THE ABILITY OF INSTITUTIONAL INITIATIVES TO PROMOTE THE

ADAPTATION OF AFRICAN AMERICAN COLLEGE STUDENTS

by

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(Under the direction of Diane L. Cooper)

ABSTRACT

The purpose of this study was to explore the ability of institutional initiatives to promote adaptation to college for African American undergraduate students. Institutional initiatives examined were specific services provided by the institution aimed directly for African American undergraduate students. The study sought to determine if participation in or utilization of the services would promote higher levels of adaptation to college. Additionally, extracurricular involvement was measured to determine if students exhibited higher levels of involvement in relation to or as a result of participation in the "special services."

The research instrument was comprised of the Student Adaptation to College Questionnaire, the Extracurricular Involvement Inventory, a demographic profile, and five qualitative questions. Data collection occurred at student organization meetings and events, through contact with students in the student center, and other campus locations. The final sample was composed of 212 African American undergraduate students (96 male; 116 female).

Significant differences were found on the social adjustment scale and the general attachment subscale of the overall attachment scale based on place of residence (on-campus versus off-campus students). Significant differences based on involvement were found on comparison of gender and academic classification. The qualitative remarks provided detailed information on the use of services, how or if those services have aided in the transition to college, and needed services.

Research findings have implications for institutions that provide "special services" for African American students. Implications for the staff members administering the services include assessment of current services and designing of services to meet needs of a pluralistic campus community.

INDEX WORDS: African American College Students, College Students, Institutional Services, Adaptation to College, Extracurricular Involvement, African American Student Adaptation to College

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DEDICATION

This dissertation is dedicated to my family. Without their support, love, and encouragement I would never have imagined completing advanced degrees. I would like to especially thank my mother and sister for their devotion, strength, financial resources, and love. I would also like to dedicate this to my statistics study group: Keisha, Kevin, and Bernadette. All the late nights and stress were worth it.

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CHAPTER 1

INTRODUCTION

The holistic development of students has historically been a major objective of

American higher education (Stanford, 1992). In the formative stages of American higher

education, faculty and the work they typically did met all student needs. As faculty

became more focused on conducting research, additional employees were introduced to

the campus to focus on meeting the needs of students outside of the classroom.   To that

end higher education has evolved into two distinct operational functions: (1) academic

affairs and (2) student affairs. Student affairs was primarily devoted to matters occurring

outside of the traditional classroom setting, so student affairs professionals thereby

became agents responsible for the holistic development of students.

The development of student affairs as a profession has led to the publication of

documents that have addressed the ideas, practices, and principles that should guide

student affairs professionals in working with students (Student Personnel Point of View,

1937; Student Personnel Point of View, 1949; Tomorrow's Higher Education Project,

1977; The Student Learning Imperative, 1994). These prominent historical documents

suggest a professional commitment to the humanity of all students and reflect a call to

protect the interests of students in higher education (Hirt, 2000). These foundation

documents of the student affairs profession support the notion that services for students

emerged in the post-bellum era when faculty increasingly focused their attention on

research, and staff were introduced to institutions to ensure the holistic education and the meeting of out-of-class needs of students (Hirt, 2000).

As outlined in the aforementioned documents, holistic development is defined as promoting the intellectual, social, physical, and psychological growth of students (American Council on Education, 1937; 1949). These documents further provide direction and guiding principles and philosophies to be used in the creation of services for students. Penney (1969) argued that the student personnel point of view might be characterized by three postulates:

a. Every student should be recognized as unique;

b. Every individual should be regarded as a total person;

c. The current needs and interests of individual students are the most significant factors to be considered in developing a program of campus life (p. 960).

Others have theorized about the importance of student involvement in the creation of policies and services (Astin, 1993, Student Learning Imperative, 1994). These theories provide a base upon which the work of student affairs practitioners is predicated.

The major documents that have guided student affairs practice and graduate preparation have inherently presumed equitable treatment and access for all students in higher education. However, from its inception, American higher education has been exclusionary in its practices. The Morrill Land-Grant College Act of 1862 allowed for the designation of federal funds and state land for the construction of educational institutions. A second Morrill Act was passed in 1890 to specify that additional funds offered under its provisions to each state were available only if the state provided educational benefits to Black residents as well as White ones (Wallenstien, 2000). Out of

that distinction the notion of separate but equal facilities gave way to public historically Black colleges and universities.

The 1954 ruling of the Supreme Court in *Brown v. Board of Education* (347, U.S. 483) was the catalyst for minority access into predominantly White institutions of education. The elimination of de jure segregation in higher education resulted in increased enrollment for students of color at predominantly White colleges and universities (Taylor & Olswang, 1997). The introduction of minority students, especially African Americans, into predominantly White institutions was greeted with hostility, racism, and exclusion from mainstream campus life and activities. The manifestations of racism were on many campuses deeply rooted in the practices, traditions, vernacular, and institutional culture. Institutional culture can best be defined as the collective, mutually shaping pattern of norms, values, practices, beliefs, and assumptions that guide the behavior of individuals and groups in an institution of higher education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus (Kuh & Whitt, 1988, p.13). The characteristics of the students, faculty, and staff and their response to desegregation created an environment that was not supportive of African American students. The historical response of campuses to the introduction of African Americans has had residual effects on institutional culture today.

