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MEMBERS OF MINORITY STUDENT ORGANIZATIONS AND THEIR PERCEPTIONS OF THEIR ACADEMIC AND SOCIAL INTEGRATION

By

Oris Tamaria Griffin

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
August 1990

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MEMBERS OF MINORITY STUDENT ORGANIZATIONS AND THEIR PERCEPTIONS OF THEIR ACADEMIC AND SOCIAL INTEGRATION

Oris Tamaria Griffin, Ed.D

Western Michigan University, 1990

Hundreds of studies of student retention have been conducted at colleges and universities over the years, and invariably they have focused on identifying student characteristics and other factors related to retention, as well as on causes of attrition which can help us identify ways to improve this situation.

Importantly the literature on student retention has identified academic and social integration as playing key roles in student retention, although admittedly some studies have shown more promise on these variables than others.

The purpose of this study was to determine if members of any one of three organizational types (social, professional, ethnic) perceive themselves to be more socially and/or academically integrated into the university life than members of the other organizational types. Differences were sought between groups of individuals in these three organizational types.

An academic and social integration questionnaire consisting of 55 items was administered to the experimental sample. Thirty items measured academic integration, 17 measured social integration, and 6 identified demographic characteristics. The scoring was on a 5-point Likert Scale. Test -taking time was estimated at 12 minutes.

The sample included 121 ethnic minority students. These students were selected on the basis of their membership in at least one of three organizational types:

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(1) social, (2) professional, or (3) ethnic. The students were freshmen, sophomores, juniors, and seniors at Western Michigan University.

Overall, there were no significant differences in academic and social integration found between members of any of the three organizational types. In other words, there were no differences in students' perceptions regarding their social and/or academic integration into the university life. However, when secondary analyses were carried out, a difference in social integration was found between members of professional and social organizations. The data showed that members of social organizations perceived themselves to be more socially integrated into the university life than did members of professional organizations. This difference was most noticeable in the junior year.

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Griffin, Oris Tamaria, Ed.D.

Western Michigan University, 1990

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Finally, I am thankful to my heavenly Father for all the blessings and miracles I have seen in my life. I dedicate my life and profession to Him.

Oris Tamaria Griffin

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CHAPTER I

THE RESEARCH PROBLEM

Student retention in higher education appears to be a national educational crisis, particularly as it relates to members of ethnic minority groups. Political figures, administrators, researchers, and faculty who have traditionally developed ways to address other crises have not identified as yet the principal means of retaining students until degree completion. In fact, the time and money invested in various types of minority student support programs have yet to improve significantly minority student retention (Astin, 1975; Pascarella & Terenzini, 1983; Tinto, 1975). Nevertheless, discussions continue on increasing minority student access to college and retaining these students until degree completion (Astin, King, Light, & Richardson, 1974; Sedlacek, 1987; Tinto, 1975).

Changes in access and attendance patterns of black college students in the United States have occurred during the past quarter of a century. In 1964, 60% of black students attended historically Black institutions; by 1973, the proportion had declined to roughly 25%. Until 1968, 80% of all undergraduate degrees awarded to blacks were earned at Black colleges or universities (Fleming, 1984). In contrast, during the 1978-79 academic year, an estimated 56% of all bachelor's degrees awarded to black students were conferred by predominantly white institutions (Deskin, 1983). Thus, access and attendance patterns of black college students have changed in recent years. However, recent findings also show that black students' attrition is five to eight times higher than that for white students on the same campuses. The "fit" between black students and white colleges has been described as a poor one (Allen, 1985, 1988).

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Black students simply have not fared well on predominantly white college campuses. Relative to white students, black students have lower persistence rates, lower academic achievement levels, poorer overall psychosocial adjustment, lower postgraduate occupational attainments and earnings, and are less likely to enroll in advanced degree programs (Allen, 1988; Blackwell, 1987; Thomas, 1981).

Researchers (Astin, 1975; Tinto, 1975) have posited several reasons why some students do and others do not continue with their degree programs. Those who do persist appear to have the ability to remain dedicated to and motivated about academic pursuits. Consequently, in order for a student to persist until graduation, that student must be integrated into the academic and social system of the college (Pascarella & Terenzini, 1983; Tinto, 1975).

A 4-year study which compared minority and nonminority students to determine who persisted and to what degree revealed that only a small percentage of minority students voluntarily discontinued their enrollment and that minority students were more likely to be dismissed from the institution because of their poor academic performance (Rugg, 1982). This finding may suggest that the key to improving minority student retention is in assisting them to maintain their academic eligibility.

Some researchers (Sedlacek & Brooks, 1976; Suen, 1983) have identified loneliness as a problem many minority students encounter as they enter predominantly white institutions. Since minority students oftentimes leave predominantly white institutions because they feel unwelcome, powerless, and lonely on white campuses, researchers say programs should be designed that will provide black students the opportunity to feel a part of the university life (Sedlacek & Brooks, 1976; Suen, 1983).

Black college students might find their first day of classes to be their first experience on a college campus. Because of this, they look to establish new friends,

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especially ones with whom they can identify, and particularly ones who look like them (Fleming, 1984). On some college and university campuses, student organizations appeal to minority students since apparently, members of such organizations tend to bond one with another. Thus, due to the interest minority students have in such organizations, administrators within these collegiate institutions may be well advised to consider retention strategies that would include black student organizations (Fleming, 1984; Hughes, Winston & Rogers, 1987).

On many college and university campuses, at least three types of organizations exist in which students may elect to be involved, namely: (1)social organizations, (2) professional organizations, and (3) ethnic organizations.

Social organizations allow students of the same gender to join together for purposes of social interaction and community service. Professional organizations are centered around one's major area of study and allow both males and females with similar interests to interact with each other, faculty members, and professionals working in one's field of interest. Finally, ethnic organizations, groups formed by members of ethnic minority populations with common interests and goals, encourage males and females to join together for the purposes of campus and community unity.

Barol, Camper, Pigott, Nadolsky, and Sarris (1983) maintain that minority students prefer their own groups and are not active in campus-wide student organizations. Tillar (1973) studied racial integration in social fraternities at a predominantly white institution and found that black students tended to gravitate toward black organizations where more intimate social contact involved students of their own race. But none of the above researchers studied the influence of such groups and organizations on retention-related variables.

Two retention-related variables that have received review are academic integration and social integration (Astin, 1975; Beal & Noel, 1980; Pascarella, Duby

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& Iverson, 1983; Tinto, 1975). Researchers have concluded that students are no longer selecting schools that only offer quality academic standards, but that they are also looking for colleges and universities that offer a quality social life. Tinto (1975), for instance, notes that long gone are the days where college and university officials only recruited students who matched the academic goals of the university. Today, colleges and universities, in order to recruit and retain students, must consider the total development of the students. These institutions must take into account what the universities have to offer socially, as well as academically (Astin, 1975; Tinto, 1975).

The emergence of minority student organizations on white campuses has provided an opportunity for minority students to be involved in, or separated from, campus life. These organizations exist on almost every college and university campus. Many minority student groups exist to assist students with cultural identification and to provide peer support (Cooper, 1981; Rooney, 1985). This type of affiliation, which is particularly critical for minority students, may also directly or indirectly influence retention (Astin, 1975; Tinto, 1975).

The literature is replete with statements lamenting the low retention rate of black students at predominantly white institutions and has identified academic and social integration as a primary factor in enhancing the opportunities of black students to remain in college until degree completion (Astin, 1975; Pascarella & Terenzini, 1983; Tinto, 1975). Also, the literature details the major impediments encountered by those who are unable to complete their degrees (Axtel & Coad, 1979; Beal & Noel, 1980; Cope, 1969).

Whether members of some organizations participate in academic and social activities that contribute to student persistence more than members of other organizations is unknown. Regardless, many minority students become involved in organizations related to their own majors or in organizations emphasizing ethnic or

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social concerns and activities. And membership in student organizations, the literature suggests, may positively assist and influence retention among minority students if values and skills known to be related to retention are supported by the organizations' programs and activities. However, it remains unclear which type of organization supports the continued enrollment and retention of its members.

Problem Statement

The purpose of this study was to determine if members of one organizational type more so than members of another perceive themselves to be more academically and/or socially integrated into the university life. Participants in the study are 121 undergraduate black students at Western Michigan University, Kalamazoo, who are members of three types of organizations. The three organizational types are:
(1) social, (2) professional, and (3) ethnic.

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CHAPTER II

REVIEW OF RELATED LITERATURE

During the early sixties, prior to when Astin (1975), Spady (1970, 1971), and Tinto (1975) espoused a theory to explain retention, researchers postulated that academic variables were the main factors that contributed to retention. Certainly, during the early sixties most universities were not nearly as culturally diverse as they are today, particularly at the undergraduate student level. Due to the homogeneity of the student population during the early sixties, retention was primarily a function of screening of applicants. Individuals with higher grade point averages (GPAs) and the Scholastic Aptitude Test (SAT) scores were considered the "cream of the crop," and their potential to complete a degree program was unquestioned (Astin, 1975; Tinto, 1975).

Today, colleges and universities are looking at what they can offer students in terms of their social, as well as academic, integration. Tinto (1975) and Astin (1975) have noted that if institutions want to maintain their student enrollment, they must look at the social life of the enrolled students. If students are involved academically and socially, the likelihood of their persisting and graduating is enhanced.

With the shrinking of the college-age population came the realization that retention might be enhanced not only by selection criteria, but also by institutions providing special programs. This fact was identified by Tinto (1975), in part, but institutions on their own began identifying factors (i.e., academic and social integration) that would enhance their ability to hold students. Their findings (Astin, 1975; Astin, Green, & Korn, 1987; Brennan, 1985; Capella, Hetzler, & Mackenzie,

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1983; Pascarella & Terenzini, 1983) suggest that in order to understand retention, one must understand that academic and social variables do affect retention.

With the widening pool of applicants across racial and cultural lines, one may postulate that minorities may soon claim majority status at many of our nation's undergraduate institutions (Hodgkinson, 1983). Higher education administrators must understand that retention may be enhanced not only by selection criteria, but also by support services or changes that reflect cultural diversity. For example, many institutions, with a vanguard approach, may consider more classes with a multicultural influence (Hodgkinson, 1983).

The literature concerning retention is broad and continues to be of interest to many college and university administrators. At this point, the investigator will provide a more in depth, detailed discussion of the research literature of scholars who have examined the concept of retention.

Research Constructs That Affect Black Student Retention

When one reviews the literature regarding factors which affect black student retention and/or attrition, an abundance laments the fact that our nation is at risk. A major concern is that black students are no longer seeking higher education as their first choice after high school graduation (Astin, 1975). Of those choosing to attend college, a large percentage drop out after the first year (Astin, 1975; Beal & Noel, 1980; Cross & Astin, 1981; Lenning, Beal & Sauer, 1980; Sedlacek, 1987; Tinto, 1975). Another problem stems from the fact that there are fewer black students graduating from high school, and hence fewer black students enrolling in higher education (Hodgkinson, 1983). In addition to fewer black students enrolling in higher education, the lack of financial assistance and low grade point averages may affect those minority students who do enroll (Cutrona, 1982; Jones, 1972; Smith,

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1980; Thomas, 1981). Gender differences have also played an important role in black student persistence (Astin, 1975; Cope, 1971; Spady, 1970; Tinto, 1975).

Gender

Tinto's (1975) research on dropout from higher education reported that the gender of the individual appears to be related to college persistence, with a higher proportion of men finishing college degree programs than women. Astin (1975), Cope (1971), and Spady (1970) supported this fact, and they further stated that, of those who drop out, a greater proportion of women tended to be voluntary withdrawals rather than academic dismissals. Men tended to persist at a greater rate because men are more likely to perceive educational attainment as being directly related to their occupational careers and feel the need to persist in college as an economic necessity (Tinto, 1975).

Also interesting was the effect of student/faculty relationships on males and females. Spady (1971) reported that interaction with faculty in certain cases may be more important for females than for males and that females tended to use faculty as role models. Tinto (1975), however, suggested a different effect of the student/faculty relationship; his research implied that student-faculty interactions in the student's major area of study may be more important for males than for females.

A study by Fleming (1984) noted, when differences among freshmen in Black and white schools are considered by sex, that black males in white schools appeared to be the most competitive and career oriented when compared to white students and black females. As seniors, however, black males in white schools reported less positive evaluations than freshmen of the administration, faculty, and peers. Their specific complaint about teachers was that they do not grade fairly. According to Fleming (1984), seniors also score lower than underclassmen on the social adjustment

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scale, which seems to reflect a disenchantment with interpersonal sources of satisfaction.

Too, Fleming (1980, 1984) reported that the experiences of black females in white colleges are different from those of their male counterparts. black women were found more able to adjust to the white college environment than Black men, and despite general disillusionment with faculty, more black senior women than Black senior men could point to someone on the faculty or staff they admired.

Financial Assistance.

It appears that a lack of financial resources is a major concern for many minority students, and many black students attending majority institutions are dependent on financial aid as a primary source of financial support (Fleming, 1984; Thomas, 1981) or on loans because many do not have families that can afford to help provide financial assistance on a regular basis (Fleming, 1984).

Eighty-two percent of black students, as a matter of fact, depend on some form of financial aid other than family assistance (Fleming, 1984), while 60% of white students depend primarily on family assistance. Fleming (1984) and Hodgkinson (1983) suggest that many black students may consider dropping out of school rather than graduating with no job and a huge debt. Moreover, many may find it difficult to ask parents for money when, more often than not, the parents have limited resources.

Thomas (1981) found that for black students the larger their educational loans, the more likely they were to drop out. Apparently, being burdened with a large debt has more serious consequences for the persistence of black students than for white students, probably because many blacks are worse off economically. Previous research also found that loans have a strong negative effect on persistence for low income students (Astin, 1975; Astin & Cross, 1979).

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Pantages and Creedon (1978) found that a major reason students gave for dropping out of college was the lack of academic financial aid. In agreement, Sanford (1979) concluded that black students withdraw from school for financial reasons first, followed by health, personal, and academic problems.

Grade Point Average

Tinto (1975) and Spady, (1970) believe that an individual's integration can be measured in terms of his/her grade performance, grade point average, and intellectual development during the college years. Spady (1970) pointed out that grades tended to be the most visible form of reward in the academic system of the college, and Spady's (1970) and Astin's (1972, 1975) studies have shown grade performance to be an important factor in predicting student persistence in college.

Grade point average, financial assistance, and gender have all been identified as factors that impact black student retention. However, Tinto (1975), Astin (1975) and others (Rootman, 1972; Spady, 1971; Trippi & Baker, 1989) have concluded that for minority students a different set of variables helps predict their persistence: academic integration and social integration. These two variables, academic integration and social integration, will be discussed in the following sections.

Academic and Social Integration

The literature on academic and social integration sometimes discusses the two variables as interdependent and other times as independent of one another. The investigator's intention in the remainder of this chapter is to show how academic integration and social integration are sometimes studied together and then to show how they are studied as separate variables.

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Although this study examines primarily the academic and social integration of black students, the researcher was unable to find an abundance of supporting research on the subject that dealt solely with black students. Therefore, many of the studies reported will be dealing with black and white students. For a more definitive disputation, certainly, additional research is needed that examines which factors impact solely on black student retention.

Academic Integration and Social Integration Combined

Academic integration and social integration have received more than a cursory review from social scientists and educators concerned with the impact these factors have on retention. Many researchers would agree (Astin, 1975; Astin et al., 1987; Beal & Noel, 1980; Capella et al., 1983; Fleming, 1984; Spady 1970, 1971; Terenzini & Pascarella, 1980; Thomas, 1984; Tinto, 1975) that the two most comprehensive and explicit theories on attrition view both the degree to which the student is integrated into the social and academic system of an institution and the student's interaction with these systems as the primary determinants of persistence. Simply stated, a student's integration into and interaction with the social and academic systems are central factors in the student's persistence at the institution.

