

3). Is there a significant difference between students' social adjustment scores (dependent variable) and enrollment in the six major colleges at ULowell (independent variables)?

4). Is there a significant difference based on gender (independent variable) for the student involvement measure (dependent variable)?

5). Is there a significant difference based on gender (independent variable) for the student social adjustment measure (dependent variable)?

6). Is there a significant difference based on gender and college year and their interactions using the measure of student involvement?

7). Is there a significant difference based on gender and college year and their interactions using the measure of social adjustment?

8). Is there a significant difference based on gender and college year and their interactions using the measure of academic achievement?

9). Is there a significant difference between the racial composition of campus activities (independent variable) based on the student involvement scores (dependent variable), covarying out the effects of SES and commitment to college?

10). Is there a significant difference between the racial composition of campus activities (independent variable) based on the
student social adjustment scores (dependent variable), covarying out the effects of SES and commitment to college?

11). Is there a significant difference between the racial composition of campus activities (independent variable) based on academic achievement (dependent variable), covarying out the effects of SES and commitment to college?

**Discussion**

In this section, the eleven research questions will be grouped into the following three categories for discussion: Question (1) denotes category one and addresses the nature of the relationship between involvement, social adjustment, and academic achievement for Black undergraduate students attending a predominantly White university. Questions (2-8) denote category two and address the effects of selective student characteristics on measures of involvement, social adjustment, and academic achievement for Black undergraduate students attending a predominantly White university. The final questions (9-11) denote category three and address the effects of the racial composition of clubs and organizations on the measures of involvement, social adjustment, and academic achievement after controlling for socioeconomic status (SES) and commitment for Black undergraduate students attending a predominantly White university.

**Category One: Question (1)**

The first major finding indicated a significant correlation in the expected direction between a measure of involvement (quality of student effort in clubs and organizations, use of student union, social acquaintances, and interpersonal relations) and social adjustment
confirming externally, the validity of the four involvement scales found in Pace's (1986) College Student Experience Questionnaire. The greater the degree of social involvement, the better the social adjustment to college. The basic premise of the involvement theory of Astin (1987) and others such as Tinto (1987) that more involved students are better adjusted to the campus environment was supported with this finding. The finding suggests that the involvement theory may be generally applicable for Black students on predominantly White campuses.

The student acquaintance subscale for the involvement measure offered interesting data. Over two-thirds of the Black students obtained a score higher than the average score on the student acquaintance subscale, as opposed to less than a quarter of the University of Lowell sample population (White) surveyed Spring 1988. Since the student acquaintance scales deals with diversity of relationships (ranging from making friends with different kinds of people to having serious discussions with different kinds of people) this finding suggests that Black students on predominantly White campuses may expend greater energy in reaching out to others different from themselves than their White counterparts. This is not surprising, given that the Black students represent a minority on campus and may feel a greater need for belonging. Smith (1989) comments that "the condition of diversity is all too often a condition of alienation" (p. 36).

The academic achievement measure (GPA) was applied in the correlation between the measures of involvement and social adjustment. Tinto (1987) suggested that there is a reciprocal relation
between academic integration and social integration (involvement). Terenzini and Wright (1987) in a study of students' reports of cognitive development found a direct, but unidirectional relationship between academic and social integration.

Tracey and Sedlacek (1985) used the Non-cognitive Questionnaire (NCQ) to measure eight predictor variables for academic performance of Black and White college students. The results indicated that involvement was a predictor of GPA for Black students. Nettles, Thoeny, and Gosman (1986) found that satisfaction and peer relationship had a much greater impact upon Black students' GPA than those factors for White students. Nevertheless, this study provided no empirical data to support the literature.

This may be explained in that the involvement and social adjustment measures are more socially inclined. If the measures had included academic activities such as interactions with faculty, use of the library, or time spent studying, then there might have been a significant relationship. This study, however, was intentionally limited to an assessment of the social integration component of Tinto's model since only a limited amount of empirical data has been provided in that area, particularly for Black students attending predominantly White institutions of higher education.

The lack of a significant correlation between the three measures implies that one need not be socially adjusted to do well academically and that one may be involved and socially adjusted to the academic environment, but not do well academically. This supports Tinto's hypothesis and findings of Allen (1985) in his study.
of 327 Black undergraduates attending five predominantly White colleges and universities in the United States.

Although involvement and social adjustment may not guarantee academic success for Black students, the concepts are mutually interdependent with academic integration. Fleming (1984) comments that the lack of involvement due to isolation/alienation may serve to thwart intellectual growth. Furthermore, as a result of being involved and feeling more tuned in to their environment, Black students may become more knowledgeable about available student services and seek them out when needed. For example, if a student is having academic difficulties, he/she may be more inclined to use tutoring services, talk to a professor, or get needed support to overcome the problem which may in turn lead to student retention.

In spite of the lack of a correlation between involvement, social adjustment, and academic achievement, frequency data indicated that overall the students in this study were in satisfactory academic standing. The median cumulative grade point average was 2.24 (on a four-point scale).