Research has documented the importance of the relationship between the campus environment and the development of college students (Astin, 1984; Kuh, 1993, Kuh & Whitt, 1988; Strange & Banning, 2001). Education literature indicates that the perceptions of belonging and support are essential determinants of academic achievement and ultimately retention of African American students (Ryan & Stiller, 1991; Lerner,

1993; Taylor & Olswang, 1997; Patitu, 2000). Satisfaction with college appears to be a key determinant of retention for many African American students at predominantly White colleges and universities (Astin, 1993; Cooper, 1997; Jones, 2001). Tinto (1993) argued that the majority of colleges are made up of several communities or "subcultures." Rather than conforming to one dominant culture in order to persist, students would have to locate at least one smaller community in which to find membership and support.

Tinto (1993) elaborated on the importance of supportive student communities for students of color who may experience difficulties making the transition to college and becoming incorporated into the campus community. He also noted that building inclusive campus environments calls for cohesion between the academic and social aspects of the campus. The more cohesive the campus, the greater the likelihood students will be retained by the environment. Based on an assimilation/acculturation framework, Tinto's research points directly to the importance of the institution's creating an atmosphere conducive to inclusion.

Statement of the Problem

With the changing demographics of today's college students, institutions must provide a wider variety of services to meet different needs. Acknowledging the importance of campus environment led many institutions of higher education to take deliberate steps in understanding the varying needs of minority students and to aid them in overcoming feelings of isolation. Eventually, college and university administrators realized the need for an institutional response to the needs of minority students and the realization that institutional funding would be required. Within the past quarter century, many predominantly White institutions have developed interventions and programs to

support the development of African American students. These interventions and

programs have included services staffed by minorities and designated areas on campus.

Institutional mistrust and minority students' perceptions of their place within the

institution may serve as an impediment to use of services offered by the institution

(Graham & Gisi, 2000). A perceived lack of genuineness and sincere concern for the

well being of the student may cause some African American students to avoid the

services and not feel a part of the campus. Whether the provision of services arose as a

cosmetic endeavor, a result of campus politics, or student unrest, many of the special

programs and services were aimed at promoting African American student retention,

academic success, and creating a sense of inclusion or acculturation into the campus

community.

Additional variables such as institutional funding, staffing patterns, and faculty

support may also impact the effectiveness of services and programs (Sedlacek & Adams-

Gaston, 1992). For services and interventions targeting minorities to be truly effective,

they must be created from a theoretical base that considers the experiences of minority

students in higher education (Howard-Hamilton, 1997). The students must also have

adequate input in the design or review of existing services. Most importantly, all efforts

must be continuously assessed to determine if program goals or missions are being met.

In some cases, the programs offered by campuses have not been reviewed and updated to

meet the needs of the current student populations (Schuh, Upcraft, & Associates, 2001).

The needs of students and the campus climate may have shifted since the inception of the

special programs and services and they may not be fulfilling the needs of the current

students. For services to have a positive impact, they must be designed to address the needs of the current student population.

Purpose of the Study

The purpose of this study is to assess: (a) the level to which students view themselves as invested or involved in the campus community; (b) how the services provided by the institution impact the students; (c) the extent to which students have adapted to their college environment; and (d) the degree to which the students feel welcomed by the campus environment. The intended outcome of the study is to define student perceptions of services provided and how those services can be enhanced to better meet student needs and add to the literature.

Significance of the Study

The primary focus of the study is to add to the literature base on African American students in higher education, specifically those attending predominantly White institutions. Additionally, institutions may be prompted to review current practices in service delivery to African American students. The outcomes of this research can directly impact service delivery and maintenance of intact programs at the institution in question. Guidance will also be provided to other institutions in designing new services and interventions. Based on the findings, divisions of student affairs may become more cognizant of the needs and concerns of African American students on their campuses. There could also be an impact on the allocation of funds when programming for African American students, as well as the staffing and human resource component of services

provided. This should also provide research support for the need of additional initiatives by the departments providing services.

Operational Definitions

Listed below are definitions to offer clarification of terms that will be used during this study:

(1) *Institutional Initiatives* – University-funded efforts to provide special services to students through educational and programmatic efforts to facilitate individual growth, development and adaptation to the collegiate environment.

(2) *Institutional Trust* – the student's feelings of confidence about the motives of the institution and the services provided by it (Ghosh, A.K., Whipple, T.W., Bryan, G.A. 2001).

Research Questions

The study will be guided by the following research questions:

1. How do African American students rate their adaptation to college as measured by the Student Adaptation to College Questionnaire (Baker & Siryk, 1989)?

2. To what degree are African American students involved in extracurricular activities as measured by the Extracurricular Involvement Inventory (Winston & Massaro, 1987)?

3. To what extent do African American students utilize the services provided specifically for them by the institution?

4. To what extent do African American students see a need for the current services provided?

5. Has the existence of or participation in the special services aided in African American students' adaptation to college?