Tinto (1975) posited that integration into the academic system of college is what most directly affects goal commitment, whereas behavior in the social system most directly affects a person's institutional commitment.

Rootman (1972) developed an interactional theory, stating that a student's environmental "fit" is based on the degree to which the student is socialized into the general academic and social fabric of an institution and on the degree to which the student's values and orientations are shared by his/her primary peer group. His

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theory was supported by Astin et al. (1987) and Cope and Hannah (1975) who also viewed retention as a function of the quality of the student-institution "fit."

Tinto (1975) asserted an approximate parity between the social and academic systems' influence on integration. According to Tinto (1975):

> Given individual characteristics, prior experience, and commitment, it is the individual's integration into the academic and social system of the college that most directly relates to his continuance in that college. Other things being equal, the higher the degree of integration of the individual into the college system, the greater will be his commitment to the specific institution and to the goal of college completion. (p. 96).

Astin et al. (1987) espoused that institutions should act so as to enable individuals to become congruent with and integrated within the social and intellectual communities of the college. They further maintain that institutions should strive to provide a range of opportunities for interaction between members of the institution and students, especially in situations outside the formal confines of the academic system (i.e., classroom).

Class year was postulated to play a role in students' perceptions of academic and social integration (Spady, 1970; Terenzini & Pascarella, 1984; Tinto, 1975). The above studies reported that as students move from their freshman and sophomore years to their junior and senior years, they place less emphasis on their social integration and more on their academic integration.

Another study of academic and social integration (Terenzini & Wright, 1987), reported that academic integration levels were related to students' reported academic growth in all four years of college. Social integration was unrelated to reported academic growth in the lower division years, but emerged in the junior year as a reliable influence, and, by the senior year, social integration appeared to exert as much influence on reported academic development as did academic integration.

These findings suggest that early integration into the academic system of an institution may be an important vehicle for both the academic and social growth of

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freshmen and sophomores. For juniors and seniors, social integration gains prominence, exerting an influence approximately equivalent to that of academic integration, perhaps even replacing academic integration as the reason for academic development.

In a multi-institutional assessment of Tinto's original model, Chapman and Pascarella (1983) investigated patterns of social and academic integration across four types of institutions for 2,410 full-time freshmen students in 11 institutions. The purpose of the investigation was to extend knowledge of the explanatory power of Tinto's (1975) theoretical model of college persistence/withdrawal.

The Chapman and Pascarella study operationally defined social integration as (a) student activities during the freshman year of 2 or more hours per week; (b) frequency of freshman-year, nonclassroom contacts with faculty of 10 minutes or more for specific purposes (e.g., socialize informally, discuss a campus issue or problem); and (c) a factorially derived scale composed of the highest loading items measuring the extent and quality of the student's relationship with student peers. Academic integration was defined as (a) freshmen year cumulative grade point average (taken from official university records in September 1983), (b) a factorially derived scale composed of the highest loading items measuring a student's perception of faculty concern for quality classroom teaching and student development, (c) a factorially derived scale composed of the two highest loading items measuring a student's perceived level of intellectual development during the freshman year; and (d) frequency of freshman-year, nonclass contacts with faculty of 10 minutes or more for specific purposes (e.g., to discuss intellectual or course-related matters, to get basic information and advice about individual academic programs).

In other words, Chapman and Pascarella would characterize social integration as the amount of time and the type of interaction that occurs outside the classroom

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socializing with peers and faculty and would characterize academic integration as activity strictly related to the student/teacher relationship that imparts knowledge, whether in the classroom or outside the classroom.

In sum, Chapman and Pascarella conclude that an individual's intentions and commitments to the institution, along with the interplay of formal and informal interactions within the social system rather than the academic system of the college, seem to have the greatest effect on student persistence/withdrawal decisions. This finding echoes Tinto's (1975) claim that behaviors in the social system were most directly related to student persistence.

Academic Integration

Academic integration has been defined in many ways by many researchers (Astin, 1975; Pascarella, Duby, & Iverson, 1983; Terenzini & Pascarella, 1977, 1978; Tinto, 1975). Each definition tends to include the following characteristics: (a) freshman year cumulative grade point average, (b) a scale measuring a student's perceived level of intellectual development, and (c) a scale measuring a student's perception of faculty concern for quality classroom teaching and student development. In addition, the definitions of academic integration have included the frequency of freshman-year non-classroom contacts with faculty, the ability to discuss intellectual or course-related matters, and the ability to get basic information and advice about academic programs.

The authors of studies finding a positive effect of academic integration maintain that students who are deficient in their academic skills will improve those skills once they have entered the university setting. Tinto (1975), for instance, maintains that students coming to the university with academic deficits should seek academic support services. Essentially, the greater the level of academic skill attained, the more likely a

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person will be able to master various aspects of institutional offerings (Astin, 1975; Pascarella, Duby, & Iverson, 1983; Tinto, 1975).

The following sections on student/faculty interaction, study skills, classroom interactions, network supports and academic assistance will identify and discuss some of the types and ways academic integration occurs for the student.

Student/Faculty Interaction

Student/faculty interaction emerged in early research as a leading factor in student satisfaction with college (Astin, 1977; Beal & Noel, 1980; Feldman & Newcomb, 1969; Terenzini & Pascarella, 1977, 1980) and is now seen also as a powerful retention factor. One should note, however, that the interaction students value most continues to be that which occurs outside the classroom (Beal & Noel, 1980; Pascarella, 1980; Terenzini & Pascarella, 1977).

Student/faculty interaction takes place in many forms; office hour visitation is only one example. As students take advantage of opportunities to meet with faculty outside the classroom, the possibility for a mentoring relationship develops. This contact with a faculty member also allows the student to acquire a better understanding of the classroom information. In actuality, such time may be instrumental in two ways at once. First, it allows social interaction to occur between faculty and student; second, the contact leads to a better understanding of classroom assignments, which leads to stronger academic integration (Astin, 1977; Beal & Noel, 1980; Feldman & Newcomb, 1969; Terenzini & Pascarella, 1977; 1980).

It appears that when students feel faculty members care about them and are willing to show interest in them outside the classroom, the student is more likely to show interest in his/her academic course work. Endo and Harpel (1982) also found that informal contact, in which faculty members develop more friendly relationships

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with students and exhibit a personal and broad concern with the students' emotional and cognitive growth, had influence not only on the students' personal and social development, but also on their intellectual gains. This type of student/faculty contact fits within the definition of academic integration, and is a key factor in student persistence (Astin, 1975; Tinto, 1975).

Formal and informal contact with faculty outside the classroom appears to be very important for students' academic integration. Research (Beal & Noel, 1980; Centra & Rock, 1971; Endo & Harpel, 1982) shows that helpfulness of the faculty and the frequency of informal student/faculty interaction have significant positive effects on intellectual outcomes. Such relationships also encourage students to study more, which leads to persistence. Specifically, evidence from a number of studies suggests that frequency of student informal contact with faculty outside of class is positively associated with persistence (Pascarella & Terenzini, 1976, 1977; Spady, 1971; Terenzini & Pascarella, 1977).

One of the most comprehensive investigations of the educational correlates of student/faculty nonclassroom interaction has been conducted by Wilson and colleagues (Wilson, Gaff, Dienst, Wood & Bavry, 1975; Wilson, Wood & Gaff, 1974) at eight colleges and universities. Students were categorized into three groups of "high," "medium," and "low" interactors based on their frequency of informal, non-classroom interaction with faculty. The researchers found the proportion of "high" interactors reporting "much progress" in their course work was significantly greater than the corresponding proportion of low interactors. Moreover, "high" interactors reported significantly greater change in "intellectual ability" than did "low" interactors. One may view the relationship of the perceived growth between "high" and "low" interaction as being synonymous with the degree of academic integration.

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That is, the greater the interaction, the more intellectual growth and ability is obtained. Similar findings are reported by Pascarella and Terenzini (1976).

In an effort to extend the work of Wilson et al. (1975, 1974) and Spady (1970, 1971), Pascarella and Terenzini (1976) designed a longitudinal study with data collections conducted prior to, and during, the 1975-76 academic year. The independent variables in the study were frequency of student/faculty informal interaction for six purposes and rankings of faculty as sources of influence on students' intellectual development. In order to measure the frequency of students' informal interaction with faculty beyond the classroom, the second (follow-up) instrument asked students to indicate the number of times during each semester of their freshman year they had met informally with a faculty member outside of class for each of the following six reasons: "to get basic information and advice about my academic program," "to discuss matters related to my future career," "to help resolve a disturbing personal problem," "to discuss intellectual or course-related matters," "to discuss a campus issue or problem," and "to socialize informally." Only contacts of 10-15 minutes or more were counted.

The results of the study suggest that the positive associations found between student/faculty informal relationships and educational outcome measures are not merely a function of the characteristics of entering-students. That is, the associations are not totally explainable by the fact that students whose initial intellectual abilities and personal dispositions lead them to seek actively non-classroom interaction with faculty, even though students tend to achieve at the highest level academically and to benefit the most from college intellectually. Rather, it would appear from the present findings that the frequency and strength of student/faculty informal relationships may make a significant contribution to variations in freshman year educational outcomes (i.e., clearly understanding educational goals and objectives, and making realistic

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career decisions, etc.) independent of the particular aptitudes, and expectations which the student brings to college.

To the extent that these findings are valid, they suggest that colleges and universities may be able to retain their students by encouraging interaction, social and academic, between students and faculty. Through this interaction students will persist and graduate from the institution.

Study Skills

Sheridan (1982) reported that one major response to the increased percentage of high school graduates attending college has been the initiation of study skills and reading programs at the college level. Sheridan (1982) examined the skills of nontraditional, probationary freshmen and nontraditional, non-probationary, self-selected freshmen and found that the reading comprehension and study skills achievement level for the two groups to be almost indistinguishable. She also noted that the most surprising finding was that the two groups are as deficient in study skills as average freshmen. Based on these findings, Sheridan (1982) advocates the need for courses in study skills for all students and concludes that meeting the needs of students through study skills programs is a single but critical factor in the retention of students in the university. According to Sheridan, if students deficient in reading and study skills are motivated to improve such skills, the likelihood of completing a college degree is enhanced.

Peer tutoring has been used as another means of assisting students with their study skills. Peer tutoring, engaging students as tutors for fellow students, has been a tradition in the United States (Gahan-Rech, Stephens & Buchalter, 1989). Past research found that students who participated in tutoring sessions made significant

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improvements in their course work and as a result persisted until degree completion (Alexander, 1986; Greenwood, 1984; Wepner, 1985).

In a study to determine if voluntary attendance at tutoring sessions affects the mathematical achievement of college students, Gahan-Rech et al. (1989) categorized subjects into three self-selected groups after the data on attendance at tutoring sessions were analyzed at the semester's conclusion. The study concluded that never attending a tutoring session had the same effect on a student's achievement as attending one to five tutoring sessions. This finding suggests that if students are to benefit significantly from tutoring, they must receive tutoring on a more regular basis. Those students who voluntarily committed themselves to attending more than five tutoring sessions did benefit significantly (Gahan-Rech et al., 1989). Similar results were recorded by Hill and Taveer (1981) in their study on the effects of tutoring. These studies, then, support the notion that if a student seeks tutoring and/or other forms of academic assistance, he/she is considered to be academically integrated and will more likely persist until degree completion

Support Services

Some researchers (Cheatham, Shelton & Ray, 1987; Gibbs, 1975) have reported that the highest incidence of help-seeking among all students is for academic counseling and that blacks are three times more likely than whites to use this service. Gibbs (1975) concluded that blacks tend, in initial college years, to use formal help sources and to turn only later to peers and informal sources. Habley (1981) concluded that blacks perceive academic counseling as among the most important campus resources. Academic counseling is particularly important, since Gahan-Rech et al. (1989) and Hill and Taveer (1981) stated that these types of services lead to academic integration, which leads to retention until degree completion.

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Garni (1980), in reviewing counseling centers and student retention, reported that counseling centers must be more supportive in helping institutions retain their students. If students are retained, the likelihood of their persisting to degree completion is enhanced. He suggested that counselors participate more in outreach programs aimed at the developmental needs of the students by serving as advocates for high-risk students, and by participating in the design of special programs for such students. He maintained that counselors must help students on probation get reinvolved in the educational process and to regain a sense of control over their educational experiences; with the assistance of the counselors the students will take responsibility for their academic commitments and seek out academic support units and/or other services that will assist them in maintaining academic eligibility. This, in turn, will lead to persistence and eventually to graduation.

In a study to assess the impact of the counseling program on the academic performance (measured by course grade received) and persistence of black students at a predominantly white university, Trippi and Cheatham (1989) studied 212 (or 75% of all) black freshmen admitted to a large eastern university for the fall semester 1985. This number included all students who had one or more contacts with counseling staff members on a special academic support unit charged specifically to provide academic counseling to special populations. The results of the study showed that special counseling services most useful to black freshmen in the improvement of academic performance result from the following: (a) establishing a counseling relationship early after freshmen matriculation; (b) actively resolving specific, concrete, short range concerns using action-oriented interactions; (c) maintaining an ongoing counseling relationship that engages interactions addressing long-term development activities (e.g., academic skills development); and (d) recognizing the limited utility of "intrusive" counseling (Trippi & Cheatham, 1989).

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In an earlier study, Cheatham (1988) found that Black freshmen sought assistance for six primary concerns: (1) academic counseling, (2) academic skills deficiency, (3) course scheduling, (4) financial need, (5) the initial interview, and (6) understanding institutional procedures and norms or "legibility." When the needs of students are met, Cheatham discovered, there appears to be an increase in their academic performance, leading to persistence and graduation.

Berg and Peplau (1982) investigated the impact of social support on campus interpersonal relations and social networking in Black and white college settings. They noted that: (a) students on Black campuses will exhibit fewer adjustment-related problems than their peers on white campuses due to the former's greater involvement in and use of social support networks; (b) students who use social support networks will be found to have higher GPA's than those who do not, regardless of racial identity or college attended; and (c) black students who use Black networks will exhibit greater college satisfaction and higher occupational aspiration than their peers in white schools. Again, if students are satisfied with their college experience, the likelihood is increased of their becoming academically integrated and persisting until degree completion.

Academic Assistance

Few, if any, students go through college without experiencing some academic difficulties caused chiefly by inadequacies in some phase of their high school preparation, difficulties in communicating with or understanding their instructors, shortcomings in the instructional program of the college, or their own less than efficient study habits (Jones, Harris, & Hauck, 1975). Students may, of course, also misperceive the source of their difficulties; lack of success may be blamed on

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instructors and the instructional program rather than on personal inadequacies or a lack of appropriate preparation (Jones et al., 1975).

In a survey conducted by the University of Maryland (Collage Park) Counseling Center (Bandalos & Sedlacek, 1985), 718 freshmen were divided approximately equally in their responses to the statement, "I expect to have a hard time adjusting to the academic work of college": 37% agreed, 31% were neutral, and 32% disagreed. When asked what they thought would be the hardest part of adjusting to college, however, students most often cited such academic-related concerns as budgeting time, studying efficiently, and earning satisfactory grades. Administrators aware of these student concerns about academics may provide, with profit, those activities that increase the students' chances of academic success at the institution.

Blanc, DeBuhr, and Martin (1983) have described an academic support program found to be effective in addressing the problems of student performance and attrition at an urban institution of 11,000 students. The program is called Supplemental Instruction (SI) and is designed to assist students in mastering course concepts and, at the same time, to increase student competency in reading, reasoning, and study skills. At the end of a single semester the group that received SI had significantly higher GPA's, higher course grades, and fewer D and F grades and withdrawals than any non-SI group (Blanc et al., 1983). Being enrolled in SI, apparently, increased a student's chance of making better grades. If students make good grades, the likelihood of their being academically committed is increased. Academic commitment leads to persistence, and persistence to degree completion.