**Category Two: Questions (2-8)**

Tinto (1987) and others such as Feldman & Newcomb (1969) suggest that academic achievement and personal growth are related to a variety of background characteristics. Five such characteristics were considered in this study. Three of the characteristics (years at the University of Lowell, gender, and academic college of enrollment) were employed to answer a series of research questions that addressed the effect of selective students characteristics on Black students' involvement, social adjustment, and academic achievement.
at a predominantly White campus. The remaining two characteristics (socioeconomic status and commitment) were used as control variables in questions (9-11) and will be discussed under category three.

The length of time the student had spent at the University of Lowell was used in lieu of class standing because prior observation of the registrar's records indicated a distinct difference. Many of the students had been at the university longer than their class standing implied. Differences in class standing and length of time at the University of Lowell may be due to a variety of reasons such as having started in a special program i.e. EOP or changing one's major. It was hypothesized, based on experience, that the greater the length of time spent at the University, greater would be the degree of involvement, social adjustment, and academic achievement.

The gender characteristic was selected based on previous findings (Allen, 1985; Fleming, 1984; Hughes, 1987) that indicate significant gender differences for Black students on predominantly White campuses. Fleming (1984) comments that the Black male experience on a predominantly White campus is much more severe than that of the Black female. She made the following observations in her study:

To be sure, there are gains in educational aspirations, but these gains occur in the context of falling grades in the critical major subject, diminishing feelings of intellectual ability, declining social adjustment, and losses in perceived energy level suggestive of emotional strain. These students become less concerned with academic failures and institutional abandonment; they turn their attentions to extracurricular activities that provide tension release. (pp. 168-169)
It was hypothesized that Black males would do worse on all the measures except that of involvement. Nevertheless, the findings for gender and the interactions between gender and years at the University of Lowell did not support the hypotheses and previous findings. However, different conditions existed in the other studies. For example in Allen's (1985) study, 65% of the sample population were females and Fleming's sample population was limited to students with freshmen or senior class standing. Age may also be a factor contributing to this finding since the average age of the students was 22 years which would be the approximate age of seniors in the traditional college age population. Furthermore, most investigators, particularly on the social adjustment measure, do not find any gender differences (Baker & Siryk, 1989).

The third characteristic was chosen based on experience with the majority White student population. It was hypothesized that students in colleges perceived by the students as being academically demanding (such as engineering) would score lower on the involvement measure than students in colleges that were perceived by students as being less academically demanding (such as arts and sciences). Since it was assumed that there would be a positive relationship between the measure of involvement and the measure of social adjustment, it was also assumed that there would be a difference between the student's social adjustment scores and the college of their academic major. No significant difference was found between student involvement and the college of the student's academic major, nor between the student's social adjustment and the college in which they were enrolled in.
The lack of a significant finding may be attributed to erroneous perceptions of which academic college is most demanding. It may also be attributed to low subsample sizes, which suggest the lack of a "critical mass" of Black students, particularly in the colleges of health and music (n= 4 and 2 respectively).

Willie and McCord (1972) concluded in their study of four New York State campuses that there must be a minimum number of Black students on campus (critical mass) in order to provide sufficient opportunities for satisfactory adjustment. According to Willie and McCord, "there should be enough Black students present to provide a range of potentially compatible personalities and social types" (1972, p. 109). This hypothesis may be broadened to include academic colleges. The lack of a critical mass of Black students in any academic discipline may hinder student involvement and social adjustment. An investigation of the subculture related to the academic colleges may provide greater insight.

**Category Three: Questions (9-11)**

The last two background characteristics: socioeconomic status (SES) and commitment (to the University of Lowell and college in general) were used as controls in an attempt to answer the last series of research questions that examined the racial composition of clubs and organizations that Black students become involved in on the measures of involvement, social adjustment, and academic achievement in a predominantly White college setting.

Tinto (1987) hypothesized that one's commitment to college in terms of obtaining a degree as well as one's commitment to a particular institution of higher education interacts with one's
integration in the university and subsequent social adjustment. In terms of the socioeconomic status (SES), it was hypothesized that students with a middle to upper class socioeconomic status would more closely reflect the values found in a college setting than those from a lower socioeconomic status (Puttkammer, 1962; Wilson, 1974). Therefore, those from a middle to upper class SES status would show greater involvement, greater ability adjusting socially and achieving academically in a predominantly White campus environment than those from a low SES.

The findings substantiated the need to control for commitment on the measures of involvement and social adjustment, but not for academic achievement. The SES variable showed no effect on any of the measures. This supports the involvement theory but provides no support of the literature in terms of the SES variable.

Puttkammer (1962) in his subtypes of Black students provides a possible explanation. Through an investigation of Blacks seeking admission to six Ivy League higher education institutions, Puttkammer identified three Black subtypes. The first group which was most typical of the White applicants was identified as high SES being from an affluent family background. The other two groups were identified as being from a lower SES, but could be distinguished by their willingness to integrate within the campus environment. One group opposed integration and banded together and the other group strongly favored integration as a means of escaping race related disadvantages.

Thus, it is possible that the students in this study from the lower SES favored integration and actively sought out integrated
activities. Wilson (1984) refers to them as "middle class aspirants". Support of this explanation is found in the data from crosstabulation of SES by racial composition of clubs and organizations which indicated that the largest percentage of students in the lower SES category (34%) were involved in a mixture of both Black and White organizations. The last significant finding indicated that students' social adjustment is affected by the type of campus organizations that they become involved in. Items on the involvement and social adjustment measures tend to point toward generic statements about the campus environment and one's interactions. For instance:

a). I feel I fit in well as part of the college environment
(Social adjustment measure).

b). Attended a social event in the student union or center
(Involvement measure). See Appendix D for a list of items on both measures.