6. Do the initiatives provided by the institution provide a stronger connection and sense of institutional inclusion for African American students?

7. What types of services do African American students identify as being necessary for the institution to provide for students of color?

Chapter Summary

The transition and adaptation to college can be difficult for students, with race as a confounding variable. The demographic profile of predominantly White college campuses has changed with the introduction of African American and other minority students. Concerns over African American students' adaptation to college have led to the creation of special services to promote adaptation and ultimately the matriculation of the students by the institution. The effectiveness of services may be rarely assessed. This study hopes to benefit institutions providing services to African American students by adding to the literature.

CHAPTER 2

REVIEW OF LITERATURE

African Americans in College

The American system of education may be one of the most scrutinized and criticized entities. Legal decisions, federal mandates, public outcry, civil unrest and disobedience, and media scrutiny have all impacted the delivery of education and have shaped access to public education. The attention on access to and participation of minorities within higher education has been more scrutinized in recent decades (Kim, 1998). The criticisms of higher education's failure to meet the needs of ethnic minorities and its failure to provide instruction and services commensurate with the evolving needs of society have called for significant internal review. The imposed introduction of African Americans into public education and ultimately into predominantly White institutions has forever altered the landscape of American higher education (Wallenstien, 2000).

Historically, the education of African Americans has been overlooked by the American system of higher education. Christian missionaries and freed slaves primarily in the Northern United States led the way in establishing colleges geared primarily towards educating African Americans. While there were historically Black institutions in existence in the South, missionaries sought to educate Blacks in the North (Solomon, 1985; Brubacher & Rudy, 1997, O'Brien, E.M., & Zudak, C. 1998, Freeman, 1998). The missionaries were moved by the conspicuous lack of educational opportunities for Blacks

at the time and worked to establish colleges to meet this need (Branson, 1978). These historically Black institutions initially emerged in the North in efforts to educate freed slaves so they could be full participants in society (Fleming, 1984). The first of these institutions was Cheyney (1830) in Pennsylvania. Additional institutions were Lincoln University in Pennsylvania (1854) sponsored by the Presbyterians and Wilberforce University in Ohio (1856) founded by the Methodist Church (Branson, 1978; Brubacher & Rudy, 1997).

The first American coeducational and integrated college was Oberlin (1833) in Ohio. Established by militant Christians, Oberlin's founders were opposed to slavery and sexual segregation. They believed that all students should be educated together with the ultimate purpose of doing "God's work" (Solomon, 1985; Brubacher & Rudy, 1997). Despite the efforts of Oberlin's founders and others, the education of African Americans continued to be overlooked by the American system of higher education. By 1860, only twenty-eight African Americans had received college degrees (Brubacher & Rudy, 1997). As was customary of the times, Blacks did not play integral roles in their own education, as they were still thought of as inferior and in need of care. The educators thought it necessary to shape students' behaviors and morals according to a European cultural model. Prior to 1900, an overwhelming majority of the historically Black institution's faculty members were educational missionaries who had been educated in Northern colleges (Brubacher & Rudy, 1997 & Wagoner, 1989). Most of the colleges' initial missions were to train Black clergy, and most became de facto teachers' colleges (O'Brien & Zudak, 1998). The fall of the Confederacy led to as many as 200 schools' being established primarily in the South for the newly freed men and women. Because of

financial troubles, lack of support, and enrollment, many of the schools were not in existence by 1900 (Hedegard, 1972; Fleming, 1984; Brubacher, & Rudy, 1997).

The close of the Reconstruction period led to laws mandating the disenfranchisement of Blacks and limiting Black education to vocational training. In 1890, the second Morrill Act became federal law. It compelled states to either provide separate educational facilities for blacks or admit them to existing colleges and universities, resulting in many Southern states' electing to establish separate facilities (O'Brien & Zudak, 1998). The inequitable allocation of resources from the inception of the institutions has consequently caused public Black education to never equally provide educational services to historically Black and White institutions (Freeman, 1998; Just, 1999; & Jones, 2001).

With the 1896 *Plessy v. Ferguson* case, the doctrine of separate but equal highlighted the new emphasis on industrial training for Blacks as opposed to a liberal arts education. As a result, nineteen states established dual systems of higher education: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and West Virginia (O'Brien & Zudak, 1998). Many of the Black institutions of the time were geared toward agriculture and vocational aspects and many of them were named Agricultural and Mechanical institutions or Normal Schools. The apparent discrepancies in the allocation of funds successfully relegated most Black colleges into the role of nonintellectual institutions (Anderson, 1989). Many of the Black institutions established by the second Morrill Act were land-grant institutions – the whole

purpose of which, initially, was a curriculum based in mechanical and agricultural arts (Fleming, J. 1984; Anderson, 1989; Raines, R.T. 1998)

The 1954 *Brown v. Board of Education* (347, U.S. 483) Supreme Court ruling declared racial segregation in public education illegal. This decision served as an impetus for the Civil Rights Movement. The decision attempted to correct the inequities previously faced by Black colleges by providing federally funded student aid and federally funded construction of facilities. More importantly, the court's decision opened the doors of predominantly White institutions for African Americans. Many institutions, however, were slow to respond to this change, based on their belief that African Americans were inferior to Whites and that a social stigma would be attached to the institution with African American students enrolled (James, 1998; O'Brien & Zudak, 1998).