Another study (Smith, 1988), hypothesized that a structured small-group approach to the learning of study skills would lead subjects to a greater knowledge and use of study skills as measured by subscales of the Learning and Study Strategies Inventory (LASSI), greater academic self-efficacy expectation as measured by the Self

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in School (SIS), and greater academic achievement as measured by subjects' spring quarter GPA and number of credits completed during spring quarter. Smith found that all of the variables in this study related positively to academic integration, confirming his hypothesis. Again, if students are academically integrated, the likelihood of their persisting until degree completion is enhanced.

Giles-Gee (1989) conducted a study to evaluate the effect of individualized advising programs, study-skills training, and the use of a tutorial center on the academic performance of black students at a state-supported university. Faculty members were nominated by the director of the Tutorial Counseling and Orientation and Advising Offices to serve as student advisors. Their responsibilities were to (a) assist students who were being advised in early academic self-assessment, (b) help students use services, (c) serve as role models, (d) assist with students' comfort with faculty interactions, and (e) complete a monthly form to aid the tracking of individual student participation (Giles-Gee, 1989). Study-skills training was made available through two options to each student who was being advised. First, the advisor was given materials to assist the student with academic self-assessment; second, students in the project were invited to enroll in a psychology course in which the professor had incorporated specialized study-skills training. The course was only offered to advisors and students.

The project continued for one year. The study indicated that after one year black freshmen participating in this project which emphasized academic advising, study-skills training, and the use of services significantly improved their grades when compared with a previous cohort who did not have the benefit of the project. Students in the project were also reported to have used the university's tutorial services center significantly more when compared with previous years' cohorts.

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While academic integration is affected by many aspects of a student's life, the literature has identified four components that can assist in the student's persistence in college: (1) student/faculty interaction, (2) study skills, (3) support services, and (4) academic assistance. Each component contributes to the student's academic integration by either providing the academic assistance the student needs to complete academic assignments or by providing the necessary support services. Thus, if students feel they are receiving the academic support to help them complete their assignments, the likelihood of their persisting and graduating is greatly increased.

Social Integration

Like academic integration, social integration has been defined in several ways, although certain traits are repeatedly identified throughout the literature (Astin, 1975; Beal & Noel, 1980; Pascarella, Duby & Iverson, 1983; Spady, 1970; Tinto, 1975): (a) the measurement of the extent and quality of a student's relationship with peers at the institution; (b) measurement of the quality and impact of a student's informal, non-classroom interactions with faculty; (c) the frequency of freshman-year, non-class contacts with faculty; (d) the opportunity to socialize informally; and, (e) the ability to discuss a campus issue or problem.

Social integration is also defined as the degree to which a student perceives that he/she is making a positive adjustment to the social life at the university. This positive adjustment may be obtained when the student feels comfortable with his/her interpersonal and communication skills which will enhance his/her ability to communicate with faculty, staff, and fellow students (Beal & Noel, 1980; Spady, 1970). Essentially, social integration is a process by which students become acclimated to the university environment and perceive themselves as members of the university community.

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The discussion of social integration in this section will include traits identified by the literature that affect social integration: (a) student/student interactions, (b) satisfaction with college life, (c) social isolation, (d) social support, and (e) self-esteem. Again, if a student's activities are characterized by the positive aspects of these traits, the potential for social integration is increased, as is potential for persistence and degree completion.

Student/Student Interaction

Interactions between students and between students and faculty may occur at any given time in a university; however, in order for successful academic and social interaction to occur, a student must have experienced, at some point in time, both types of interactions (Tinto, 1975). Student/faculty interaction and its effect on academic integration were discussed earlier; a discussion of student/student interaction follows.

It appears that student friendships are a leading influence on students' satisfaction and involvement with college. Studies have shown that student interactions (Lacey, 1978; Pascarella, 1980; Spady, 1970)--whether it be in the form of high ability students living with other high ability students (DeCosta, 1966, 1968), on study floors (Bliming & Hample, 1979), or merely students surrounded by other students who are committed to academic values (Bean & Hull, 1984; Bliming & Hample, 1979)--has a positive influence on students' study behaviors (Capella et al., 1983). These studies support the fact that positive peer influence can make a positive difference in students' study behavior. Better study behaviors leads to better grades, which lead to persistence and graduation.

In a survey of study habits, Capella et al. (1983) confirmed the notion that study habits are indeed favorably affected by positive peer influence. Bliming and Hample

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(1979) found that living on a study floor can raise a student's grade point average (GPA) by as much as 0.20 (scale 4.0), but is more likely to raise the GPA by at least .05 for the quarter grade. These researchers support Capella et al. (1983) by concluding that surrounding students with other students who are publicly committed to studying (indicated by their voluntary choice of a study floor) may establish positive peer pressures or weaken negative ones.

These studies validate the prior research of Frenouw and Fendler (1978) conducted in an effort to confirm the hypothesis that study habits are favorably affected by positive peer influence. Frenouw and Fendler, in studying student/student versus student/faculty models, concluded that one's peers were equally as capable as trained professionals of having a positive effect on a student's study behavior.

Living in a residence hall during the first year of college has been shown to increase the probability of students' persistence and satisfaction with college (Aitken, 1982; Astin, 1975; Pascarella & Terenzini, 1980; Tinto, 1975). More time spent interacting with peers, participating in school activities and programs, and interacting with faculty members (activities that are more accessible to students when living on campus) increase the probability of student retention (Astin, 1975). Aitken (1982) found that, next to academic performance, satisfaction with the residential living experiences is one of the best predictors of students' persistence. And too, Cope (1971) found that social integration via friendship support is directly related to persistence in college.

At predominantly white institutions, black students have a higher rate of attrition than do white students (Fleming, 1984; Rugg; 1982; Suen, 1983). Rugg (1982) further concluded that resident students persisted at a higher rate than did commuter students, and from that surmised that if black students were living on campus the likelihood of their persisting would be increased.

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Other findings indicate that certain features in the residence environment may be related to social integration that, in turn, influences persistence (Pascarella, 1984; Pascarella & Terenzini, 1980; Trippi & Baker, 1989). Trippi and Baker (1989) studied student and residential correlates of student grade performance and persistence; participants were all black freshmen admitted to a large, predominantly white northeastern university campus in the fall of 1984 and 1985. The results yielded the following: (a) having other black students as roommates relates to the college performance of black freshmen men more positively than to women; and (b) as the number of black students in a residence house increases, black freshmen women in those houses perform better academically than their male counterparts. Specifically, for black women, the variables selected to reflect features of the social environment (i.e., residence variables) did not contribute to the prediction of either performance or persistence. Instead, the findings indicate that personal attributes and precollege experiences are related to the increase in achievement for black women. For black men, an opposite pattern emerged. That is, greater importance can be attributed to the social integration of resident students than to personal attributes and precollege experiences, particularly in relationship to persistence.

Social Isolation

In examining the differences in perceived sources of students' difficulties, black students in predominantly white colleges perceived social isolation as a key variable (Jones et al., 1975). Subjects included 195 black students in four predominantly white liberal arts colleges. They were asked to rate possible sources of academic problems using twelve questionnaire scales. Of the twelve scales, the dominant factor was the inadequacy of their social lives, and this was perceived as the major source of their academic difficulties (Jones et al., 1975). Whether their perceptions of academic

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problems were entirely accurate is another matter. The author's point is that students can be seriously distracted from their studies by unhappiness, social worries, or a sense of isolation.

Gerst and Sweetwood (1973) found that students who lived in environments that were more friendly, more supportive, and more innovative tended to be happier, to be more at ease, and to exhibit a generally more positive outlook on life. In contrast, other studies have demonstrated that student alienation was highest in student living environments that placed little emphasis on friendship and interaction, emotional support, or extra-curricular intellectual pursuits (Astin, 1975; Fleming, 1984; Tinto, 1975). Thus, if students living in residence housing have positive experiences with a roommate or others living on the dormitory floor, the likelihood of the students spending time studying is increased, with the result likely leading to better grades and a commitment to graduation.

Satisfaction With College Life

Davis (1986), in his study of black students on racially mixed campuses, found that black students who participate in student organizations often have higher occupational aspirations and exhibit greater satisfaction with their campus lives than do white students. College satisfaction in Davis's study was characterized in two ways: first, the extent to which students felt a part of the general campus social life--how comfortable the student was in terms of his/her social integration; second, whether the student ever seriously considered leaving the university.

To determine if use of certain campus facilities, including the student union, was related to retention and satisfaction with college life, Mallinkrodt and Sedlacek (1985) selected a stratified random sample of second semester freshmen, whose grade point averages were less than 2.0, at a large eastern university. Results showed that

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students who did make use of the campus facilities did return the following semester. Attending a dance or concert in the student union, eating in a campus dining hall, and working as a campus employee also related to student retention. For black students specifically, the use of a single academic facility--the campus library--related positively to retention, while the use of two nonacademic facilities---the union and the campus gymnasium--related positively to retention.

The Mallinkrodt and Sedlacek findings highlight the importance of special programs emphasizing the value of the library, and their finding that nonacademic variables may be more important than academic variables in black student retention are compatible with Sedlacek's (1987) later work on the topic. Sedlacek (1987) contended that nonacademic (i.e., extracurricular) activities for black students are prerequisites to academic considerations. He further stated that designing or remodeling such extracurricular facilities to meet the particular needs of black students, as well as programs to familiarize them with those facilities, might be especially helpful in social integration for black students.

The positive role of the student union in student retention was further emphasized by the finding that students in general who had attended a dance or concert at the union were more likely to stay in school. Sedlacek (1987) also noted that encouraging student union employees to offer more programs aimed at students in general, and to specific groups such as black students, might have a positive impact on student satisfaction with college life. Again, if students are satisfied with their college life, the more likely they are to persist.

In conclusion, it appears that availability of campus facilities may be related to satisfaction with college life for students in general and black students in particular. Because satisfaction is related to social integration, and social integration is related to

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persistence, such facilities provided by the institution can have a positive impact on student retention.

Social Support

Life for minority students in white schools, despite their better resources than Black schools in many cases, has not been easy (Fleming, 1984). Willie and McCord's (1972) study of black students in four predominantly white colleges highlights a major theme: Because black students come to college expecting more social integration than they find, their consequent anger and despair contribute to a desire for separation and withdrawal from whites, and their lack of trust in whites lead many to turn to other black students for social life and mutual validation (Fleming, 1984).

Many organizations exist to assist minority students with cultural identity and to provide peer support which has been linked to student retention. The availability of these groups is reported to have a positive influence on the retention of minority students because students feel less isolated and more a part of campus life, which has a positive affect on student persistence (Carr & Chittum, 1979; Jones et al., 1975).

These student organizations help prepare students for the realities of civil, political, and social life that are encountered after college graduation. They provide an opportunity for students to practice leadership and citizenship, to engage freely in the discussion of issues and concerns, and to learn organizational skills (Rooney, 1985). Involvement in student organizations also helps students to integrate into college life and contributes to student retention (Astin, 1984; Pantages & Creedon, 1978).

The isolating effects of Black separatism are confirmed in Sylvester Monroe's (1973) personal account of his undergraduate years at Harvard. Monroe (1973) states that he and other blacks essentially hid behind a shield of Black solidarity to buffer

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themselves against contact with and participation in the university. He attributes their behaviors not merely to a desire to avoid whites, but to a semiconscious need to protect themselves from insults, ignorance, and prejudice.

Davis and Borders-Patterson (1973), in their study of black students in predominantly white colleges of North Carolina, also concluded that the perception of racial prejudice appears to result not only in a growing dislike and mistrust of whites, but also in feelings of alienation that arouse a need to take refuge among the separatist Black elements. Black-white tension creates a far greater concern for their interpersonal problems than for their academic performance (Davis & Borders-Patterson, 1973).

Black students attending predominantly white colleges sometimes experience considerable adjustment difficulty. While many of their adjustment problems are common to all college students (Webster, Sedlacek, & Miyares, 1979), black students also face more specific problems. For instance, black students often find it necessary to create their own social and cultural networks, given their exclusion (self- or other-imposed) from the wider university community. Such mechanisms in the form of fraternities/sororities, friend-kin networks, Black student organizations, or Black dorms perform vital support and mediation roles (Allen, 1978; Willie & McCord, 1972). Similar to the need for network support to avoid social isolation, students often feel a need for social support, to feel a part of something. Such peer support in a collegiate social system has been shown to be associated with persistence in college (Jones, 1972; Rootman, 1972; Spady, 1971).

Of all problems faced by blacks on white campuses, the psychosocial ones arising from a lack of support from the general environment seem to be the most serious (Rosser, 1972). In order to ascertain black students' perceptions of their interpersonal adjustment on both predominantly white and predominantly Black

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campuses, a group of black women and men responded to an open-ended questionnaire in which they were asked to provide subjective reports (Hughes & Winston, 1987). Black students in the study more often reported greater happiness at predominantly Black universities, but they cited inherent attributes on these campuses as the cause for happiness (i.e., more black students to increase social interaction, and more black faculty and staff role models) (Hughes & Winston, 1987).

Social support among black students on the predominantly Black campus assists black men and women in their social, cultural, emotional, intellectual, and spiritual development (Fleming, 1983, 1984; Hughes & Winston, 1987). With this type of atmosphere on the campus, black students are most likely to persist. Some universities, however, have established support programs for black students that the student neither uses nor respects (Hughes & Winston, 1987). To assist black students in becoming more socially integrated, social isolation must be dealt with. It appears that black students who feel a part of, and are included in, the social environment feel more welcome at the university. If black students feel welcome the likelihood of their persisting and graduating is increased.

Self-Esteem

In a comparison of black students' adjustment at predominantly Black universities to their adjustment at predominantly white universities, Wright (1986) measured personality characteristics, self-concept, vocational aspiration, and academic performance (Wright, 1986). The most telling result of this study was the lower mean scores found on the "sense of belonging" measurement for all black groups, men and women, at the predominantly white university.

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A "sense of belonging" is typical of a person who enjoys interpersonal relationships and intimate contacts with others (Cheatham, 1986; Taylor, 1986; Wright, 1986).

Thomas (1981) asked college students to rate themselves on a number of intellectual and personal/social traits. Black men in Black colleges, rather than black men in predominantly white colleges, gave themselves higher ratings than white men on athletic ability and on popularity with the opposite sex. Males and females in both predominantly white and Black institutions tended to rate themselves high on all dimensions, except academic ability and mathematical ability. Even though smaller proportions of blacks than whites rated themselves higher on these traits, blacks, nonetheless, saw themselves as being intellectually self-confident (Thomas, 1984).

Self-esteem was also identified in the literature as a key factor in social integration (Cheatham, 1986; Wright, 1986). The more students are comfortable with and believe in themselves, the more social integration will occur. If students feel comfortable enough in their abilities to learn and seek help, the more likely students are to persist.

The literature identifies five conditions that measure students' social integration: (1) student/student interaction, (2) social isolation, (3) satisfaction with college life, (4) social support, and (5) self-esteem. The studies seem to conclude that students who have a "sense of belonging" and who feel a part of the social life of the university are socially integrated and, importantly, that social integration leads to persistence, which leads to student retention and graduation.