Thus, it was hypothesized that students who integrate more with the White campus environment, in terms of the types of activities they become involved in, would score higher on the measures of involvement and social adjustment. In using the same social adjustment measure, findings by Graham, et.al (1984) indicated a positive relationship between prior interracial experiences of Black students and their social adjustment to a predominantly White college campus. A different perspective was offered by Allen (1985). He hypothesized that:

interpersonally accomplished Black students are more involved with the general (and Black student specific) campus life....Drawing on their learned interpersonal skills, these Black students manage to create and maintain favorable social
relationship with Blacks and Whites, faculty and students on campus. (p. 145)

The hypothesis in this study was partially supported for the measure of social adjustment by racial composition of clubs and organizations after controlling for commitment and SES. Those students who attempted to integrate the most by getting involved in predominantly White organizations had the second highest mean score or level of social adjustment. The highest mean score or level of social adjustment was found in the group that represented a mixture of predominantly Black and predominantly White organizations. This group of students (mixture) fell within the 50th percentile in relation to the normative population, whereas the mean social adjustment score for the sample as a whole was relatively lower (31st percentile). The statistically significant (p = .003) finding indicated variations between groups at (p = .05). Specifically, the social adjustment mean score for students who indicated no involvement in campus activities was significantly different than the scores for the students involved in predominantly White organizations or a mixture of predominantly Black and predominantly White organizations providing further support of the involvement theory.

The high level of social adjustment for the mixture category may be explained by the diffusion model which suggest the occurrence of interactions among groups, interethnic social relationships and the borrowing of traditions (Smith, 1989). According to Smith, supporters of a bicultural model which emerged within the cultural diffusion model, recognizes that the dominant culture does not change, individuals change in their ability to move
between cultures with greater ease. Thus, student involvement in a mixture of predominantly Black and White campus activities suggest that Black students on predominantly White campuses may be operating from a bicultural model in an attempt to cope with the dilemma of living in two cultures as described by Dubois (1961). The mixture category no doubt allows students to deal with any personal incongruency around differences in social values and preferences.

Cummins (1990) comments that:

> Widespread school failure does not occur in minority groups that are positively oriented toward their own and the dominant culture. They do not see themselves as inferior to the dominant group and are not alienated from their own culture values. (p. 54)

The above finding and explanations are reflective of Loo & Rolison's (1978) conceptualization of peer involvement for Black and other minority students on predominantly White campuses. They suggest that one consider the fit between students and the overall student community as well as with their ethnic student subculture. The finding on the social adjustment measure regarding the racial composition of clubs and organizations sheds light on the controversy of whether or not special Black programs are needed. While suggesting that it may be disadvantageous for Black students to only involve themselves in Black clubs and organizations, a need for Black clubs and organizations as well as a need for Black students to be involved in activities of the majority student culture were implicated. Black clubs and organizations may serve as culture anchors or supports for Black students as they venture out to integrate in the majority campus culture.
Yet, the racial composition of the clubs and organizations that students chose had no significant affect on their level of involvement. In other words, students who chose to be involved in predominantly Black organizations were no more or less involved than students who chose to be involved in predominantly White organizations or a mixture of predominantly Black and White organizations.

This may be explained by the design of the involvement measure which assessed more than involvement in clubs and organizations. The involvement measure consisted of four subscales measuring interpersonal relations, student acquaintances, uses of the student union as well as involvement in clubs and organizations. Thus, the similarity in scores may have been obtained from any combination of the subscales. The results may also be reflective of background characteristics not controlled in this study such as interpersonal skills and leadership ability. Also, Black students, as all students, will make choices regarding the quality and quantity of time they will invest in extracurricular activities.

A crosstabulation of the involvement measure by racial composition of clubs and organizations indicated results that ran parallel to those found for the social adjustment measure. Students that indicated no involvement in clubs and organization had a significantly lower mean score ($\bar{x} = 75$) than students in the other categories (pred. Black $\bar{x} = 87$; pred. White $\bar{x} = 92$; mixture $\bar{x} = 93$). Those students involved in a mixture of both predominantly Black and predominantly White clubs and organizations once again exhibited the highest mean score.
Lastly, although the majority of Black students in this study were involved in some campus activities, over a third (36%) indicated that they were not involved in any campus activities. The administration may want to pay attention to the needs of this group. Tinto (1987) asserts that failure to integrate (become involved) in the social community is due to personal incongruence or individual isolation from the social community. Incongruency refers to the mismatch or lack of fit between the individual and the institution that deals primarily with differences in social values and preferences. Whereas, isolation refers to the absence of sufficient contact between the student and others on campus.

There are a number of reasons why one may choose not to be involved in extracurricular activities (work, family demands, etc.) yet the institution is responsible for ensuring that lack of involvement due to isolation does not occur because of negative environmental factors such as a racial campus climate or lack of a variety of activities. Institutions of higher education may also assist in minimizing lack of involvement due to incongruency by presenting a clear picture of the campus climate as part of the recruiting process.