Prior to 1960, campus life, administrators, and faculty ignored most African American students. They were not involved in social life, were denied membership in campus athletics, fraternities and sororities, and honor societies, and were discriminated against in off-campus housing at predominantly White institutions (Fleming, 1984). The radical societal shifts in the 1960s caused students to be more vocal concerning their treatment by the institution. Campus protest and civil unrest reshaped many campuses across the nation. Despite these factors, African American students on predominantly White campuses still faced mounting problems (Sedlacek, 1983; Tierney, 1992).

Though most of the African American college students today attend predominantly White institutions (Carnevale & Fry, 2000), they continue to face issues of acceptance, isolation from mainstream campus culture, being faced with racism and

minority status, lack of institutional concern for differences based on race or ethnicity, and lack of campus support for their personal development. While many White institutions have been able to recruit and enroll the best and brightest African American students, few have been systematically able to retain them (Carreathers, Beekmann, Coatie, & Nelson, 1996; Taylor & Miller, 2002).

<div align="center">African Americans at Predominantly White Institutions</div>

American higher education has changed markedly since the establishment of the Colonial Colleges: institutions have gone from small, religiously affiliated institutions serving homogenous student bodies to complex systems serving a variety of academic and nonacademic needs and diverse student populations (Moore, Lovell, McGann, & Wyrick, 1998). If, in fact, colleges serve as a microcosm of the larger society, then the manifestations of actions on campuses may impact how African American students perceive society as a whole (James, 1998). Being marginalized because of racism and discrimination and the effects of poverty, class alienation, under-education, low achievement expectations by others, and cultural differences could interact to create a collegiate experience for African American college students that is quite different from that of their White counterparts (Wright & McCreary, 1997).

Social alienation from the campus environment can have negative impacts not only on minority students, but also on students in general. Pounds (1987) found that victims of social alienation were less effective socially, had fewer friends, felt lonelier, and participated less in extra-curricular activities. They were also less likely to live on campus, join a fraternity or sorority, and have personal contacts with others on campus to become integrated into the social systems within the institution. Social alienation

experienced by African Americans at predominantly White institutions may be exhibited in the quality of relationships between the African American and White student populations, teachers, counselors, advisors, and staff.

A lack of diversity in the staff, social activities, and academic organizations can produce special anxieties that can affect a student's ability to learn and succeed (James, 1998). Because many African Americans at predominantly White institutions perceive themselves to be socially alienated, they often are accused of self-segregating from the campus. Kimbrough, Molock, and Walton (1996) assert that African Americans tend to construct their social values more from a family or group orientation. If, in fact, African American students enter a predominantly White institution that is invalidating and hostile, they may seek out other students similar to them for support. The separation from some aspects of the mainstream campus may be a coping mechanism to help the students handle the pressures of campus life. Separation may also be based on the reality of a student's upbringing. Students both Black and White may have spent their lives prior to college in homogeneous surroundings, and upon entrance to college they are expected to embrace diversity and different perspectives and know how to interact in such a varying environment. These factors could impact how or if African American students successfully adapt to the collegiate environment at a predominantly White institution.

Research has found that many of the systematic studies on African American students focus on a single institution (Hedegard, 1972; Flemming, 1984; Just, 1999). These studies contend that research limited to a single institution does not permit a clear separation of the experiences contingent on characteristics of that particular school. Also,

single institutions enroll students in idiosyncratic ways, perhaps especially in opportunity-expanding programs, such as those designed for African American students (Taylor & Miller, 2002). Thus, no single school's black student population is a cross section of all potential Black college students (Hedegard, 1972; p 43). At present, research provides significant information regarding the experiences for individual institutions. No currently published studies show the effects of a student's race on how he or she experiences college (Hedegard, 1972; Astin, 1982; Love, 1993; Cooper, 1997; Just, 1999; Ervin, 2001; Benton, 2001; Furr & Elling, 2002; Taylor & Miller, 2002).

Little research has been done that draws upon cross sections of African American students in college to provide useful information on how to create more meaningful interventions for African American students on White campuses. Fleming's (1984) monumental work attempted to look at African American students in college, comparing the experiences of students at both historically Black colleges and universities and at predominantly White institutions. Not only did she look at cross sections across the institutions studied, but she also researched the experience of African American students at different types of predominantly White institutions in different states.

The forced acceptance of African American students at White institutions posed many problems for African American students. Within the early years of integration the primary concerns of students were feelings of isolation and alienation (Fleming, 1984). Societal factors, such as overt racism on campus or insensitive comments from faculty and staff, as well as the institutionally accepted separate treatment of African Americans, can lead to feelings of isolation and alienation for current students. The disconnection from the greater campus community can lead to higher attrition, lack of intellectual gain,

and reduction of career aspirations of Black students (Fleming, 1984; Tinto, 1987; Jones, 2001). The academic disconnect can further cause poor academic performance and be detrimental if questions of academic preparedness exist. These less than optimal conditions create a stronger need for the social support of peers and involvement in activities geared toward blacks.