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Greek Organizations

The literature on Greek organizations indicates that students who join sororities and fraternities come from families who have a significantly higher socioeconomic status than other students (Knox, 1971; Longino & Kart, 1973; Miller, 1963; Parrino & Callup, 1988; Peterson, Altbach, Skinner & Trainer, 1976; Shaffer, 1983). Studies have found that students, even before pledging, are different from each other. For example, Miller (1963) found that fraternity rushees (students who are interested in becoming members of Greek-letter organizations) compared to nonrushees, are more conservative, more dependent on peers, less sensitive to social injustices, and involved in fewer cultural activities. Other researchers (Schmidt, 1971; Wilder, Hoyt, Doren, Hanck & Zettle, 1978; Wilder, Hoyt, Surbeck, Wilder & Carney, 1986) found the same to be true for all fraternity and sorority members. Greeks were also found to exhibit habits of leadership (Astin, 1977; Dollar, 1966) and to be more sociable (Baird, 1969), less sensitive to moral and social injustice, and less sophisticated in the humanities and arts (Wilder et al., 1978). Greeks also have been found to develop greater feelings of security and belongingness, as well as intellectual self-esteem, to become more hedonistic, and to adhere more closely to traditional religious beliefs than non-Greeks (Astin, 1977).

It appears that the Greek experience of shared history, traditions, rituals, and lifestyles helps students to make a commitment to their college educational experience and generates opportunities for participants to develop interpersonal relationships, learn leadership skills, and to develop capacities for cooperative effort through teamwork (Barsi, Hand, & Kress, 1985; Winston & Saunders, 1987). Also, the Greek experience can stimulate a lively interchange of ideas, promote values congruent with a democratic society and a learning community, and facilitate the

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development of a sense of autonomy and personal identity (Barsi et al., 1985; Winston & Saunders, 1987), all of which contribute to one's social integration and, ultimately, to one's persistence and graduation.

Some Greek organizations support academic achievement by creating an environment that emphasizes and rewards good academic performance, while others place little importance on academic achievement, and therefore do not provide support and encouragement to their members (Strange, 1986). In a study that controlled for differences in academic ability, conducted at a large southeastern university (Winston, Hutson & McCaffrey, 1980), researchers found that members of fraternities with high grade point averages perceived the social environment of the house differently than members of fraternities with low grade point averages. It appears that high-achieving houses placed greater emphasis than low-achieving houses on grades and rewards, reinforced members' academic achievement, and emphasized discussions of intellectual subjects unrelated to class assignments and requirements. Also, in an early study of sororities (Misner & Wellner, 1970), high-achieving groups were found to emphasize academic achievement and to encourage members to develop appropriate study habits. Thus, the positive effects of social integration seem also to contribute to positive academic integration.

When addressing issues related to retention, Greek membership can be seen in a positive light. Studies have found that members of fraternities and sororities were much more likely than nonmembers to remain in college and ultimately to receive a bachelor's degree (Astin, 1975, 1977; Collins & Whetstone, 1965). Gamble (1962) and Astin (1975, 1977) added that members of Greek organizations are more likely to be satisfied with the college-going experience than are nonmembers. This satisfaction leads to social integration and persistence until degree completion. In his study of effects of college, Astin (1977, p. 222) summarizes the influence of Greek

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organizations: "Fraternity and sorority membership has a substantial positive effect on persistence, overall satisfaction with college, and satisfaction with instruction and social life."

Another study, one by Feldman and Newcomb (1969), concluded that low-achieving members of the organization are academically assisted and motivated by high-achieving members of the group. Astin (1984), too, found that positive social integration affected retention positively, concluding that students who join social fraternities and sororities or participate in extracurricular activities of almost any type are less likely to drop out. And Winston and Saunders (1987) found that students who invest their time and energy in campus social activities also tend to develop a psychological attachment to the educational process which leads to academic and social integration.

In assessing the similarities and differences between traditionally Black and white Greek nationals, McKee (1987) reported that the similarities far exceed the differences. Black fraternities and sororities (most founded around the turn of this century) are among the oldest Black campus organizations on most predominantly white campuses and are possibly the strongest nationwide social institutions in Black America (McKee, 1987). On many predominantly white college campuses, it appears that the Black Greek organizations provide the major social structure for black members and non-members. On the other hand, members of predominantly white Greek organizations neither desire nor attempt to provide programs and social outlets for anyone other than their members and invited guests (McKee, 1987).

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Professional Organizations

Professional organizations are those formed to promote students' areas of academic and/or professional interest and to provide students with the opportunity to interact with other students and faculty of the same professional interests.

After reviewing the research literature and making contact with the national offices of several professional organizations, the investigator was unable to identify much literature pertaining to professional organizations. The literature that the investigator reports in this section was collected from members of the individual organizations on the campus of Western Michigan University (WMU), Kalamazoo.

The WMU organizations had many similar purposes. All felt a need to (a) generate a sense of unity for minority students within their organization; (b) assist in social, academic, and cultural adjustment to university life; (c) promote professional development among members; (d) promote and maintain both formal and informal social and professional interaction with students, faculty, and staff of the university; (e) inform members of the organization of potential jobs and internships that may be available to them; and (f) work to increase the organization's membership each semester (WMU, Office of Student Life, 1989).

Ethnic Organization

The National Association for the Advancement of Colored People (NAACP), founded more than 80 years ago, has been described as the oldest, largest, most consulted, most feared, most respected, and most effective civil rights organization in the continuing struggle for freedom (Guess, 1989). Hooks (an interview with Guess, 1989) describes the NAACP as the voice for the voiceless, the warrior for the weak. The NAACP has a long proud history of commitment, promise, struggle, and

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continuing success in advancing the course of freedom, winning significant gains for men and women of color around the world.

Some of the widely publicized Association programs are those entitled Academic, Cultural, Technological, Scientific, and Olympic (ACT-SO); Back-to-School/Stay-in-School; and Fair Share (Guess, 1989). The ACT-SO program was established over ten years ago. Realizing the importance of saving young black people, a noted news journalist and commentator in Chicago, Vermont Jarrett, conceived this idea (Guess, 1989). Mr. Jarrett brought to the NAACP his concept for creating an arena in which black youths could participate and compete academically, culturally, and scientifically. Mr. Jarrett assisted NAACP branches and youth councils in organizing programs in various cities. In 10 years, more than 30,000 youths have participated in ACT-SO competitions in every state of the union. They have competed in fields such as architecture, chemistry, computer science, electronics, mathematics, physics, drawing, film making, painting, music, vocals, essay, playwriting, and poetry.

Hooks (an interview with Guess, 1989), National President of the NAACP, has described the Back-to-School/Stay-in-School Program as a source of pride to the Association. The program came about in response to a growing awareness and concern regarding the alarming school-age drop-out rate. Hook's report indicated that on any given day over 200,000 young people in New York City alone are out roaming the streets during regular school hours. He noted that a disproportionate number of those youths are black. Hence, the Back-to-School/Stay-in-School Program is designed to help our black youth remain in school and to become productive citizens in a highly competitive world.

The WMU campus chapter of the NAACP is designed to help blacks and minorities on the campus. It is the chapter's purpose to eliminate racial prejudice, to

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keep students informed of problems on the campus and in the city, and to take all lawful action to secure the elimination of racial discrimination. According to the organization (Hooks, 1989), these objectives shall be pursued in accordance with the policies of the National Association within the framework of the University's regulations.

Again, researchers (Allen, 1988; Fleming, 1984; Thomas, 1981) have stated that black students tend to join organizations where members look like themselves. Most of the members of the WMU campus chapter of the NAACP are black; thus its members do look alike and do become socially involved in a campus organization, which leads to social integration and eventually to degree completion.

Conclusion

It appears that academic and social integration are key factors in retaining students until degree completion (Astin, 1975; Tinto, 1975). If institutions are serious and want to retain their minority students until degree completion, the most effective way is to make sure the institution provides what the student needs in terms of academic and social support services.

If the college experience positively influences students' social and academic integration, then it seems reasonable to expect that a student who is more integrated, or involved, in the academic and social life of an institution will grow in a number of ways (Astin, 1975; Fleming, 1984; Mallinkrodt & Sedlacek, 1985; Pascarella, 1984; Tinto, 1975).

The next chapter of this study focuses on the methodology that was utilized in determining the effects of membership in one of three organizational types on the academic integration and social integration of minority college students. Specifically, the question for the study is: Do members of any one type of minority student

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organization perceive themselves to be more academically and/or socially integrated into the college life than members of other minority student organizations?

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CHAPTER III

DESIGN OF THE STUDY

The purpose of this study is to determine if members of any one type of organization, rather than members of another, feel they are more academically and/or socially integrated into college life. The discussion in this chapter centers on the methods used to obtain this information. Included in this chapter are the following components: (a) environmental context, (b) identification and description of the independent variable, (c) identification and description of the dependent variables, (d) instrument development, (e) hypotheses, and (f) analysis procedures.

Environmental Context

According to Baron's Educational Services, (1988), Western Michigan University (WMU) had an enrollment in 1987 of 23,516 students, of which 17,731 were undergraduate students. The institution has six degree granting colleges, an honors college, and a graduate college. Eighty-nine percent of the students are from Michigan, and 89 percent come from public schools. Four percent are minority group members who include African Americans, Hispanics, American Indians, and Asian/Pacific Islanders. The average age of freshmen is 18.7; all students average 21.1. The freshmen dropout rate is 24 percent, while 42 percent remain to graduate. The minority freshmen 1987 dropout rate was 29.3 percent (WMU, Office of Institutional Research, 1989).

There are 18 fraternities and 12 sororities on the campus (Baron's Educational Services, 1988). Extra-curricular activities include choral, band, orchestra groups,

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opera, musical theater, dance, a student newspaper, student government, and a number of political, religious, and social service groups. The University has nine intercollegiate athletic teams for men and seven for women. There are 25 intramural sports for men and 23 for women. Facilities include an ice arena, tennis courts, swimming pools, and a 25,000 seat stadium.

Services offered by the University include tutoring and remedial instruction in reading, writing, and mathematics. There is also a personal reading service for the blind. All services are free of charge to undergraduate students.

Identification and Description of the Independent Variable

The independent variable in the study is student organizational type. The variable was investigated at three levels: (1) Greek-letter organizations, (2) professional organizations and (3) ethnic organizations. These three types of student organizations were chosen because they provided enough difference in foci to allow a test of differential impact on retention-related variables, if such differentiation exists.

Members of Greek-letter organizations interacted with peers of the same gender in a social context. This interaction included activities ranging from service projects for the community to social gatherings of the organization. Professional organizations were made up of young men and women who interacted with each other, role models, and with faculty members. Finally, the purpose of the ethnic organization was to improve the educational and social status of all minority students, to eliminate racial prejudice, to keep students informed of problems on campus, to take all lawful actions, and to secure the elimination of racial discrimination (Western Michigan University, Office of Student Life, 1989-90).

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This study focused on the possibility that the members of one organizational type were more academically and/or socially integrated than members of another organizational type. The mission statements and names of organizations listed by type are found in Appendix A.

Members of 12 organizations participated in the study. The organizations were selected by the investigator from a list of minority student organizations on the campus. The total list consisted of 30 organizations. Since the investigator was concerned with those organizations that were predominantly Black, six of the 30 organizations were eliminated because they did not meet this criterion.

There were also 12 organizations that did not meet the definition used by the researcher for social, professional, or ethnic organizations because they were similar to other identified groups causing a membership overlap.

Social Organizations

Greek-letter organizations consist of seven predominantly Black social organizations whose purpose is social and/or service in nature. This group represents the level of the independent variable where the members are either all male (27) or all female (29).

There are no co-ed, Black, Greek-letter organizations on this campus. All of the Greek-letter organizations were chartered at different periods on the campus and belong to national organizations. In order to be a member, the student must be at least a sophomore and meet a minimum grade point average set by the chapter, which ranges from 2.3 to 2.5. The national office of each organization receives a list of potential pledges to verify that all potential pledges meet the entry requirements of the

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organization. Once pledges are initiated into the organization, their grade point averages are monitored by the local and national chapters.

Any student with a grade point average below the requirement is placed on academic probation, by the organization, although not by the University, which has a minimum grade point average of 2.0. Once a member is placed on academic probation, the student is not allowed to participate in the activities of the organization.

Professional Organizations

Professional organizations are those whose members share the same or similar professional goals. For example, members of one organization are all interested in accounting positions. The professional organizations in this study include the (a) Black Business Student Association (BBSA), (b) National Society for Black Engineers (NSBE), (c) National Association of Black Accountants (NABA), and (d) Black Psychology Student Association (BPSA). Meetings of the organizations vary from weekly to bi-weekly, and the number of members attending weekly or bi-weekly organizational meetings varied. The National Association of Black Accountants, Black Psychology Student Association, and National Society for Black Engineers are all affiliated with national chapters. There is also a mix of class year in each organization, and males and females participate in all organizations. There is no grade point average required for membership in any of the professional organizations.

Ethnic Organization

There is only one Black student organization on campus that fits the definition of ethnic organization. This national organization is the campus chapter of the National Association for the Advancement of Colored People (NAACP). Grade point average

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and student class year are not criteria for being a member of the NAACP. The meetings are open to all students. Also, members are self-selected. Membership consists of 50 students. The NAACP meets on a weekly basis and is affiliated with the town Branch and the National Office.

Similarities and Differences of Organization Types

Each organizational types is similar in that each is organized outside the classroom, each has faculty and/or staff advisors, and each meets on a weekly or bi-weekly basis in the university center. Each is different however, in its focus and requirements for membership.

There are no pledge rituals for ethnic and professional organizations, but there are for social organizations. Only members of professional organizations have similar or the same academic interests; members of social and ethnic organizations may pursue any major or curriculum within the University.

Identification and Description of Dependent Variables

There were two main dependent variables in this study, each derived from the research literature on retention: social integration and academic integration. These specific dependent variables were chosen after a thorough review of the literature on retention and related issues. Items were taken from these materials and were grouped according to similarities and organized in a logical manner by topic.

Academic integration is defined as a student feeling comfortable with the academic environment (Astin, 1975; Terenzini & Pascarella, 1984; Tinto, 1975) and is judged by a student's cumulative grade point average, and perception of faculty concern for quality classroom teaching. The degree of academic integration is also

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determined by non-classroom contacts with faculty, the ability to discuss intellectual or course-related matters, and the ability to get basic information and advice about academic programs. A student may feel academically integrated if he/she is performing satisfactorily in class and/or he/she knows where to go to seek academic assistance. Academic assistance may come from a faculty member, a fellow student, or an academic support unit provided by the university.

Social integration is defined as the degree to which a student perceives that he/she is making a positive adjustment to the social life of the university (Astin, 1975, Astin, Fuller & Green, 1978; Beal & Noel, 1980; Spady, 1970, 1971; Tinto, 1975). Social integration may be achieved when the student feels comfortable with the interpersonal and communication skills which enhance ability to communicate with faculty, staff, and fellow students. If a student feels welcomed by other students, faculty, and staff, and feels that social activities are designed which include his/her social interests, the student may feel socially integrated into the university.

Instrument Development

An examination of the literature did not yield an instrument that would assess the questions under study. Therefore, the investigator designed the Academic and Social Integration Questionnaire (ASIQ). The purpose of the instrument was to have students self-report their perceived degrees of academic and social integration. The final questionnaire consists of 55 items, 17 measuring social integration, 30 measuring academic integration, and 6 requesting demographic information. The scoring is on a 5-point Likert scale. Test-taking time is estimated at 12 minutes.

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Draft Instrument

The development of the instrument proceeded through several steps before yielding a questionnaire that would be used successfully to measure students' perceptions of their academic and social integration and to gather the demographic information needed for the study. To create the final instrument (a) constructs were developed, (b) an instrument plan and a draft instrument were constructed, (c) the draft instrument was reviewed by an expert review panel, (d) a revised instrument was pilot- and field-tested, and (e) a final instrument was written and administered.