**Recommendations**

The following recommendations are suggested on the basis of this study, prior experience of this researcher in the field of higher education, and references mentioned in the review of the literature.

1). It is recommended that university life staff/student affairs personnel provide ample opportunities to ensure that Black students develop socially as well as academically.

86
Pace (1984) comments that "accountability for achievement and student outcomes [such as social adjustment and personal growth] must consider both what the institution offers and what the students do with those offerings" (p. 4).

2). It is recommended that strategies be devised to encourage students to become involved in a mixture of predominantly Black and predominantly White clubs and organizations.

Since freshman year has been identified as a critical year in terms of student retention (Noel, et. al., 1987), one strategy could be to provide space on a data information sheet for incoming Black students to list their favorite courses, types of books they enjoy reading, intended major, and hobbies. This information could then be used to match students with available clubs and organizations on campus and also provide a data base to generate new activities that may bring about greater involvement or college satisfaction. A letter accompanying the matched list could suggest that based on the student's areas of interest he/she might want to consider getting involved in some of the clubs and organizations listed. A contact person's name, phone, and postbox number would need to be included for each club or organization.

Since the student's motivation to become involved in predominantly White clubs and organizations may be affected by a racial campus climate and the student's perception of the openness of a given club or organization, another strategy could entail implementing a racial sensitivity workshop series for the student government organization. A similar workshop may be given during the student's leadership training weekend.
The student activities director could also put a mechanism in place for a yearly collaborative clubs and organizations event. Care should be taken to ensure that Black students and other minorities have an equally strong voice in the planning of the event, and that the event is reflective of all groups. This event could be similar to a university day (carnival atmosphere) where clubs and organization set up booths for fund-raising representing their organization. It differs from university day in that students would be working for a common cause collectively, as opposed to an individual organizational cause on a common day.

Each student in the Black clubs and organizations could be assigned by the club's president, based on interest, to serve as a liaison to other clubs and organizations. For example, two or three business majors may serve as liaison to the accounting club and two or three students interested in karate could serve as liaison to the karate club. The liaison concept could serve to give some students a reason for getting involved in a predominantly White club or organization, as well as approval by their peers. Assigning more than one to an organization may provide the support needed by some students to venture out into a predominantly White club or organization. Ideas on how the clubs and organizations may work together could evolve from such interactions. Finally, the faculty advisor to the Black clubs and organizations could talk about possible advantages of broadening one's resources through involvement in a variety of clubs and organizations.

It seems reasonable to assume the above strategies may only work with "middle class aspiring" Black students (see Wilson, 1974).
Strategies to instill middle class values may probably be necessary before steps toward involvement in predominantly White clubs and organizations for "non middle class aspiring" Black students may be undertaken. This researcher does not advocate the instilling of middle class values (and by inference culturally based on White Anglo-saxon principles) in lieu of Black values, but rather in conjunction with Black values. Exposure to integrated activities prior to college through the student's school system or community may be beneficial.

3). Thus, it is recommended that different involvement strategies be used for "middle class aspirants" and "non-middle class aspirants". It is recommended that a measurement tool be developed that will effectively measure Black students' attitudes regarding middle class values.

Such an instrument is necessary because the middle class aspirant and non-middle class aspirant are self assigned categories and have nothing to do with socioeconomic status. Several researchers (Puttkammer, 1972; Wilson, 1974; Carr and Chittum, 1979) indicate that Black students are not a homogeneous group.

4). It is recommended that admission officers actively recruit Black students to be represented in all the academic colleges.

Instead of setting a generic goal to recruit Black students, one may consider establishing a goal to recruit Black engineering students, Black health students, Black music students, etc. The lower involvement and social adjustment scores of Black students in the college of health professions and the college of music coupled with the relatively low subsample size (4 and 2 respectively) has lead to
this recommendation. Obtaining a "critical mass" (at least twenty percent of a given population) of Black students within the academic colleges is a possible outcome. Of course, student preparation for the different academic colleges has to start prior to college in order to provide a substantial pool of students.

5. **It is recommended that faculty and the administration of academic colleges and departments exhibit greater interest in the operation of student clubs and organizations, particularly student professional organizations.**

Benefits of belonging to a professional club or organization is obvious to students if for no other reason than the fact that it would look good on their resume. Thus professional linked clubs and organizations may serve as a major vehicle for getting students involved. Although most institutions of higher education will have academic or career related clubs such as the psychology club, chemical engineering society, society for the advancement of management, etc. not all of these organizations function at an optimal level and some cease to be active over a given semester or year. This may be counterproductive in terms of getting Black students involved. As long as there are students in a given academic major reflective of a professional organization, the faculty and administration may consider taking measures to ensure that the professional student organization remains viable.

6. **It is recommended that faculty advisors of each professional club or organization identify Black students enrolled in the academic major that is reflective of the professional organization and send the students a letter inviting them to become members of**
the organization and at the same time the advisor may offer to serve as a mentor/resource person regarding the student's career goals.

The faculty name, phone number and offices could be listed, as well as the name and phone number of the organization's president. This may lead to positive faculty/student relationships which have been identified in the literature review as being a key contributor to student retention in higher education (Pascarella and Wolfle, 1985). Tinto (1987) comments that "the corollary of individual integration (involvement) in the social community of the college is the existence of communities on campus which seek to reach out and integrate individuals into their daily life" (p. 185).