Fleming (1984) found that despite their limited resources, Black colleges still possessed the capacity to permit the expression of natural motivations for cognitive growth. Fleming also found that three aspects of a supportive community were: 1) the individual must have opportunities for friendship; 2) students must have the opportunity to participate in the life of the campus; and 3) students must have the opportunity to feel some sense of progress and success in their academic pursuits (Fleming, 1984 p, 151-152). The importance of interpersonal relationships has also been documented to have positive impacts on college students (Loevinger, 1976; Cross, 1995, Chickering 1969; Chickering & Reisser, 1993). This speaks to the importance of White institutions' providing a venue for those supportive relationships and opportunities for growth. These findings have implications for the impact of institutions on the overall development and cognition of African American students in college.

A more recent phenomenon that could impact African American college students is the notion of stereotype threat – the threat or fear of being viewed through the lens of a negative stereotype, or the fear of doing something that would inadvertently confirm that stereotype (Steele, 1999). Steele (1999) stated that over the past four decades, African American college students have received more attention than other American students. The societal assumptions that there are no longer disadvantages to being African

American if students meet certain criteria have led institutions of higher education to not place high priority on programs and services for minority students and to deem it necessary for students to be involved in mainstream campus life. The decreased priority of minority-aimed initiatives may have a greater impact on student involvement than assumed (Steele, 1999). This can shift institutional pedagogy and redirect financial resources, underestimating the reality that needs may exist based on race or ethnicity. This can also reinforce stereotype threat. The success of African American students may depend less on expectations and motivation – things that are thought to drive academic performance – than on trust that stereotype threat about their group will not have a limiting effect in their school world.

<center>Student Involvement</center>

Few would disagree that students change during their undergraduate collegiate experience. Numerous theories have emerged regarding factors that impact the development of college students and the processes involved (Astin, 1984; Chickering, 1969; Chickering and Reisser, 1993). Sanford (1967) saw development as a positive growth process in which the individual becomes increasingly able to integrate and act on different experiences and influences. Involvement in college has also been shown to have an impact on the developmental process (Chickering, 1969; Astin, 1984; Abrahamouicz, 1988; Pascarella & Terrenzini, 1991). These theories have been used to guide the development of interventions to intentionally affect students' holistic development and growth during college.

Chickering (1974) argued that relationships with individuals or groups have the most powerful influence on personal development. It could stand to reason that the more

contact and/or involvement a college student has with developmental agents through events and experiences, the greater the possibility that development will be influenced (Stanford, 1992). This raises special concerns for African American students enrolled in predominantly White institutions. Tierney (1992) critiqued student involvement theories as valuing conformity rather than pluralism.

On most predominantly White college campuses there are fewer African American staff members, or developmental agents, thereby decreasing the chances for students to come into contact with agents who may be more likely to understand their needs. The low numbers of African American staff also call for the non-minority staff members to be educated on issues of cultural sensitivity. For institutional initiatives and services to be effective and meaningful to students they must be delivered in a manner which students feel is genuine. The level of genuineness could also be a factor in campus involvement of African American students. If students do not feel that organizations are open to them, or if they feel that the mission of the organization does not fall in line with their personal beliefs, they may choose to limit involvement to minority targeted organizations or not become involved at all (Taylor & Hamilton, 1995; Johnson, 1997; Steele, 1999; Moxley, Najor-Durack, & Dumbrigue, 2001).

Growth through student involvement has been well documented in current educational research (Astin, 1984; Strange & Banning, 2001; Pascarella & Terenzini, 1991, Kuh, 1993). Many have theorized as to the cognitive, emotional, intellectual, and interpersonal gains that are derived from students' being involved within the campus culture and the activities offered by the institution. Kuh (1993) emphasized the importance of a reciprocal effect of the environment and the student upon one another,

indicating that if a student is to be successful in a collegiate environment, a level of congruence must exist between the student and the campus and there must be a supportive environment. Despite occasional successes, a generalized process for ensuring environmental "fit" for students of cultural minority status, particularly African American students at predominantly White institutions, is often elusive (Cuyjet, 1998). Many African American students at predominantly White campuses often feel that the environment rejects them or only superficially accommodates their interests (Johnson, 1997).

Changes in the demographics of the college student and the needs served on college campuses have led to discussions of how students interact with the campus environment. Person and Christensen (1996) indicated that minority students perceive many "traditional" campus organizations as exclusive and insensitive to their social needs. These perceptions have influenced downward trends of participation among minority students (Sutton & Kimbrough, 2001). Direct involvement in their environment, however, has been asserted to be important for student development. Astin's "theory of involvement" (1984), in fact, views student involvement to be of paramount importance for the development of college students. The theory contends "the greater the student's involvement in college, the greater will be the amount of student learning and personal growth" (p. 307). The following five postulates serve as a basis for the theory:

1.   Involvement refers to the investment of physical and psychological energy in various objects (activities).

2.   Involvement occurs on a continuum.

3. Involvement has both a quantitative and a qualitative feature.

4. The amount of student learning and personal development is directly proportional to the quality and quantity of student involvement.