Data on a number of demographic variables were collected to enhance the descriptive power of the study. These variables were gender, intent to graduate, class year, grade point average (GPA), and plans for graduate and/or professional school.

Knowledge of the gender distribution in each of the 3 organizational types was expected to assist in interpreting the impact of gender. Intent to graduate, which is a surrogate for retention, was expected to identify a student's commitment to planning and preparation, or, in other words, a commitment to retention.

As stated earlier, class year was postulated to play a role in students' perceptions of academic and social integration (Spady, 1970; Terenzini & Pascarella, 1984; Tinto, 1975). The above studies reported that as students move from their freshman and sophomore years to their junior and senior years, they place less emphasis on their social integration and more on their academic integration. However, this is different from what Terenzini and Wright (1987) found. Their study showed the exact opposite, that by the student's senior year, social integration had exerted as much influence on reported academic development as did academic integration. Since some of the organizations in this study may systematically have more upperclass members, it is critical to identify class year as a possible contaminant in the study.

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Grade point average (GPA), which may be related to academic dismissal, was collected to determine if there were significant differences between organizational types. This is important because one organizational type (social) had grade point average (GPA) as a requirement for membership. Also, GPA was used in some definitions of academic integration.

Development of Constructs

Five concepts that affect students' academic integration have been identified in the literature (See Table 1). The concepts selected were based on their frequency of appearance in the literature. The five concepts are:

1. Study skills includes using the library, working in groups, and having a pre-arranged time to study. Nine questions measure study skills.

2. Student/professor interaction refers to those instances of communication between a student and a faculty member which occur within the classroom, in the professor's office, or outside the educational environment. Eight questions measure the students' perception of their interactions with their professors.

3. Classroom interaction is characterized by the degree to which the student participates in classroom discussions and/or group work. Six questions measure this concept.

4. Network support is defined as the degree to which students share information with other students, information ranging from announcing a guest speaker who will appear on campus to announcing professional or educational workshops. Six questions measure this concept.

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Table 1

Concepts and References on Academic Integration

Concepts	References	Questions
Study Skills	Sheridan, (1982); Tinto, (1975); Blanc et al., (1983); Astin, (1975); Hill & Taveer, (1981); Gahan-Rech et. al (1989)	9
Student/Professor Interaction	Pascarella & Terenzini, (1977); Tinto, (1975); Pascarella, (1980); Spady, (1970); Astin,(1977); Endo & Harpel, (1982); Centra & Rock, (1971)	8
Classroom Interaction	Astin, (1975); Boyer, (1987); Tinto, (1975); Lindquist, (1975); Beal & Noel, (1980)	6
Network Support	Gibbs, (1975); Habley, (1981) Fleming, (1984); Garni, (1980); Cheatham et al., (1987)	6
Academic Assistance	Jones et al., (1975); Bandalos, & Sedlacek, (1985); Tinto, (1975); Blanc et al., (1983); Astin, (1977)	6

5. Finally, academic assistance is defined by the frequency with which students receive academic assistance or know that such assistance exists. Academic assistance may include studying with other students or making use of academic assistance programs provided by the university. Six questions measure this concept.

Again, the literature identifies five factors which affect the students' social integration and resultant persistence (See Table 2). Those factors are: (1) social

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isolation, (2) student/student interaction, (3) satisfaction with college life, (4) self esteem, and (5) social support. Concepts were selected based on their frequency of appearance in the literature.

Social isolation refers to the degree of loneliness felt by the student or the extent to which others do not invite him/her to interact. Eight questions assess the degree to which students felt lonely while attending the university.

Student/student interaction is characterized by the frequency and level of interaction that takes place between students. This interaction may take place within or outside the institution. Four questions address this concept.

Satisfaction with college life is defined by the students' feelings about their college experiences. Two items measure this concept.

Self-esteem is defined by the students' feelings about themselves. Three questions measure this concept.

Finally, social support is defined by the student's perception of the extent to which friends were important and supportive. Four questions measure social support.

A final section of the instrument, which includes six questions, was used to collect demographic information.

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Table 2

Concepts and References on Social Integration

Concepts	References	Question
Social Isolation	Gert & Sweetwood, (1973); Beal & Noel, (1980); Tinto, (1975); Monroe, (1973); Astin (1975); Fleming (1984)	8
Student/Student Interaction	Spady, (1970); Tinto, (1975); Pascarella, (1980); Astin, (1975); Lacey, (1978); DeCosta, (1966; 1968); Trippi & Baker, (1989)	4
Satisfaction with College Life	Davis, (1986); Sedlacek, (1987); Astin, (1975)	2
Self Esteem	Cheatham, (1986), Wright, (1986); Thomas, (1981); Thomas, (1984)	3
Social Support	Fleming, (1984); Hughes et al., (1987); Spady, (1971); Rootman (1972); Cope & Hannah (1975)	4

A 5-point Likert Scale was used for recording responses to each item. The Likert Scale ranged from "always true" to "never true." These items provided a comprehensive measure of the variables. The items were categorized into 3 sections: (a) Academic Integration, (b) Social Integration, and (c) Demographic Data. The scale is as follows: 1 = Always True; 2 = Often True, 3 = Sometimes True; 4 = Seldom True; and 5 = Never True. An example of questions used in each of the 3 categories is as follows:

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	ALT	OT	ST	SELT	NEVT
	1	2	3	4	5
Academic Integration					
My professor cares about me as an individual.	___	___	___	___	___
Social Integration					
I feel isolated at this university.	___	___	___	___	___
Demographic					
What is your classification?	FR___ SO___ JR___ SR___				

Expert Review Panel

The purpose of the Expert Review Panel was to review the draft instrument for clarity and relevance. Specifically, panel members were to read the items and decide if the items were written clearly and if they were relevant to the construct it was measuring.

The Expert Review Panel consisted of three individuals, one an administrator at the University and the other two faculty members. These individuals were also knowledgeable about the research pertaining to academic and social activities of Black students. One faculty member has experience in teaching courses related to the Black presence and the Black community, and conducts seminars in Black studies. The other faculty member has expertise in social behavior. The University administrator, whose title is Assistant Vice President for Academic Affairs, provides leadership for seven designated units which make up the "enrollment management group," one of

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which is Minority Student Services. The person serves as one of two chief advisors to the Provost and Vice President for Academic Affairs.

Each panel member was contacted by phone to see if he/she would serve on the panel. The investigator then gave each panel member a brief summary of the instrument and the duties of the panel members. Once all members agreed to serve on the panel, a letter was mailed to them reviewing the phone conversation and thanking them for agreeing to review the instrument (Appendix B). Enclosed with the letter was a copy of the instrument, along with instructions for reviewing the instrument (Appendix C).

Based on the instructions provided, the three panel members provided expertise and insight as to whether (a) the relevant questions were asked given specific aspects of the variable, (b) whether the questions were clear, and (c) what, if any, corrections were to be made.

The use of the Expert Review Panel was necessary to ensure that the items included in the questionnaire were pertinent and accurate for effective responses. The Expert Review Panel was given a draft instrument with 35 items measuring academic integration and 21 items measuring social integration (Appendix C). No demographic questions were included on the draft instrument because the intent of the questionnaire was to obtain feedback on the two dependent variables.

The Expert Review Panel received an instrument containing 2 rating scales. One scale measured the clarity of each item, and the other measured its relevance. The three points of the scale were anchored in a further descriptor and appeared as follows: 1 = Trivial, should not be included; 2 = Important element of construct; 3 = Critical element, must be covered as a unique item.

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A sample of a question that the panel members received is as follows:

Academic Assistance

Clarity Scale				Relevance Scale		
1	2	3	I am not ashamed to seek academic assistance.	1	2	3

Panel members were to circle one of the three numbers on each side of the items. The number 3 was considered a high rating. Space was provided on the instrument (by each item) for panel members to state what the problems were with each item if any problems were found. Directions indicating the way in which participants should complete the questionnaire appeared at the beginning of the instrument. Items were dropped if 2 out of 3 of the panel members thought the items were unclear or irrelevant.

Results from the expert review panel yielded the following:

1. Five items were dropped from the academic integration section and 4 from the social integration section. These items were dropped because of duplication and/or lack of clarity. The items dropped from the academic integration section were items under study skills and academic assistance. Items dropped from the social integration section were items under student/student interaction and self-esteem.

2. Clarification was made for 1 network support question.

The draft instrument was then modified to reflect the suggestions made by the Expert Review Panel. While all comments were taken into consideration, only those changes that conformed with the directions given were actually made. The revised instrument contained 17 items for social integration and 30 items for academic integration.

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Pilot Test

The primary purpose of the pilot test was to judge whether the instrument had the appropriate clarity and meaning for its intended audiences. The instrument was pilot tested on six students enrolled at Nazareth College. Like Western Michigan University, Nazareth College is located in Kalamazoo, Michigan. Even though Nazareth is a small college, it offers similar services to its undergraduate students. Such services include on-campus housing, extra-curricular activities, a student newspaper, sports and support services such as health care, tutoring, personal, vocational, and military student counseling.

To conduct the pilot test, the investigator first contacted the Director of Minority Student Development at Nazareth College to receive permission to conduct the pilot test there. After this was approved, the investigator and the Director set the time and location to meet and conducted the pilot test. The Director assembled the students (five females and one male) who participated in the pilot test.

The investigator then met with the students at Nazareth College and told them something about herself and a little about the study (Appendix D). The students then received a copy of the instrument (Appendix E). The investigator asked the students to read the directions before starting. All students began at the same time. Time was monitored by the investigator who collected each instrument after it had been finished.

Participants were asked to answer the questions and also to write any questions or comments they had about any aspect of the instrument. After all instruments were completed and turned in, the investigator asked the following questions: (a) Were there questions you did not understand? (b) Did you feel the instrument was too long? (c) Did you feel the instrument was difficult? (d) Do you have questions? Following the discussion, the overall consensus was that the questionnaire was not long nor

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were the items difficult. Thus, no corrections in the instrument resulted from the pilot test. Average time for completion was 10 minutes; 12 minutes was the longest.

Field Test Design

The instrument was field tested at Kalamazoo Valley Community College (KVCC). Similarities between KVCC and the actual testing site were that they were both predominantly white institutions with student organizations ranging from religious groups to extra-curricular activities, and both offered academic and psychological support services.

The investigator called KVCC to seek permission to conduct the field test there. After permission was obtained, the Director of Minority Student Equity and the investigator set the time and the location for administering the field test instrument.

The investigator met with students at KVCC at a time agreed upon by the Director of Minority Student Equity. She took with her the instrument and extra pencils. After a brief introduction of herself and the study (Appendix F), questions were answered regarding procedures and purpose of the instrument (Appendix G). Each participant then received an instrument and was encouraged to complete each item. Everyone began at the same time.

Because there were no changes from the pilot test to the field test, members participating in the field test at KVCC were given the identical questions addressing social integration and academic integration. However, the instrument used at KVCC included demographic data items, and some changes were made in the wording for some of the items to reflect the institution type.

Participants coming in late were allowed to complete the instrument. As the students completed the instrument and the investigator collected them, they were

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counted to make sure all were returned and then reviewed to make sure all items were answered.

Reliability of Field Test Instrument

Reliability refers to the consistency and stability of a test (Brown, 1977). The goal of the investigator was to test the reliability of the variables within the field instrument for internal consistency. Statistical tests on the questions were done by computer. Using the Statistical Package for the Social Sciences (SPSSx) reliability programs, reliability of the following were examined: (a) reliability of the academic integration scale; and (b) reliability of the social integration scale.

After the questionnaire had been collected, an item analysis was done in order to identify the best items. Item discrimination indices are correlation coefficients of each respondent's scores on an item with the score on the total variable. For any item on the questionnaire to be considered, no negative correlation should be found.

A code book was designed (Appendix I) for the purpose of entering the data onto the computer. All items with the exception of 2, 4, 19, 28, and 43 were reversed so that high scores went with positive responses.

Results of Field Test Data

The reliability for the dependent variable academic integration was .89. The mean and variance were 99 and 285.98, respectively. There were 30 items measuring academic integration. Items 3 and 4 had negative correlations. These items were rewritten in the hope that the relationship between the item and the score would change negative values. The items were rewritten as follows:

Item 3 I feel confident studying for a test. (Field test version)
I take good notes in class. (Rewritten item)

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Item 4 I feel confident when writing a research paper. (Field test version)
My research papers are well written. (Rewritten item)

The reliability for the dependent variable social integration was .78. The mean and variance were 65.07 and 71.51, respectively. The intercorrelation for the dependent variables was .2. Seventeen items measured social integration. Only item 14 had a negative correlation; it was later rewritten to delete the negative value:

Item 14 My professor cares whether I attend class. (Field test version)
My professor cares if I miss class. (Rewritten item)

The reliability for social integration and academic integration was expected to improve as the number of students completing the instrument increased. On the other hand, if the reliability dropped the researcher as well as others using the instrument would be extremely careful in making generalizations about the dependent variables.

Procedures for the Study

After using the campus Student Organization Directory (WMU, Office of Student Life, 1989-90) to identify the name and telephone number of each organization's president, a confirmed time was established for all to attend two organizational meetings. The first meeting was used to discuss the study, the second to collect the data.

At the first meeting the researcher briefly explained the study to members of the organizations. At the second meeting the investigator introduced herself, and again reviewed the study, and answered all questions about the procedure or about the purpose of the instrument. The investigator then distributed the instrument and encouraged all to complete each item on the instrument. Everyone began at the same time. Participants coming in late were allowed to complete the instrument. As students completed the instrument and the investigator collected them, they were

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counted to make sure all were returned and then reviewed to make sure all items were answered.

Hypotheses

For testing the dependent variables, hypotheses are stated in null terms. The following are the null hypotheses that relate to the dependent variables.

1. Members of one organizational type will not perceive themselves to be more academically integrated than members of another organizational type.
2. Members of one organizational type will not perceive themselves to be more socially integrated than members of another organizational type.

Data Analyses Procedures

A one-way analysis of variance (ANOVA) was used to test for differences between organizational group means. If significant differences were found, post hoc analysis was carried out using the Tukey method to determine where the differences occurred.

The level of significance for testing the hypotheses was set at .05. This alpha level was deemed appropriate since there were not great risks perceived in the event of making a Type I error (rejecting a true null hypothesis).

Statistical Analysis

Means and standard deviations were determined for each of the levels of the independent variable. A one-way ANOVA was used to delineate which group means were significantly different. A correlation matrix of the subparts of the test were calculated to determine the degree of relationship between the subparts. Finally,

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reliability coefficients for the complete Academic and Social Integration Questionnaire were established for the dependent variables (academic integration and social integration).

The demographic data sought were used to determine if differences existed between and within groups on gender, grade point average, student class year, intent to graduate from the present institution, and the degree of membership involvement.

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CHAPTER IV

RESEARCH FINDINGS

The purpose of this chapter is to report the findings of this study. To achieve this purpose, information on the following will be presented: (a) measurement of the dependent variables, (b) group characteristics, (c) findings of the hypotheses, (e) subsidiary analysis, and (f) a summarization of findings.

In order to test the two null hypotheses (as listed in Chapter III), the mean scores for the dependent variables academic integration and social integration were determined for each of the three levels of the independent variable (social, professional, and ethnic). A one-way analysis of variance was then used to test for differences between levels of the independent variable on each of the dependent variables.

Measurement of the Dependent Variables

Participants rated the importance of various items on academic integration and social integration. The rating measure was a 5-point scale: 1 = almost always true, 2 = often true, 3 = sometimes true, 4 = seldom true, and 5 = never true. Participants read and then responded to each item by the number that best described how they felt about the question. The items addressing academic and social integration were followed by items requesting demographic information

The reliability of the measure of the dependent variables remained quite stable from the field test to the final data collection.