7) It is recommended that special support programs for Black students such as the office for minority student affairs and EOP function as an integral part of the university.

This may enhance the staff's ability to serve as role models in encouraging students to become involved in activities that reflect the majority culture, as well as their ethnic culture. It is suggested that faculty, staff, and administrators of the majority culture, as well as the Black culture be strongly encouraged to attend programs and activities planned for Black students. Perhaps the more Black students can see professionals from the two races interacting on an informal level, the easier it may become for them to do likewise with their peers.

8) It is recommended that progression studies using the three measures in this study be developed to follow students over an extended period of time since both of the measures are conditional
meaning that students' responses can change from one assessment to another.

9). It is recommended that a quantitative study, such as this study, be coupled with interviews to ascertain the actual clubs and organizations that Black students become involved in and the positive attributes inherent in the identified clubs and organizations.

This may help administrators on predominantly White campuses in establishing guidelines for new student programs and educational programs for existing clubs and organizations to improve their image.

**Conclusion**

The results of this study is generally supportive of Astin (1987) involvement theory and has practical implications for enhancing the social adjustment of Black students on predominantly White campuses. There were four significant findings.

1). A positive correlation was found between the quantity and quality of effort Black students invested in extracurricular activities and their social adjustment or sense of belonging on the predominantly White campus.

2). Black students tend to show a higher level of involvement on the student acquaintance subscale (dealing with diversity) than the majority student population sampled in 1988.

3). Students' social adjustment may be affected by the racial composition of the clubs and organizations that they become involved in and is most affected by no involvement in campus activities. The highest level of social adjustment was indicated for
students that participated in both predominantly Black and predominantly White clubs and organizations.

4). Finally, external data supporting the validity of four of the scales in the College Student Experience Questionnaire (Pace, 1986) was provided.

Although student involvement and social adjustment have been identified as contributors of student retention, these measures did not correlate with an academic achievement variable based on grade-point averages. Empirically, this study cannot support retention indicators, nor was it designed to do so. However, this study indicated a positive relationship between Black student involvement and their social adjustment on a predominantly White campus. Black students who are involved in campus activities, particularly a mixture of predominantly Black and predominantly White clubs and organizations may receive a greater exposure to campus resources and may be more inclined to use the services when needed which could enhance retention.

Although the lack of involvement and social adjustment may undermine the likelihood of academic success, encouraging Black students to get involved as a key to minimizing some of the social difficulties they experience on predominantly White campuses need only be viewed as a short term measure. Smith (1989) asserts that the challenge to involvement "is to try to define values in which people can share but at the same time allow for important differences to be acknowledged, even nourished" (p. 33).
March 6, 1990

Dear Brothers and Sisters,

"In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress".
-Booker T. Washington

According to several studies, many African American students attending predominantly white college and universities have more difficult time adjusting to the campus environment than White students and often experience feelings of isolation, alienation, and loneliness. This information led me to ask the following questions:

a). Are African American students at ULowell having a difficult time adjusting socially to the campus environment?

b). Are African American students doing anything to facilitate their social adjustment?

c). What is the relationship between social adjustment, student involvement, and academic achievements?

Therefore, in order to seek answers to the above questions I will be conducting a study in conjunction with the Office for Minority Affairs to assess the relationship between African American students involvement, social adjustment and academic achievement. Part of the assessment will entail a review of a student's cumulative grade point average.

I am seeking all African American students to participate in this study by filling out a questionnaire. Participation is voluntary and all responses will be considered anonymous and confidential. The questionnaire will be distributed on campus next week (3/12/90). You may pick-up a copy from the Office of Minority Affairs located in the Placement Office, Southwick Hall, North Campus or the Counseling/Career Development Center located on the third floor of the McGauvran Center, South Campus.

Few African American students come to ULowell and even fewer graduate, thus I cannot stress the importance of your participation in this study, being one of the few African American students available to participate. Your help is crucial for the future of African American students attending predominantly white institutions of higher education and will be deeply appreciated.

REMEMBER TO PICK UP A COPY OF THE QUESTIONNAIRE NEXT WEEK.

Sincerely,

Lanett C. Scott

cc. Gloria Johnson, Acting Director of Minority Affairs
April 23, 1990

Dear

My records indicate that you have not returned the Black College Student Survey. I am sure that it's just an oversight due to your busy schedule. Please take some time TODAY to complete and return the survey to the Minority Affairs Office, Southwick Hall, 2nd floor, in the Placement Office or to my office located in the McGauvran Student Center, 3rd floor, Room 336. For your convenience, you may slide the survey under my door after 5:00 p.m. or any time that I am not there. If you have misplaced the survey, you may pick up another copy at the Minority Affairs Office or from me.

As a doctoral student, my semester ends the same time that your semester ends. I must have my data collected by the end of this semester in order for the study to be valid. Your responses will be analyzed and reported only in ways that protect your privacy and anonymity.

Information obtained from this research will form the basis for discussion on ways to assist Black students in persisting at U-Lowell until graduation. Thank you in advance for your participation. Please complete the Survey TODAY.