5. The effectiveness of any educational policy or practice is directly related to the capacity to increase student involvement.

Astin's theory does not examine development, but instead focuses on the factors that may facilitate development, such as Greek membership, participation in athletics, or involvement in a student organization. It does not take into consideration the role of ethnicity, and it alludes to additional variables that should be considered. Both postulates 4 and 5 show a correlation with the need for African American students to view a predominantly White university atmosphere as culturally aware, free of racism, and supportive (Taylor & Howard-Hamilton, 1995). The postulates further show that the type of institution may affect the level of involvement for some students. Opportunities for involvement and type of activities may be linked to the size and mission of the institution. Exclusion on that level may also hinder development in other aspects.

Pascarella & Terenzini (1991) stated that the impact of student involvement on student development could be evidenced in such areas as leadership, job placement potential and success, and students' persistence in completing the college degree. Stage & Anaya (1996), however, stated that a vast majority of collegiate research has been done on traditional age, White males from Western culture. Many of the theories related to student development and involvement do not provide detailed information on how minorities and more specifically African Americans are involved with and gain from participation in campus activities.

McEwen, Roper, Bryant, and Langa (1990) posed nine factors that relate to developmental tasks of African-American students that have not been addressed adequately in current psychosocial theories. The areas include developing ethnic and racial identity, interacting with the dominant culture, developing cultural aesthetics and awareness, developing identity, developing interdependence, fulfilling affiliation needs, surviving intellectually, developing spiritually, and developing social responsibility. More specifically, the current research base does not address how students of color at predominantly White institutions are impacted by campus involvement. If as asserted by current literature and research that student involvement impacts student development, then institutions of higher education must be prepared to realize that services and interventions may then impact students differently when considering factors such as race or ethnicity.

African American Student Involvement

The elimination of de-jure segregation in higher education has resulted in increased enrollment for students of color in predominantly White institutions (Taylor & Olswang, 1997).   With the increase of African American students, importance has been placed on the role race and racial identity may play on development. Sedlacek (1987) noted that because of racism, Blacks have been excluded historically from being full participants in many of the White –oriented communities that have developed in the United States and within the educational system. On campus this exclusion may be apparent in the extracurricular activities (Balenger & Sedlacek, 1987). Taylor and Hamilton-Howard (1995) suggest that understanding the level of ethnic identity

development among African American students is important for student affairs

practitioners to consider in the educational environment.

Creating a social network can decrease African American students' discomfort on

predominantly White campuses (Kimbrough, Molock, & Walton, 1996). Most

involvement of African American students at predominantly White institutions comes

from participation in multicultural organizations. Multicultural organizations are student

organizations that are not predominantly white. Multicultural organizations have

influenced and continue to influence involvement trends among African American

students (Sutton & Kimbrough, 2001). These organizations can include mentoring

programs for incoming students by established African American students and

performing arts organizations, which allow students to celebrate heritage and culture.

The organizations and students on a campus intrinsically shape the campus

culture. Student subcultures are maintained through ceremonies, rituals, and formal and

informal mechanisms of social control (Kuh & Whitt, 1988, p. 87). Schein (1992)

viewed culture as "the accumulated shared learning of a given group, covering

behavioral, emotional, and cognitive elements of the group member's total psychological

functioning" (p. 10). Schein provided three levels of culture through which an

organization could be conceptualized: (1) artifacts – visible structures, products, rituals,

and ceremonies of an organization; (2) espoused values – shared philosophies, beliefs,

and strategies of the organizations; and (3) basic underlying assumptions – unconscious,

taken for granted beliefs, perceptions, thoughts, and feelings of an organization (Schein,

1992).

The historic culture of predominantly White institutions has been one of exclusion and separation from non-Whites. African American students, who have not been considered a part of the culture of predominantly White institutions, must believe the culture is accepting of them on every level for them to be able to successfully adapt to and become involved within the environment. The actual culture of a predominantly White institution might be overwhelming to students unprepared for the inherently different expectations of the environment. Institutional staff can then become important to help students better understand their campus culture and develop strategies for dealing with the stress of integrating into a new culture (Hoffenberger, Mosier, & Stokes, 1999).

College may be the first time that students have had an opportunity to view and interact with different cultures, ethnicities, and religions, which can make each encounter with the environment pivotal to shaping the students' worldview. Through involvement in the campus community, student subcultures are created and ultimately influence campus life. African American students' identification with a particular campus subculture may shape how they define themselves and interact within the larger environment. Participation with the environment and support from it may reduce African American students' feelings of isolation from the environment, and the institution might successfully retain them.