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The mean, variance, and reliability coefficient for academic integration were 97.17, 165.74, and .80 respectively; the mean, variance, and reliability coefficient for social integration were 65.67, 65.13, and .81 respectively (Table 3). There were no negative item-to-total correlations for either academic integration or social integration.

Table 3

Reliability Coefficients for Dependent Variables

Dependent Variable	Reliability	Mean	Variance
Academic Integration	.80	97.17	165.74
Social Integration	.81	65.67	65.13

Group Characteristics

The information presented in this characterization of the group will include (a) a description of the data collection process for each group (levels of the independent variables) and (b) a description of the participants.

Data were collected from undergraduate Black college students through the use of the Academic and Social Integration Questionnaire. Individuals were given the option of not participating, but of the 123 invited, only two chose not to participate.

Social Organizations

Data were collected from fifty-six members of seven social organizations over a two week period (See Table 4). (The two students, both male, who chose not to participate in the study were members of the same social organization. Also, one student did not state classification causing a discrepancy in the number of participants

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in that variable). All participants were enrolled at Western Michigan University and were either sophomores, juniors, or seniors. Males and females were about equally divided. No freshmen participated because students are not allowed to be members of social organizations until their sophomore year.

Table 4

Gender By Type By Classification

	Organization		
	Social	Professional	Ethnic
Freshmen			
Female		6	3
Male		6	1
Sophomore			
Female	3	8	3
Male	1	4	4
Junior			
Female	10	3	5
Male	12	6	3
Senior			
Female	16	6	1
Male	14	4	1
Missing Data		1	
Total	56 (46%)	44 (36%)	21 (17%)
Female	24%	19%	10%
Male	22%	17%	8%

Professional Organizations

Data were collected from 44 members of 4 professional organizations over a two week period (Table 4). The student in this organization type who did not identify class year or gender was dropped from this analysis. All participants were enrolled at

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Western Michigan University and were either freshmen, sophomores, juniors, or seniors. Both males and females participated.

Ethnic Organizations

Data were collected from 21 members of the single ethnic organization (Table 4). All participants were enrolled at Western Michigan University and were either freshmen, sophomores, juniors, or seniors. Both males and females participated.

Demographic Data

Other demographic data collected in the study included organizational involvements, or organization(s) most involved with, plans to graduate from present institution, and cumulative grade point average.

There were 56 males and 64 females who participated in the study and one did not indicate gender. Overall, 16 were freshmen, 23 were sophomores, 39 were juniors, and 42 were seniors and one did not indicate class year. When participants were asked which organization they were most involved with, 26.5% selected professional organizations, 43.8% selected social organizations, and 8.3% selected the ethnic organization (Table 5). There were 1.6% who did not respond, and 9.8% who selected organizations that were not included in the study (Table 5). The responses to the involvement items were consistent with the definition of the independent variables in the first three categories. Only 9.8% of the sample reported involvement in other student organization types that were not included in the study.

When students were asked whether they planned to graduate from their present institution, 90.9% responded yes, 5% were uncertain, and 2.5% said no; and 1.6% did not respond (Table 6).

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Table 5

Organization Most Involved In

Type	Percentage	N
Social	43.8	53
Professional	26.5	32
Ethnic	8.3	10
Other	9.8	12
Missing	1.6	14
Total	100	121

Table 6

Plan to Graduate from Present University

Responses	Percentage	N
Yes	90.9	110
Uncertain	5.0	6
No	2.5	3
Missing	1.6	2
Total	100	121

Cumulative grade point average was self-reported based on the student's cumulative hours and honor points earned at Western Michigan University. The grade point averages ranged from 1.92 to 4.0. The mean grade point average and

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standard deviation were 2.63 and .5, respectively. Twenty-seven (22.3%) students did not respond to the question. Members of social and professional organizations reported mean cumulative grade point averages of 2.60. Members of the ethnic organization reported a mean cumultive grade point average of 2.74 (Table 7).

Table 7

Cumulative Grade Point Average

Type	Mean GPA	N
Social	2.60	50
Professional	2.60	32
Ethnic	2.74	12
Missing		27
Total		121

Findings of the Hypotheses

Findings of Hypothesis 1: Academic Integration and Type. Hypothesis 1 is concerned with identifying the potential differences in academic integration of students in different organizational types. There were 30 items on the instrument that, together, measured this variable. The reliability coefficient for academic integration was .80. Due to missing data there were 104 student responses analyzed. The group sizes were: social 51, professional 39, and ethnic 14. The null hypothesis stated that there would be no difference among levels of the independent variable on how they perceived their academic integration.

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The analysis of data for academic integration (Hypothesis 1) yielded an F with a probability of .09. Because this probability is not less than the established .05 level of significance, the null hypothesis was not rejected. Table 8 presents the data for the one-way analysis of variance.

Table 8

ANOVA for Academic Integration and Type

Source	SS	df	MS	F	Prob. of F
Main effects	738.29	2	369.14	2.46	.09
Residual	15108.23	101	149.58		
Total	15846.52	103			

Findings of Hypothesis 2: Social Integration and Type. Hypothesis 2 is concerned with identifying potential differences in social integration of students in different organization types. There were 17 items on the instrument that, together, measured this variable. The reliability coefficient for social integration was .81. Due to missing data there were 108 student responses analyzed, with df 107. The group sizes were: social 52, professional 41, and ethnic 14. The null hypothesis stated that there would be no difference among levels of the independent variable on how they perceived their social integration.

The analysis of data for social integration (Hypothesis 2) resulted in an F with a probability of .14. Since this probability is not below the established .05 level of significance, it was not possible to reject the null hypothesis. Table 9 contains the summary data for the one-way analysis of variance.

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Both tables show total n's to be less than 121. This is due to the fact that all students did not complete every question on the instrument, causing missing data.

Table 9

ANOVA for Social Integration and Type

Source	SS	df	MS	F	Prob. of F
Main effects	253.43	2	126.71	1.99	.14
Residual	6657.19	105	63.40		
Total	6910.62	107			

Subsidiary Analyses

To offer a perspective on the findings presented in this study, this section will examine two levels of the independent variable (social organizations and professional organizations) along with class and their effects on the two dependent variables (academic integration and social integration).

The research questions of interest in this analysis are: Does organizational type affect academic integration and/or social integration? Does class affect academic integration and/or social integration? Is there an interaction between the two main effects of organizational type and class year. The statistical technique used to evaluate the data germane to these research questions is a two-way Analysis of Variance.

More specifically, the null hypotheses are as follows:

1. Members of professional organizations will not perceive themselves to be more academically integrated than members of social organizations.

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2. Members of professional organizations will not perceive themselves to be more socially integrated than members of social organizations.

Academic Integration by Organization Type and Class Year

If there is no significant interaction, the grouping variables can be tested individually. In this particular test there was no significance found when academic integration by type and class year were analyzed (See Table 10).

Table 10

2-Way Analysis of Variance (Academic Integration)

	Academic Integration by Type and Class				
Source of Variance	SUM OF SQUARES	DF	MEAN SQUARES	F	SIGNI of F
Main Effects					
Type	182.905	1	182.905	1.049	.31
Class	34.056	2	17.028	.098	.91
2-Way Interaction Type X Class	314.593	2	157.296	.902	.41
Residual	12026.083	69	174.291		
Total	12524.587	74	169.251		

Social Integration by Organization Type and Class Year

This analysis is concerned with potential differences among organization type and class year by social integration. Data analysis for this question yielded a Significance of F with a probability of .04. Because this probability is less than the

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.05 level of significance that was previously established, it was possible to reject the null hypothesis which states that there is no relationship between the way members of social and professional organizations perceive themselves socially. Table 11 contains the summary data for the 2-way ANOVA for social integration by type and class year.

Table 11

2-Way Analysis of Variance (Social Integration)

Social Integration by Type and Class					
Source of Variance	SUM OF SQUARES	DF	MEAN SQUARES	F	SIGNI of F
Main Effects					
Type	279.195	1	279.195	4.596	.04*
Class	50.020	2	25.010	.412	.66
2-Way Interaction Type X Class	84.314	2	42.157	.694	.50
Residual	4191.173	69	60.742		
Total	4638.880	74	62.688		

*Significant at the .05 alpha level.

For social organizations the mean for all three classes combined was 93.82, and the n was 49. For professional organizations the row mean for all all three classes was 90.85, and the n was 26. The difference may have been caused by the unequal group sizes or by the fact that the groups do feel differently about their social integration. It appears that in the junior year the difference is more evident. It appears that members of social organizations are more socially integrated. However the results did not state that there were differences in class year (Tables 11 and 12).

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Table 12

Organizational Type By Class Cell Means on Social Integration

	Sophomore	Junior	Senior	Organizational Type Means
Social	93.25 (n=4)	95.20 (n=20)	92.80 (n=25)	93.82 (n=49)
Professional	92.90 (n=10)	84.83 (n=6)	92.40 (n=10)	90.85 (n=26)

Commentary

This chapter presented a discussion of group characteristics, which included a description of data collection characteristics, participant characteristics, the instrument, and the findings used to test the hypotheses.

The group characteristics section focused on data collection procedures and the number, gender, and the class year of participants from which data were collected. This section also included a limited amount of other demographic information about the participants.

The findings of the study were organized by hypothesis, at least where discussion and depiction of the data in the tables for the ANOVA's descriptive data were presented. There were no differences found in either one-way ANOVA used to test the hypotheses; thus, neither null hypothesis could be rejected. However, in a subsidiary analysis of data using a 2-way ANOVA, social integration showed a significant difference (P=.04) for social and professional organizations, while academic integration showed no difference (P= .31) for social and professional organizations.

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The next chapter presents a review of procedures, a discussion of the results, limitations of the study, and recommendations for future research and the summary.

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CHAPTER V

DISCUSSION AND CONCLUSION

The purpose of this study is to determine if members of any one type of student organization, rather than members of another, feel they are more socially and/or academically integrated into the university life. The identification of differences in academic and social integration was sought between groups of individuals at three organizational levels (social, professional, and ethnic). To determine if there were differences, the data collected through the use of the Academic and Social Integration Questionnaire were analyzed with a series of one-way analysis of variance. Following the one-way ANOVA, a two-way analysis of variance was conducted.

The purposes of this chapter are to (a) present an overview of the data collection procedures, (b) outline limitations of the study, (c) present the findings, (d) make recommendations for future research, and (e) present the summary.

Review of Data Collection Procedures

The discussion of the data collection procedures will focus on how the instrument was developed and how data collection was carried out.

Instrument Development

To develop the instrument for this study, the investigator first studied retention literature and other materials (i.e., questionnaires and other instruments). Then, topics and concepts were developed from the literature and materials studied. Following that step, items for the instrument were developed and then organized into

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an instrument. Subsequently, the instrument was field tested, tested for reliability, and then refined for actual data collection. The instrument is considered a good instrument, with reliabilities for academic integration and social integration of .80 and .81, respectively.

Data Collection

Data were collected from 121 individuals at 12 meetings sites. The meetings were all held on the campus of Western Michigan University.

The participants responded to the Academic and Social Integration Questionnaire that was developed during the process described above. Of the 121 participants, 56 were members of social organizations, 44 were members of professional organizations, and 21 were members of ethnic organizations.

Limitations of the Study

It should be noted that there are nearly always limitations in a research study such as this one. Limitations in instrumentation and sampling characteristics are evident in this study.

Instrumentation

In constructing the instrument for this study, it was necessary to consider length in terms of the time it would take an individual to complete the instrument. The investigator had to be sensitive to the needs and plans of the organizations and thus develop an instrument that would not take more than 20 minutes of their meeting time.

The reliability for the instrument was considered good; the reliabilities for academic integration and social integration were .80 and .81, respectively. The intercorrelation for the dependent variables is .2.

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The definitions of academic integration and social integration used in this study were consistent with the definitions used by other researchers.

Sampling Characteristics

Because data were collected from a specific set of individuals, it is only possible to generalize the findings of this study to individuals with similar characteristics. Data were collected from minority students who were undergraduate students at WMU and members of at least one of three organization types. Thus, it is only possible to generalize the findings of this study to minority students with relatively similar characteristics.

Using mail surveys rather than collecting the data at the meeting may have allowed the investigator to create an instrument that would have covered more variables. As was stated earlier, however, the instrument needed to be compact (limited to a completion time of 20 minutes) so as not to take up time at the students' organizational meetings.

The investigator also wishes to raise the concern that some students in the sample were members of more than one of the student organizations used in the study. In one sense, the overlap in organization membership showed that the student was involved in the campus life. While on the other hand, the membership overlap may have caused the investigator to not reject the null hypotheses stated in Chapter III.

Findings

A review of the literature related to academic integration and social integration for minority students evidenced the positive effect of students' participation in student

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organizations on their persistence toward graduation and on their academic integration and social integration.

Any discussion of the value of a research study must be linked to potential future use of the data. The most logical use of the data from this study is in identifying the type(s) of student organizations that students feel are most academically and/or socially integrating and thus have the most positive effect on their persistence toward graduation. With the information this study provides, it is possible to identify types of student organizations that positively affect students' academic and/or social integration.

As was stated in Chapter IV, neither hypothesis was rejected at the .05 alpha level. Thus, the two null hypotheses remain:

1. Members of one organizational type will not perceive themselves to be more academically integrated than members of another organizational type.

2. Members of one organizational type will not perceive themselves to be more socially integrated than members of another organizational type.

However, when 2-way analysis of variance was conducted for social and professional organizations by class on academic and social integration, a different result was found: for organizational type and academic integration, no significant difference was found; for organizational type and social integration, a significant difference was found. Thus, the difference was in how members of social organizations feel about their social integration. The mean for members of social organizations was 93.82, while it was 90.85 for members of professional organizations. Those means indicate that members of social organizations reported that they perceive themselves to be more socially integrated than members of professional organizations (93.82 versus 90.83).

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For students in social organizations, sophomores tended to score a little below the mean score on social integration. This may be due to the pledging period, a period of some emotional instability in the best of circumstances. In their junior year those who are in good academic standing reported a 95.20 mean, which shows a higher level of social integration. This may be due to graduation or to the fact that juniors are now comfortable with their studies or that juniors have more friends (i.e., new Greek brothers and sisters). By their senior year, the mean for social organizations was 92.80 with an n of 25. By way of explanation, seniors may be more concerned with another facet of their life (i.e., academic integration) and less concerned with social integration.

For sophomore members of professional organizations, the mean was 92.90. This was the highest score for professional organization members over the three year period. It is at this class year that members of professional organizations were most socially integrated. In their junior year, the mean for professional organizations was 84.83, the lowest for the three class years on social integration. The low mean score may be attributed to the fact that the students are now taking challenging core courses, making social integration less important. By the senior year the mean for professional organizations was up again, 92.40.

Members of social organizations scored consistently higher on social integration than members of professional organizations in all three class years. The biggest difference between the two organization types was in the junior year, where members of social organizations and members of professional organizations had means of 95.20 and 84.83, respectively, on social integration.

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Recommendations for Future Research

This study has elicited ideas for several future research efforts. For instance, it would be potentially helpful to conduct research with the same instrument, but with different samples. First, one could study organization types using a sample with equal numbers of males and females and attempt to discover any differences caused by gender in perceptions about academic and social integration. Also of utility might be a comparison of members of non-minority student organizations to members of minority student organizations to determine which type (minority or non-minority) feels most academically and/or socially integrated into the campus life.

Another research possibility would be to gather information about students' perceived need for academic and social integration. A questionnaire similar to the one used in the present study could be designed to allow students to rate their level of perceived personal needs, rather than their perceptions of their academic and social integration at the present time.