Sincerely,

Lanett C. Scott
APPENDIX B
INVolVEMENT SUBScales/QUALITY OF EFFORT
Involvement Measure Subscales and Underlying Quality Dimensions *

Student Union (10 activities)
From: casual and informal use (had snacks, met friends, etc.)
To: programmatic use (attended events, held meetings, etc.)

Clubs and Organizations (10 items)
From: awareness of events and organizations
To: attending events, discussing programs, working in organizations.

Personal Experiences (10 items)
From: general curiosity about understanding one's own behavior and others (talked with friends, etc.)
To: more focused and expertly informed sources of self-understanding (reading, taking a test, talking with a counselor)

Student Acquaintances (10 items)
From: making friends with different kinds of people (breadth)
To: serious conversation with people who differ from you (depth)

* Adapted from Pace (1987) College Student Experiences Questionnaire: Test Manual & Norms. Los Angeles: UCLA. (pp. 30-44)
APPENDIX C
SACQ: SOCIAL ADJUSTMENT AND ATTACHMENT SUBSCALES
Student Adaptation to College Questionnaire

Social Adjustment Subscales Items
Measures a student's success in coping with the interpersonal-societal demands inherent in the college experience. This scale's items may be divided into four item clusters.

1. General: Extent and success of social activities and functioning in general. This cluster contains the following items:

<table>
<thead>
<tr>
<th>Item #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fits in well as part of the college environment</td>
</tr>
<tr>
<td>8</td>
<td>Is very involved with college social activities</td>
</tr>
<tr>
<td>9</td>
<td>Is adjusting well to college</td>
</tr>
<tr>
<td>18</td>
<td>Has several close social ties</td>
</tr>
<tr>
<td>37</td>
<td>Has adequate social skills</td>
</tr>
<tr>
<td>46</td>
<td>Is satisfied with social participation</td>
</tr>
<tr>
<td>65</td>
<td>Is satisfied with social life</td>
</tr>
</tbody>
</table>

2. Other People: Involvement and relationships with other persons on campus. This cluster contains the following items:

<table>
<thead>
<tr>
<th>Item #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Is meeting people and making friends</td>
</tr>
<tr>
<td>14</td>
<td>Has informal contact with professors</td>
</tr>
<tr>
<td>33</td>
<td>Get along well with roommates</td>
</tr>
<tr>
<td>42</td>
<td>Has difficulty feeling at ease with other at college</td>
</tr>
<tr>
<td>48</td>
<td>Does not mix well with opposite sex</td>
</tr>
<tr>
<td>56</td>
<td>Feel different from others in undesirable ways</td>
</tr>
<tr>
<td>63</td>
<td>Has good friends to talk about problems with</td>
</tr>
</tbody>
</table>
3. Nostalgia: Dealing with social relocation and being away from home and significant persons there. This cluster contains the following items:

22  Is lonesome for home
51  Feels lonely a lot
57  Would rather be home

4. Social Environment: Satisfaction with the social aspects of the college environment. This cluster contains the following items:

16  Is pleased about decision to attend this college
26  Enjoys living in a dormitory
30  Is satisfied with extracurricular activities

Empirically derived behavioral correlates of this subscales indicate the lower scores are associated with less participation in social activities in college.

Attachment Subscales Items

Generally, this subscales is designed to measure a student's degree of commitment to educational-institutional goals and degree of attachment to the particular institution the student is attending. This scale's items may be divided into two item clusters.

1. General: Feeling about, or the degree of satisfaction with being in college in general. This cluster contains the following items:

15  Is pleased with decision to go to college
60  Thinks a lot about dropping out of college permanently
61  Is thinking about taking time off from college
2. This College: Feelings about, or the degree of satisfaction with, attending the particular institution at which the student is currently enrolled. This cluster contains the following items:

- 16 Is pleased about attending this college
- 34 Would prefer to be at another college
- 47 Expects to finish bachelor's degree
- 59 Is thinking about transferring to another college

Eight additional items for this scale are shared with the social adjustment subscale and one with the academic adjustment subscale. Empirically derived behavioral correlates of this subscale indicate that lower scores are associated with greater likelihood of discontinuance of enrollment and less overall satisfaction with the college experience.

(Baker & Siryk, 1989, pp. 15, 21-22)

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BLACK STUDENT COLLEGE EXPERIENCE SURVEY

BACKGROUND DATA

PLEASE CIRCLE THE NUMBER OF THE APPROPRIATE RESPONSE TO THE FOLLOWING QUESTIONS

1. What is your sex
   - male.............................................. 1
   - Female........................................... 2

2. What is your age?______________

3. How many years have you been at U-Lowell (including this one)?
   _______________ years

4. What is your college residence status?
   - live in college housing (dorm)............................. 1
   - live in private apartment or room.......................... 2
   - live with family.......................................... 3

5. What college are you enrolled in?
   - College of Arts and Sciences............................. 1
     (formerly Liberal Arts & Pure & Applied Sci)
   - College of Education.................................. 2
   - College of Engineering.................................. 3
   - College of Health Professions........................... 4
   - College of Management Science........................... 5
   - College of Music........................................ 6

6. What is the highest level of education obtained by the head of the household in which you were brought up?
   ____________________________ grade or degree

PART I

PLEASE CIRCLE THE NUMBER OF THE APPROPRIATE RESPONSE TO THE FOLLOWING QUESTION.