African American student involvement may be hampered by feelings of alienation from the environment and feelings of being marginalized by the environment. The monumental transition of entering college alone presents dissonance for students and an opportunity for students to feel marginalized by the new surroundings. Cooper (1997) stated that African American students at predominantly White institutions might

experience marginality on two levels. On one level, African American students search within the African American community on campus and the surrounding community for sources of comfort and a sense of belonging. The other level finds African American students searching for a sense of belonging within the non-minority campus environment. Love (1993) also held that African American students attending predominantly White institutions experience trauma and isolation as they seek to navigate the transition between high school and college. Those feelings of isolation may in turn lead to feelings of marginality. Additionally, if students perceive their campuses as negative they may be less likely to participate as leaders within campus-wide organizations (Sutton & Terrell, 1997).

African American students experience college in widely differing ways, which will ultimately impact their involvement on campus. Even in their experiencing "being Black," as a component of the attitudes Whites display toward them, and in their perceptions of the posture and intentions of the university in its various dealings with Blacks, there is virtually a full spectrum of possible opinions and responses about how Black students experience campus (Hedegard, 1972; Furr & Elling, 2002). In some cases, African American students may feel White students are ignorant of and indifferent to the problems and experiences of African Americans as a whole. African American college students may also face adverse environments within the classroom, which can impede their participation outside the classroom. Experiences of classroom racism can be evidenced in:

        (1)   Being prejudged as inferior or inadequately prepared for academic work;

(2)   Being constantly criticized for forms and style of speech and writing;

(3)   Being singled out for criticism, such as being constantly called upon by an instructor who knows the student will be unprepared;

(4)   Feeling that papers and exams are given poor grades for irrelevant reasons;

(5)   Feeling classroom pressures to become intellectual, or middle-class, or White (Epps, 1972).

The combination of those factors, whether real or perceived, can dictate how African Americans experience campus (Epps, 1972).

Retention of College Students

As a result of declining enrollments and declining financial resources, some institutions might need to become more creative and resourceful in how they attract students, retain students, remain fiscally sound, and meet the needs of an increasingly diverse student population (Moore, Lovell, McGann, & Wyrick, 1998).

Higher education has sought to enhance campus culture through diversification of its student body, faculty, staff, and course offerings. American higher education is more diverse now than at any point in history. As a result, minority students have become involved in every aspect of campus life and culture. Retention is the ultimate product of involvement as it indicates that a student was active and engaged in his or her learning and development to an extent to which he or she completed a degree at a given institution (Tinto, 1993). Institutions of higher education must increase retention rates of students to

compensate for declining or stabilized enrollment figures and diminishing budgets (Kapraun & Heard, 1994).

Research demonstrates that the environment, particularly when perceived as discriminatory, hostile, alienating, or isolating, can impede African American students' participation and persistence in higher education (Gloria, Robinson, Kurpious, Hamilton, & Wilson, 1999). Traditional theories of student development and retention have been based on Western culture worldviews and are not adequately flexible to allow for interpretation or consideration of factors impacting the development of African American students at predominantly White institutions. The most notable research on student retention and attrition can be attributed to Tinto and Astin. Astin stated that most published research on college student attrition is limited in scope and inadequate in design, with the principal deficiencies being a lack of longitudinal design and the use of one or very few institutions (1975; 1996). Despite the volumes of research on retention spanning decades, the research findings have only minimally improved retention rates (Padilla, et al., 1997). If this holds true for college students in general, then there are specific implications for African Americans who attend predominantly White institutions.

As Love (1993) stated, negative attitudes and racist stereotypes combined with overt racist threats and violence by White students may force African American students to leave an institution prior to graduation. A study of African American students at two predominantly White institutions in the South by Wesley and Abston (1983) found that:

> Black college students appeared to be significantly less satisfied with their
> college experiences than the White students… Specifically the college
> students were dissatisfied with the grades they received for the work they

performed (compensation), and many felt that the universities were not

providing them enough opportunities to meet socially relevant goals

(social satisfaction). Also, the Black students reported that they still did

not feel accepted by the faculty or students as worthwhile individuals

(recognition) (Wesley & Abston, 1983, 222).

The reasons students attend particular institutions have the capacity to impact their being retained by the institutions. Patitu (2000) found that many African American men chose to attend predominantly White institutions for several reasons: networking opportunities, faculty, university recruiters, and graduate advisors. Based on her findings it is clear that the staff and representatives of an institution can play a critical role in student retention.

The role institutional staff play is perhaps the most important in the retention of African American students. University recruitment and retention programs for underrepresented populations must have the unequivocal support of institution policy and decision makers (Jones, 2001). A lack of support from the highest administrative levels places programmatic efforts and staff vacancies as easy targets in times of budget hardship. The role the institution must play in terms of meeting the in-and-out-of-classroom needs of African American students becomes tantamount if students are to be retained by the college. Programs and services may be in place, but the institutional climate may negate their usefulness.

Jones (2001) lists the following as themes present in the literature relevant to institutional climate:

(1) The need to adjust to a new environment, a different value system and an intensified awareness of one's own ethnic minority status.

(2) The need to receive adequate financial aid.

(3) The need to perceive the social and academic climate as inclusive and affirming.

(4) The need to establish long-term goals, short-term objectives and a commitment to both.