Future research could also measure the perceived importance of academic or social integration on a more specific scale. Information could be obtained about one topic--for example, social integration--rather than two, as was done in this study, which would enable the researcher to study, in more depth, which variable is perceived to be important.

Summary

The findings of this study did not provide evidence to support the rejection of the null hypotheses presented in this research.

The investigator did conclude, however, that: (a) there were differences found in social integration when secondary analyses were conducted; (b) there was a difference

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between members of social organizations and professional organizations in their perception of their social integration; and (c) members of social organizations are more socially integrated than members of professional organizations.

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Appendix A

Student Organization Mission Statements

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Student Organization Mission Statements

Social/Service Organizations

1. Alpha Kappa Alpha - To cultivate, stimulate, and motivate the interests of women on college campuses.

2. Alpha Phi Alpha - To serve as a social but also concerned fraternity on campus and to the community.

3. Delta Sigma Theta - To promote sisterhood and to deliver public service to the community.

4. Kappa Alpha Psi - To unite college men of culture, patriotism, and honor in a bond of fraternity. To encourage honorable achievement in every field of human endeavor. To promote the spiritual, social, intellectual, and moral welfare of its members.

5. Omega Psi Phi - To assist and serve the community. Founded on the cardinal principle of displaying manhood, scholarship, perseverance, and uplift wherever deemed necessary throughout life.

6. Phi Beta Sigma Fraternity, Inc. - To be an asset to the function and stability of the university. To set an example of good manners, high scholarship, productive thinking, and service to the society and its members.

7. Sigma Gamma Rho - To identify with the community through activities that are natural and appealing to them. To participate in community service, leadership training, and the education of youth who are the guiding force of the sorority's programs and activities.

Professional/Academic Organizations

1. Black Business Students Association - To promote and maintain contact between students, faculty, and staff. To prepare all students for entrance into the job market before they graduate. To provide a professional atmosphere for students interested in business. Membership in this organization is open to all students, and undergraduate students, regardless of major or grade point average.

2. National Association of Black Accountants - To promote professional development of members. To encourage and help members of minority groups to enter the accounting profession. To provide opportunities for members of minority groups to increase their knowledge of accounting and their individual capabilities. This is a national organization.

3. National Society for Black Engineers - To provide academic assistance, financial assistance, and to serve as an instrument to broaden the scope of Black students in the Engineering and Applied Sciences.

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Appendix A Continued

4. Black Psychology Student Association - To promote professional development of Black students who are majoring in psychology. This is related to a national organization.

Ethnic Organization

1. National Association for the Advancement of Colored People - To promote the educational social status and eliminate racial prejudice and to keep students informed of problems on campus and in the community. Membership is open to all students, graduate and undergraduate.

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Appendix B

Letter to Expert Review Panel

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Letter to Expert Review Panel

March 12, 1989

Thank you for agreeing to be a member of the expert review panel for my dissertation instrument. I am sure your expertise will enhance the quality of this instrument. Enclosed you will find the instrument and a set of instructions. If the instructions are not clear, please give me a call at 387-5257.

Again, thank you for the time and effort you have put into improving the quality of the instrument.

Sincerely

Oris Griffin

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Appendix C

Instructions and Instrument for Expert Review Panel

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Instrument Instructions

Directions: This questionnaire contains many concepts. There are two important tasks that are needed to complete this questionnaire.

The first task is to rate the clarity of each item.

1. Read the item
2. Rate the item for clarity: (a.) If the item is poorly worded or you do not understand some of the words, you will rate the item low; (b) If the item appears quite clear and you understand the wording, you will rate the item high.
3. Circle the words that aren't clear and/or write a comment about what is wrong with the item in the space provided (unless you rated the item high).

The second task is to rate the concepts as to how relevant you feel they are.

1. Read the item
2. Rate the concept for its relevance: (a) If the concept does not seem very relevant to you, you will rate it low, (b) If the concept seems very relevant, you will rate it high.

1 = low 3 = high

For the purpose of this study the following definitions will be used:

1. Academic Integration is defined as a student feeling comfortable with the academic environment. A student is academically integrated if he is performing satisfactorily in class and/or he knows where to go to seek academic assistance, whether it be from a faculty member, a fellow student, or an academic support unit provided by the university (Tinto; 1975, Terenzini & Pascarella, 1984; Spady, 1970, 1971).

2. Social Integration is defined as the degree to which a student perceives that he/she is making a positive adjustment to the social life of the university (Tinto, 1975). If a student feels welcomed by other nonminority students, faculty and staff and he/she feels that social activities are designed that also include his/her social interest, then social integration is being achieved (Tinto, 1975; Astin, 1975; Beal & Noel, 1980; Spady, 1970, 1971).

If you feel there are other indicators of either Social Integration or Academic Integration, please feel free to construct new items at the end of each section.

Thanks for your participation.

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1= Trivial, should not be included
2= Important, element of construct
3= Critical, element be covered as a unique concept

Instrument

I. Academic Integration

Study Skills

Clarity Scale				Relevance Scale		
1	2	3	1. I study with other students.	1	2	3
1	2	3	2. I study twenty hours a week.	1	2	3
1	2	3	3. I look to other students for academic support.	1	2	3
1	2	3	4. I seek additional academic support when needed.	1	2	3
1	2	3	5. I spend time in the library studying.	1	2	3
1	2	3	6. I prepare for exams with other students.	1	2	3
1	2	3	7. I work on academic projects with other students.	1	2	3
1	2	3	8. My friends are supportive of me academically.	1	2	3
1	2	3	9. I complete my assignments before going to class.	1	2	3

Student/Professor Interaction

Clarity Scale				Relevance Scale		
1	2	3	1. It is important that my professor knows who I am.	1	2	3
1	2	3	2. When needed, I seek help from professors, outside the classroom	1	2	3
1	2	3	3. I interact with faculty who share membership in the same organization as I.	1	2	3

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Clarity Scale				Relevance Scale		
1	2	3	4. I interact with faculty members whose academic interest are similar to mine.	1	2	3
1	2	3	5. My professor knows who I am.	1	2	3
1	2	3	6. My professors care about me as an individual.	1	2	3
1	2	3	7. I feel I can talk with my professors about matters other than academics.	1	2	3
Classroom Interaction						
1	2	3	1. I arrange to take classes with students I know.	1	2	3
1	2	3	2. I am encouraged by my friends to participate in class discussions.	1	2	3
1	2	3	3. I interact with other students when appropriate about classroom discussions.	1	2	3
1	2	3	4. I ask questions of my professor while in class.	1	2	3
1	2	3	5. I meet after class to exchange notes with other students.	1	2	3
Network Support						
1	2	3	1. My peers share with me information about visiting scholars.	1	2	3
1	2	3	2. I attend professional meetings.	1	2	3
1	2	3	3. My peers share with me information about conferences that will benefit me.	1	2	3

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3= Critical, element be covered as a unique concept

Clarity Scale				Relevance Scale		
1	2	3	4. I share with my peers information about professional meetings.	1	2	3
1	2	3	5. I attend professional meetings with peers.	1	2	3
1	2	3	6. I read the Western Herald.	1	2	3

Academic Assistance

Clarity Scale				Relevance Scale		
1	2	3	1. I am reminded, by my professor to make use of the academic skills center.	1	2	3
1	2	3	2. I attend academic workshops provided by the academic skills center.	1	2	3
1	2	3	3. I an reminded, by my professor to make use of the academic assistance program provided by my department.	1	2	3
1	2	3	4. I make use of the academic assistance programs provided by my department.	1	2	3
1	2	3	5. When I need academic assistance I know where to go for help.	1	2	3
1	2	3	6. I am not ashamed to seek academic assistance.	1	2	3

II. Social Integration

Social Isolation

1	2	3	1. I feel isolated at this university.	1	2	3
1	2	3	2. I do not get invited out by members of the opposite sex.	1	2	3

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1= Trivial, should not be included
2= Important, element of construct
3= Critical, element be covered as a unique concept

Clarity Scale				Relevance Scale		
1	2	3	3. I do not get invited out by members of the opposite sex as often as I would like.	1	2	3
1	2	3	4. I do not get invited out by members of the same sex.	1	2	3
1	2	3	5. I do not get invited out by members of the same sex as often as I would like.	1	2	3
1	2	3	6. People are just unfriendly at this institution	1	2	3
1	2	3	7. People are just unfriendly to me at this institution.	1	2	3
1	2	3	8. I do not feel welcomed at this institution.	1	2	3
Satisfaction with College Life						
1	2	3	1. I am generally in good spirits at school.	1	2	3
1	2	3	2. I an happy with my college life.	1	2	3
Student/Student Interaction						
1	2	3	1. I interact with students who share the same academic interest.	1	2	3
1	2	3	2. I attend parties with my friends.	1	2	3
1	2	3	3. I visit my friends in their dormitory rooms.	1	2	3
Self Esteem						
1	2	3	1. I have a positive attitude toward myself.	1	2	3
1	2	3	2. I have much to be proud of.	1	2	3
1	2	3	3. I am a person of worth.	1	2	3

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1= Trivial, should not be included
2= Important, element of construct
3= Critical, element be covered as a unique concept

Clarity Scale				Relevance Scale		
Social Support						
1	2	3	1. I never feel lonesome.	1	2	3
1	2	3	2. I can depend on my friends.	1	2	3
1	2	3	3. My friends are important to me.	1	2	3
1	2	3	4. I am important to my friends.	1	2	3

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Appendix D

Script for Instrument--Pilot Test

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Script for Instrument--Pilot Test

Hello, my name is Oris Griffin and I am a doctoral student in the Educational Leadership Department at Western. Thank you for allowing me to attend this meeting. The instrument that I will give you takes approximately twelve minutes to complete. The instrument is designed to assess how you feel about yourself, your classes, and the environment at this institution. If you have any questions, I will address them at this time. Thank you.

When you complete the instrument, I will take it from you. Again, thank you for your time, cooperation, and participation.

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Appendix E

Instrument for Pilot Test

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DIRECTIONS: Please read and check the response that best describe how you feel about each of the items listed below. Possible responses are as follows:

1 = almost always true
2 = often true
3 = sometimes true
4 = seldom true
5 = never true

		1	2	3	4	5
1.	I look to others for academic support.	___	___	___	___	___
2.	I feel confident with my notetaking skills.	___	___	___	___	___
3.	I feel confident studying for a test.	___	___	___	___	___
4.	I feel confident when writing a research paper.	___	___	___	___	___
5.	I feel confident when taking a multiple choice exam.	___	___	___	___	___
6.	I spend time in the library.	___	___	___	___	___
7.	I prepare for exams with other students.	___	___	___	___	___
8.	I complete my assignments before going to class.	___	___	___	___	___
9.	I meet after class to exchange notes with other students.	___	___	___	___	___
10.	It is important to me that my professors know who I am.	___	___	___	___	___
11.	When needed, I seek help from professors outside the classroom.	___	___	___	___	___
12.	I interact with faculty who are members of the same organization (s) that I am.	___	___	___	___	___
13.	My professors know who I am.	___	___	___	___	___
14.	My professors care whether I attend class.	___	___	___	___	___
15.	My professors care about me as an individual.	___	___	___	___	___

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1 = almost always true
2 = often true
3 = sometimes true
4 = seldom true
5 = never true

		1	2	3	4	5
16.	I feel I can talk with my professors about matters other than academics.	___	___	___	___	___
17.	I arrange to take classes with students I know.	___	___	___	___	___
18.	I participate in classroom discussions.	___	___	___	___	___
19.	My peers share with me information about visiting scholars.	___	___	___	___	___
20.	My peers share with me information about conferences that will benefit me.	___	___	___	___	___
21.	I share with my peers information about professional meetings.	___	___	___	___	___
22.	I attend professional meetings.	___	___	___	___	___
23.	I read the Western Herald.	___	___	___	___	___
24.	I receive information about important events from newsletters.	___	___	___	___	___
25.	I receive a variety of newsletters in my mailbox.	___	___	___	___	___
26.	I am required by my professor, to make use of the academic skills center.	___	___	___	___	___
27.	I attend academic workshops provided by the academic skills center.	___	___	___	___	___
28.	I am reminded, by my professor, to make use of the academic assistance program provided by my department.	___	___	___	___	___
29.	I make use of the tutoring programs provided by my department.	___	___	___	___	___
30.	When I need tutoring I know where to go for help.	___	___	___	___	___

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1 = almost always true
2 = often true
3 = sometimes true
4 = seldom true
5 = never true

		1	2	3	4	5
31.	I feel isolated at this institution.	___	___	___	___	___
32.	I do not get invited out by members of the opposite sex as often as I would like.	___	___	___	___	___
33.	People are just unfriendly at this institution.	___	___	___	___	___
34.	I do not feel welcome at this institution.	___	___	___	___	___
35.	I am generally in good spirits at this institution.	___	___	___	___	___
36.	I am happy with my college life.	___	___	___	___	___
37.	I interact with my classmates on a daily basis.	___	___	___	___	___
38.	I interact with students who share the same academic interest.	___	___	___	___	___
39.	I attend parties with my friends.	___	___	___	___	___
40.	I visit my friends in their dormitory room.	___	___	___	___	___
41.	I have a positive attitude toward myself.	___	___	___	___	___
42.	I feel I have much to be proud of.	___	___	___	___	___
43.	I feel I am a person of worth.	___	___	___	___	___
44.	I sometimes feel lonesome.	___	___	___	___	___
45.	I can depend on my friends.	___	___	___	___	___
46.	My friends are important to me.	___	___	___	___	___
47.	I am important to my friends.	___	___	___	___	___

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Appendix F

Script for Instrument--Field Test

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Script for Instrument-Field Test

Good afternoon, and thank you for allowing me to attend this meeting. My name is Oris Griffin, and I am a doctoral student at Western Michigan University. Mr. Tremble has invited me to attend this meeting so that I can collect the data that I need for my study. The questionnaire contains 53 questions. Forty-seven ask how you feel about yourself, your classes, and the environment at this institution; and the remaining are demographic data questions. Are there any questions? Once you have completed the instrument, I will collect it. I have extra pencils if anyone needs one. Thank you.