1. The following describes my involvement with campus activities such as clubs and organizations:
   - Predominantly Black sponsored activities.......................... 1
   - Predominantly White sponsored activities.......................... 2
   - A mixture, both Black and White sponsored activities.............. 3
   - I have little or no involvement with campus activities........... 4
**DIRECTIONS:** In your experience at this college during the current school year, about how often have you done each of the following? Indicate your response by filling one of the spaces to the left of each statement.

### CLUBS AND ORGANIZATIONS

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<thead>
<tr>
<th>Very often</th>
<th>Often</th>
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<tr>
<td>Looked in the student newspaper for notices about campus events and student organizations.</td>
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<tr>
<td>Attended a program or event put on by a student group.</td>
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<tr>
<td>Read or asked about a club, organization, or student government group.</td>
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<tr>
<td>Attended a meeting of a club, organizations, or student government group.</td>
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<tr>
<td>Voted in a student election.</td>
<td></td>
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<tr>
<td>Discussed policies and issues related to campus activities and student government.</td>
<td></td>
<td></td>
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<tr>
<td>Worked in some student organization or special project (publications, student government, social event, etc.).</td>
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<tr>
<td>Discussed reasons for the success or lack of success of student club meetings, activities, or events.</td>
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<tr>
<td>Met with a faculty adviser or administrator to discuss the activities of a student organization.</td>
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### PERSONAL EXPERIENCES

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<th>Very often</th>
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<tr>
<td>Told a friend why you reacted to another person the way you did.</td>
<td></td>
<td></td>
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<tr>
<td>Discussed with other students why some groups get along smoothly, and other groups don't.</td>
<td></td>
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<tr>
<td>Sought out a friend to help you with a personal problem.</td>
<td></td>
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<tr>
<td>Elected a course that dealt with understanding personal and social behavior.</td>
<td></td>
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<tr>
<td>Identified with a character in a book or movie and wondered what you might have done under similar circumstances.</td>
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<tr>
<td>Read articles or books about personal adjustment and personality development.</td>
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<tr>
<td>Taken a test to measure your abilities, interests, or attitudes.</td>
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<tr>
<td>Asked a friend to tell you what he/she really thought about you.</td>
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<tr>
<td>Been in a group where each person, including yourself, talk about his/her personal problems.</td>
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<tr>
<td>Talk with a counselor or other specialist about problems of a personal nature.</td>
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### STUDENT UNION

<table>
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<tr>
<th>Very often</th>
<th>Often</th>
<th>Occasionally</th>
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<td><img src="image3" alt="Symbol" /></td>
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<tr>
<td>Had meals, snacks, etc. at the student union or student center.</td>
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<td></td>
</tr>
<tr>
<td>Looked at the bulletin board for notices about campus events.</td>
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<tr>
<td>Met your friends at the student union or student center.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sat around at the union or center talking with other students about your classes and other college activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used the lounge(s) to relax or study by yourself.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seen a film or other event at the student union or center.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended a social event in the student union or center.</td>
<td></td>
<td></td>
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<tr>
<td>Heard a speaker at the student union or center.</td>
<td></td>
<td></td>
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<tr>
<td>Played games that were available in the student union or center (ping-pong, cards, pool, pinball, etc.).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used a lounge(s) or meeting rooms to meet with a group of students for a discussion.</td>
<td></td>
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</table>

### STUDENT ACQUAINTANCES

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<thead>
<tr>
<th>Very often</th>
<th>Often</th>
<th>Occasionally</th>
<th>Never</th>
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<td><img src="image3" alt="Symbol" /></td>
<td><img src="image4" alt="Symbol" /></td>
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<tr>
<td>Made friends with students whose academic major field was very different from yours.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made friends with students whose interests were very different from yours.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made friends with students whose family background (economic and social) was very different from yours.</td>
<td></td>
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<tr>
<td>Make friends with students whose age was very different from yours.</td>
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<tr>
<td>Make friends with students whose race was very different from yours.</td>
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</tr>
<tr>
<td>Made friends with students from another country.</td>
<td></td>
<td></td>
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<tr>
<td>Had serious discussions with students whose philosophy of life or personal values were different from yours.</td>
<td></td>
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<tr>
<td>Had serious discussion with students whose religious beliefs were different from yours.</td>
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<td></td>
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<tr>
<td>Had serious discussion with students whose political opinions were different from yours.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had serious discussion with students from a country different from yours.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** From College Student Experience Questionnaire, by C. R. Pace  
Copyright 1986, Los Angeles: Center for the study of Evaluation, UCLA Graduate School of Education. Adapted by permission.
Student Adaptation to College Questionnaire (SACQ)

Name: ______________________________ Date: ______________________

ID Number: __________________________ Sex: __ F __ M __________________________ Date of Birth: ______________________

Current Academic Standing: __ Freshman __ Sophomore __ Junior __ Senior

Semester: __ 0 __ 2 __ Summer or __ Quarter __ 0 __ 2 __ 3 __ Summer

Ethnic Background (optional): __ Asian __ Black __ Hispanic __ Native American __ White __ Other

Directions

Please provide the identifying information requested on the right.