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Appendix G

Instrument for Field Test

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DIRECTIONS: Please read and check the response that best describe how you feel about each of the items listed below. Possible responses are as follows:

1 = almost always true
2 = often true
3 = sometimes true
4 = seldom true
5 = never true

		1	3	3	4	5
1.	I look to others for academic support.	___	___	___	___	___
2.	I feel confident with my notetaking skills.	___	___	___	___	___
3.	I feel confident studying for a test.	___	___	___	___	___
4.	I feel confident when writing a research paper.	___	___	___	___	___
5.	I feel confident when taking a multiple choice exam.	___	___	___	___	___
6.	I spend time in the library.	___	___	___	___	___
7.	I prepare for exams with other students.	___	___	___	___	___
8.	I complete my assignments before going to class.	___	___	___	___	___
9.	I meet after class to exchange notes with other students.	___	___	___	___	___
10.	It is important to me that my professors know who I am.	___	___	___	___	___
11.	When needed, I seek help from professors outside the classroom.	___	___	___	___	___
12.	I interact with faculty who are members of the same organization (s) that I am.	___	___	___	___	___
13.	My professors know who I am.	___	___	___	___	___
14.	My professors care whether I attend class.	___	___	___	___	___
15.	My professors care about me as an individual.	___	___	___	___	___

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1 = almost always true
2 = often true
3 = sometimes true
4 = seldom true
5 = never true

		1	2	3	4	5
16.	I feel I can talk with my professors about matters other than academics.	___	___	___	___	___
17.	I arrange to take classes with students I know.	___	___	___	___	___
18.	I participate in classroom discussions.	___	___	___	___	___
19.	My peers share with me information about visiting scholars.	___	___	___	___	___
20.	My peers share with me information about conferences that will benefit me.	___	___	___	___	___
21.	I share with my peers information about professional meetings.	___	___	___	___	___
22.	I attend professional meetings.	___	___	___	___	___
23.	I read the Western Herald.	___	___	___	___	___
24.	I receive information about important events from newsletters.	___	___	___	___	___
25.	I receive a variety of newsletters in my mailbox.	___	___	___	___	___
26.	I am required by my professor, to make use of the academic skills center.	___	___	___	___	___
27.	I attend academic workshops provided by the academic skills center.	___	___	___	___	___
28.	I am reminded, by my professor, to make use of the academic assistance program provided by my department.	___	___	___	___	___
29.	I make use of the tutoring programs provided by my department.	___	___	___	___	___
30.	When I need tutoring I know where to go for help.	___	___	___	___	___

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1 = almost always true
2 = often true
3 = sometimes true
4 = seldom true
5 = never true

		1	2	3	4	5
31.	I feel isolated at this institution.	___	___	___	___	___
32.	I do not get invited out by members of the opposite sex as often as I would like.	___	___	___	___	___
33.	People are just unfriendly at this institution.	___	___	___	___	___
34.	I do not feel welcome at this institution.	___	___	___	___	___
35.	I am generally in good spirits at this institution.	___	___	___	___	___
36.	I am happy with my college life.	___	___	___	___	___
37.	I interact with my classmates on a daily basis.	___	___	___	___	___
38.	I interact with students who share the same academic interest.	___	___	___	___	___
39.	I attend parties with my friends.	___	___	___	___	___
40.	I visit my friends in their dormitory room.	___	___	___	___	___
41.	I have a positive attitude toward myself.	___	___	___	___	___
42.	I feel I have much to be proud of.	___	___	___	___	___
43.	I feel I am a person of worth.	___	___	___	___	___
44.	I sometimes feel lonesome.	___	___	___	___	___
45.	I can depend on my friends.	___	___	___	___	___
46.	My friends are important to me.	___	___	___	___	___
47.	I am important to my friends.	___	___	___	___	___

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48. Gender Male ___ Female ____

49. Classification: Freshman ___ Sophomore ___ Junior ___ Senior ___

50. If you are a member of other organizations, please list them, along with the year you joined them.

_____

_____

_____

_____

51. Which organization are you most involved in? _____

52. I plan to graduate from this institution

Yes ____ No ____ Uncertain ____

53. Cum GPA based on all work at KVCC _____ based on _____hours.

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Appendix H

Instrument for Experimental Group

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DIRECTIONS: Please read and check the response that best describe how you feel about each of the items listed below. Possible responses are as follows:

1	=	almost always true
2	=	often true
3	=	sometimes true
4	=	seldom true
5	=	never true

		1	2	3	4	5
1.	I look to others for academic support.	___	___	___	___	___
2.	I feel isolated at this institution.	___	___	___	___	___
3.	I take good notes in class.	___	___	___	___	___
4.	I do not feel welcome at this institution.	___	___	___	___	___
5.	I feel relaxed when studying for a test.	___	___	___	___	___
6.	I feel I am a person of worth.	___	___	___	___	___
7.	My research papers are well written.	___	___	___	___	___
8.	I feel confident when taking a multiple choice exam.	___	___	___	___	___
9.	I spend time in the library.	___	___	___	___	___
10.	I interact with my classmates on a daily basis.	___	___	___	___	___
11.	I prepare for exams with other students.	___	___	___	___	___
12.	I complete my assignments before going to class.	___	___	___	___	___
13.	I meet after class to exchange notes with other students.	___	___	___	___	___

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1 = almost always true
2 = often true
3 = sometimes true
4 = seldom true
5 = never true

		1	2	3	4	5
14.	I interact with other students.	___	___	___	___	___
15.	It is important to me that my professors know who I am.	___	___	___	___	___
16.	When needed, I seek help from professors outside the classroom.	___	___	___	___	___
17.	I interact with faculty who are members of the same organization(s) that I am.	___	___	___	___	___
18	My professors know who I am.	___	___	___	___	___
19.	I do not get invited out by members of the opposite sex as often as I would like.	___	___	___	___	___
20.	I visit my friends in their dormitory room/apartment.	___	___	___	___	___
21.	My professors care if I miss class.	___	___	___	___	___
22.	My professors care about me as an individual.	___	___	___	___	___
23.	I am generally in good spirits at this institution.	___	___	___	___	___
24.	I feel I can talk with my professors about matters other than academics.	___	___	___	___	___
25.	I have a positive attitude toward myself.	___	___	___	___	___
26.	I arrange to take classes with students I know.	___	___	___	___	___

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1 = almost always true
2 = often true
3 = sometimes true
4 = seldom true
5 = never true

		1	2	3	4	5
27.	I participate in classroom discussions.	___	___	___	___	___
28.	I sometimes feel lonesome.	___	___	___	___	___
29.	My peers share with me information about visiting scholars.	___	___	___	___	___
30.	I am happy with my college life.	___	___	___	___	___
31.	My peers share with me information about conferences that will benefit me.	___	___	___	___	___
32.	I can depend on my friends.	___	___	___	___	___
33.	I share with my peers information about professional meetings.	___	___	___	___	___
34.	I attend parties with my friends.	___	___	___	___	___
35.	I attend professional meetings.	___	___	___	___	___
36.	I read the campus newspaper.	___	___	___	___	___
37.	I receive information about important events from newsletters.	___	___	___	___	___
38.	My friends are important to me.	___	___	___	___	___
39.	I receive a variety of newsletters at my residence.	___	___	___	___	___
40.	I am important to my friends.	___	___	___	___	___

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1 = almost always true
2 = often true
3 = sometimes true
4 = seldom true
5 = never true

		1	2	3	4	5
41.	I am required by my professor, to make use of the academic skills center.	___	___	___	___	___
42.	I attend academic workshops provided by the academic skills center.	___	___	___	___	___
43.	People are just unfriendly at this institution.	___	___	___	___	___
44.	I am reminded, by my professor, to make use of the academic assistance program provided by the college.	___	___	___	___	___
45.	I feel I have much to be proud of.	___	___	___	___	___
46.	I make use of the tutoring programs provided by the college.	___	___	___	___	___
47.	When I need tutoring I know where to go for help.	___	___	___	___	___

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48. Gender Male ___ Female ____

49. Classification: Freshman ___ Sophomore ___ Junior ___ Senior ___

50. If you are a member of other organizations, please list them, along with the year you joined them.

_____

_____

_____

_____

51. Which organization are you most involved in? _____

52. I plan to graduate from this institution

Yes ____ No ____ Uncertain ____

53. Cum GPA based on all work at WMU _____ based on _____hours.

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Appendix I

Code Book

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Code Book

ACADEMIC AND SOCIAL INTEGRATION QUESTIONNAIRE

Items on Questionnaire	Response	Code	Position
Question 1	Almost Always True	5	1
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 2	Almost Always True	1	2
	Often True	2	
	Sometimes True	3	
	Seldom True	4	
	Never True	5	
Question 3	Almost Always True	5	3
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 4	Almost Always True	1	4
	Often True	2	
	Sometimes True	3	
	Seldom True	4	
	Never True	5	
Question 5	Almost Always True	5	5
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 6	Almost Always True	5	6
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 7	Almost Always True	5	7
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	

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ACADEMIC AND SOCIAL INTEGRATION QUESTIONNAIRE

Items on Questionnaire	Response	Code	Position
Question 8	Almost Always True	5	8
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 9	Almost Always True	5	9
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 10	Almost Always True	5	10
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 11	Almost Always True	5	11
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 12	Almost Always True	5	12
	Often True	4	
	Sometimes true	3	
	Seldom True	2	
	Never True	1	
Question 13	Almost Always True	5	13
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 14	Almost Always True	5	14
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	

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ACADEMIC AND SOCIAL INTEGRATION QUESTIONNAIRE

Items on Questionnaire	Response	Code	Position
Question 15	Almost Always True	5	15
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 16	Almost Always True	5	16
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 17	Almost Always True	5	17
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 18	Almost Always True	5	18
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 19	Almost Always True	1	19
	Often True	2	
	Sometimes True	3	
	Seldom True	4	
	Never True	5	
Question 20	Almost Always True	5	20
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 21	Almost Always True	5	21
	Often true	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	

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ACADEMIC AND SOCIAL INTEGRATION QUESTIONNAIRE

Items on Questionnaire	Response	Code	Position
Question 22	Almost Always True	5	22
	Often True	4	
—	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 23	Almost Always True	5	23
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 24	Almost Always True	5	24
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 25	Almost Always True	5	25
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 26	Almost Always True	5	26
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 27	Almost Always True	5	27
	Often True	4	
	Sometimes True —	3	
	Seldom True	2	
	Never True	1	
Question 28	Almost Always True	1	28
	Often True	2	
	Sometimes True	3	
	Seldom True	4	
	Never True	5	

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ACADEMIC AND SOCIAL INTEGRATION QUESTIONNAIRE

Items on Questionnaire	Response	Code	Position
Question 29	Almost Always True	5	29
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 30	Almost Always True	5	30
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 31	Almost Always True	5	31
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 32	Almost Always True	5	32
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 33	Almost Always True	5	33
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 34	Almost Always True	5	34
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 35	Almost Always True	5	35
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	

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ACADEMIC AND SOCIAL INTEGRATION QUESTIONNAIRE

Items on Questionnaire	Response	Code	Position
Question 36	Almost Always True	5	36
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 37	Almost Always True	5	37
	Often True	4	
	Sometimes true	3	
	Seldom True	2	
	Never True	1	
Question 38	Almost Always True	5	38
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 39	Almost Always True	5	39
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 40	Almost Always True	5	40
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 41	Almost Always True	5	41
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 42	Almost Always True	5	42
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	

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ACADEMIC AND SOCIAL INTEGRATION QUESTIONNAIRE

Items on Questionnaire	Response	Code	Position
Question 43	Almost Always True	1	43
	Often True	2	
	Sometimes True	3	
	Seldom True	4	
	Never True	5	
Question 44	Almost Always True	5	44
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 45	Almost Always True	5	45
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 46	Almost Always True	5	46
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	
Question 47	Almost Always True	5	47
	Often True	4	
	Sometimes True	3	
	Seldom True	2	
	Never True	1	

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ACADEMIC AND SOCIAL INTEGRATION QUESTIONNAIRE

Question 48

Gender	Male	1		48
	Female		2	

Question 49

Classification	Freshman		1	49
	Sophomore	2		
	Junior	3		
	Senior	4		

Question 50

Organizational Involvement	1	50-51
	2	52-53
	3	54-55
	4	56-57

Question 51

Organization most involved in 58-59

_____

Question 52

Do you plan to graduate from this institution?

Yes_____	3	60
Uncertain_____	2	
No_____	1	

Question 53

Cumulative GPA Based on all work_____ 61-63

Question 54

Cumulative hours_____ 64-66

Question 55

Type of Organization	Social	1	67-68
	Professional	2	
	Ethnic	3	

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ACADEMIC AND SOCIAL INTEGRATION QUESTIONNAIRE

Question 56

Organization	69-70
Alpha Kappa Alpha	11
Alpha Phi Alpha	12
Kappa Alpha Psi	13
Delta Sigma Theta	14
Omega Psi Phi	15
Sigma Gamma Rho	21
Phi Beta Sigma	23
NAACP	31
Black Psychology Student Association	41
National Society of Black Engineers	42
National Accountants of Black Accountants	43
Black Business Student Association	44

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Appendix J

Item Means and Variances for Academic and Social Integration Questionnaire

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Appendix J

	Items	Means	Variance
1.	I look to others for academic support.	2.83	.85
2.	I feel confident with my notetaking skills.	3.57	.95
3.	I feel confident studying for a test.	3.68	1.09
4.	I feel confident when writing a research paper.	3.64	.99
5.	I feel confident when taking a multiple choice exam.	3.50	.74
6.	I spend time in the library.	4.71	.45
7.	I prepare for exams with other students.	3.89	.85
8.	I complete my assignments before going to class.	3.67	.97
9.	I meet after class to exchange notes with other students.	3.03	1.23
10.	It is important to me that my professors know who I am.	3.11	1.06
11.	When needed, I seek help from professors outside the classroom.	2.80	.91
12.	I interact with faculty who are members of the same organization (s) that I am.	3.83	.90
13.	My professors know who I am	2.28	.85
14.	My professors care whether I attend. class.	3.79	1.09
15.	My professors care about me as an individual.	3.86	1.08
16.	I feel I can talk with my professors about matters other than academics.	3.80	1.31
17.	I arrange to take classes with students I know.	3.01	1.60
18.	I participate in classroom discussions.	3.76	1.21

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	Items	Means	Variance
19.	My peers share with me information about visiting scholars.	3.69	.93
20.	My peers share with me information about conferences that will benefit me.	3.96	.93
21.	I share with my peers information about professional meetings.	2.95	1.48
22.	I attend professional meetings.	2.78	1.08
23.	I read the Western Herald.	3.49	.74
24.	I receive information about important events from newsletters.	2.25	1.38
25.	I receive a variety of newsletters in my mailbox.	4.47	.70
26.	I am required by my professor, to make use of the academic skills center.	2.75	1.60
27.	I attend academic workshops provided by the academic skills center.	3.72	.85
28.	I am reminded, by my professor, to make use of the academic assistance program provided by my department.	3.41	1.16
29.	I make use of the tutoring programs provided by my department.	2.90	1.36
30.	When I need tutoring I know where to go for help.	3.64	.75
31.	I feel isolated at this institution.	3.34	1.15
32.	I do not get invited out by members of the opposite sex as often as I would like.	3.78	1.13
33.	People are just unfriendly at this institution.	3.57	1.00
34.	I do not feel welcome at this institution.	3.83	1.45
35.	I am generally in good spirits at this institution.	3.63	.93
36.	I am happy with my college life.	3.96	1.14

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	Items	Means	Variance
37.	I interact with my classmates on a daily basis.	3.48	1.28
38.	I interact with students who share the same academic interest.	4.38	.71
39.	I attend parties with my friends.	3.32	1.65
40.	I visit my friends in their dormitory room.	4.25	.61
41.	I have a positive attitude toward myself.	2.05	1.50
42.	I feel I have much to be proud of.	2.15	1.42
43.	I feel I am a person of worth.	3.40	.66
44.	I sometimes feel lonesome.	3.28	2.62
45.	I can depend on my friends.	4.55	.50
46.	My friends are important to me.	3.44	2.58
47.	I am important to my friends.	4.07	1.26

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Appendix K

Demographic Data Frequencies

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Demographic Data Frequencies

Gender	N
Male	56
Female	64

Classification	N
Freshmen	16
Sophomore	23
Junior	39
Senior	42

Organizational Involvement

Alpha Kappa Alpha	11
Alpha Phi Alpha	8
Kappa Alpha Psi	11
Delta Sigma Theta	11
Omega Psi Phi	3
Sigma Gamma Rho	7
Phi Beta Sigma	
NAACP	16
Black Psychology Student Association	1
National Society of Black Engineers	15
National Association of Black Accountants	12
Black Business Student Association	19

Plan to Graduate From Western Michigan University

Yes	110
Uncertain	6
No	3
Missing	2

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Appendix L

Human Subject Institutional Review Board Approval

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Human Subjects Institutional Review Board

Kalamazoo, Michigan 49008-3899

WESTERN MICHIGAN UNIVERSITY

TO: Oris Griffin

FROM: Ellen Page-Robin, Chair EPR

RE: Research Protocol

DATE: March 31, 1989

This letter will serve as confirmation that your research protocol, "The Role of Minority Student Organizations in Student Retention Untill Degree Completion," has been approved as exempt by the HSIRB.

If you have any further questions, please contact me at 387-2647.

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