The 6 items on the front and back of this form are statements that describe college experiences. Read each one and decide how well it applies to you at the present time (within the past few days). For each item, circle the asterisk at the point in the continuum that best represents how closely the statement applies to you. Circle only one asterisk for each item. To change an answer, draw an X through the incorrect response and circle the desired response. Be sure to use a hard-tipped pen or pencil and press very firmly. Do not erase.

In the example on the right, Item A applied very closely, and Item B was changed from "doesn't apply at all" to "applies somewhat."

1. I feel that I fit in well as part of the college environment.
2. I have been feeling tense or nervous lately.
3. I have been keeping up to date on my academic work.
4. I am meeting as many people and making as many friends as I would like at college.
5. I know why I'm in college and what I want out of it.
6. I am finding academic work at college difficult.
7. Lately I have been feeling blue and moody a lot.
8. I am very involved with social activities in college.
9. I am adjusting well to college.
10. I have not been functioning well during examinations.
11. I have felt tired much of the time lately.
12. Being on my own, taking responsibility for myself, has not been easy.
13. I am satisfied with the level at which I am performing academically.
14. I have had informal, personal contacts with college professors.
15. I am pleased now about my decision to go to college.
16. I am pleased now about my decision to attend this college in particular.
17. I'm not working as hard as I should at my course work.
18. I have several close social ties at college.
19. My academic goals and purposes are well defined.
20. I haven't been able to control my emotions very well lately.
21. I'm not really smart enough for the academic work I am expected to be doing now.
22. Loneliness for home is a source of difficulty for me now.
23. Getting a college degree is very important to me.
24. My appetite has been good lately.
25. I haven't been very efficient in the use of study time lately.
26. I enjoy living in a college dormitory. (Please omit if you do not live in a dormitory: any university housing should be regarded as a dormitory.)
27. I enjoy writing papers for courses.
28. I have been having a lot of headaches lately.
29. I really haven't had much motivation for studying lately.
30. I am satisfied with the extracurricular activities available at college.
31. I've given a lot of thought lately to whether I should ask for help from the Psychological Counseling Services Center or from a psychotherapist outside of college.
32. Lately I have been having doubts regarding the value of a college education.
33. I am getting along very well with my roommate(s) at college.

(Please omit if you do not have a roommate.)

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<table>
<thead>
<tr>
<th></th>
<th>Applied Very Closely to Me</th>
<th>Doesn't Apply to Me at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.</td>
<td>I wish I were at another college or university.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>35.</td>
<td>I've put on (or lost) too much weight recently.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>36.</td>
<td>I am satisfied with the number and variety of courses available at college.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>37.</td>
<td>I feel that I have enough social skills to get along well in the college setting.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>38.</td>
<td>I have been getting angry too easily lately.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>39.</td>
<td>Recently I have had trouble concentrating when I try to study.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>40.</td>
<td>I haven't been sleeping very well.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>41.</td>
<td>I'm not doing well enough academically for the amount of work I put in.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>42.</td>
<td>I am having difficulty feeling at ease with other people at college.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>43.</td>
<td>I am satisfied with the quality or the caliber of courses available at college.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>44.</td>
<td>I am attending classes regularly.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>45.</td>
<td>Sometimes my thinking gets muddled up too easily.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>46.</td>
<td>I am satisfied with the extent to which I am participating in social activities at college.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>47.</td>
<td>I expect to stay at college for a bachelor's degree.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>48.</td>
<td>I haven't been mixing too well with the opposite sex lately.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>49.</td>
<td>I worry a lot about my college expenses.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>50.</td>
<td>I am enjoying my academic work at college.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>51.</td>
<td>I have been feeling lonely a lot at college lately.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>52.</td>
<td>I am having a lot of trouble getting started on homework assignments.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>53.</td>
<td>I feel I have good control over my life situation at college.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>54.</td>
<td>I am satisfied with my program of courses for this semester/quarter.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>55.</td>
<td>I have been feeling in good health lately.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>56.</td>
<td>I feel I am very different from other students at college in ways that I don't like.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>57.</td>
<td>On balance, I would rather be home than here.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>58.</td>
<td>Most of the things I am interested in are not related to any of my course work at college.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>59.</td>
<td>Lately I have been giving a lot of thought to transferring to another college.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>60.</td>
<td>Lately I have been giving a lot of thought to dropping out of college altogether and for good.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>61.</td>
<td>I find myself giving considerable thought to taking time off from college and finishing later.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>62.</td>
<td>I am very satisfied with the professors I have now in my courses.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>63.</td>
<td>I have some good friends or acquaintances at college with whom I can talk about any problems I may have.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>64.</td>
<td>I am experiencing a lot of difficulty coping with the stresses imposed upon me in college.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>65.</td>
<td>I am quite satisfied with my social life at college.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>66.</td>
<td>I'm quite satisfied with my academic situation at college.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
<tr>
<td>67.</td>
<td>I feel confident that I will be able to deal in a satisfactory manner with future challenges here at college.</td>
<td><img src="image" alt="Rating" /></td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY


Carr, D. J., & Chittum, C. (1979). A study to identify non-academic factors which may positively influence the recruitment and retention of "other race" students at Virginia's state-supported institution of higher education. (ERIC Document Reproduction Service No. ED 187 166)