(5) Students' personal characteristics. (p. 9-11).

Additional factors such as religious affiliation, first generation college student status, distance from home, and academic preparation can affect how students perceive institutional climate. The institution might not be aware of the factors affecting students and might not be able to respond with interventions, but the student might view the institution as unconcerned and unsupportive. If the institution is viewed as unconcerned or uncommitted, the student's risk of attrition increases. Tinto (1987) discussed the notion of commitment as it relates to student attrition. He classified two types of commitment: student and institutional. Tinto (1987) indicated that the higher a student's goal (educational or occupational), the higher the chances the student will work to achieve the goal. Given this position, the degree of goal clarity can positively or negatively impact student attrition (Jones, 2001).

Carreathers et al., (1996) called for the inclusion of the following strategies in effective retention models: (1) Have the support of administration by incorporating retention/diversity into the strategic plan of the university; (2) recruit faculty participation; (3) provide motivational lectures; (4) provide proactive financial aid

counseling; (5) get students involved with programming activities; (6) maintain up-to-date knowledge on retention issues; (7) regularly assess program effectiveness; (8) incorporate early assessment and intervention; (9) develop faculty mentoring; (10) develop leadership seminars; and (11) develop and maintain a caring and competent staff. The development of retention programs must be carefully considered. Program and institutional effectiveness and sincerity with which retention programs are implemented have implications for the outcomes.

Beyond the need for institutional support to promote retention, increased satisfaction with the college experience plays an important role. Brown (2000) found that the correlates and predictors of satisfaction with college for African American students attending predominantly White institutions varied as a function of gender and dimension of social support. The study found the major correlate of satisfaction with college for African American men was university-based instrumental support but found multiple correlates for satisfaction for African American women, namely university-based emotional and instrumental support and resource use.

<div align="center">Educational Initiatives</div>

The Student Learning Imperative (1994) lists the following as "hallmarks" of a college educated person: (a) complex cognitive skills such as reflection and critical thinking; (b) an ability to apply knowledge to practical problems encountered in one's vocation, family, or other areas of life; (c) an understanding and appreciation of human differences; (d) practical competence skills (e.g., decision making, conflict resolution); and (e) a coherent integrated sense of identify, self-esteem, confidence, integrity,

aesthetic sensibilities, and civic responsibility. Direct implications are then presented for campuses to provide services and programs to ensure each hallmark is attained.

The Student Learning Imperative further calls for student affairs professionals to be:

> Educators who share responsibility with faculty, academic administrators, other staff, and students themselves for creating the conditions under which students are likely to expend time and energy in educationally – purposeful activities (ACPA, 1994, p.2).

One of the key issues college administrators and faculty face is creating a campus environment that fosters students' growth and development (Graham & Gisi, 2000). Student affairs professionals are primarily responsible for the out-of-class education and development of college students (Miller & Winston, 1991). Development can only be beneficial if the surroundings and environment encourage it. Many institutions of higher education are organizationally structured into divisions of academic and student affairs. Each provides a separate and distinct portion of campus culture. As academic and student affairs divisions collaborate on institutional initiatives to enhance student services, the realization of their inherent differences is often brought to light (Zeller & Hummel, 1999). Should the missions of academic and student affairs not coincide, the guiding philosophies used to create services may cause dissonance for students. Dissonance can be exacerbated for minority students if the institution does not provide united efforts in supporting them.

College campuses must not only provide for the dissemination of knowledge but also create conditions that motivate and inspire students to devote time and energy to

educationally purposeful activities, both in and outside the classroom (ACPA, 1994).

Although there are numerous variables surrounding attrition of African American men in

higher education, few administrators, counselors, and graduate preparation faculty have

identified specific theories as well as programming or intervention goals, objectives, and

techniques to ameliorate the problems these students encounter once they reach the

college campus (Howard-Hamilton, 1997).

Programmatic expressions of the African American student agenda must be

submitted to the same tests of quality, centrality, cost effectiveness, benchmarking, and

comparative advantages that are applied to all other vital programs of an institution

(Daniel, 2001). The lack of African American student motivation based on feelings of

alienation and anxiety to some extent can be attributed to institutional resources (Hall &

Rowan, 2000). Institutions must be willing to provide the financial and staffing needs for

institutional services to be effective and reach the campus populations intended. Hurtado,

Kezar, and Carter (1995) found that diverse student populations viewed faculty-student

interaction, living on campus, a student-centered environment, and student affairs

resource allocation as positive aspects of the institution.

All too often higher education can convey oppressive messages to students. This

can take the form of the campus' not recognizing cultural or religious observances,

minority students' not being pictured in institutional publications, or the majority of

administrators' being from one ethnicity and sex, etc. Students are expected to be

involved in the campus environment as an agent of development, but the academic

struggles African American students face may impede involvement. Having a clear

understanding of race and racial identity and their impact on the experiences and

worldview of college students of color is vital to providing developmentally appropriate and meaningful support and services (Pope, 2000).

The cognitive development of students is critical to their participation and retention within higher education. That idea of knowledge as a linear process then becomes contrary to the notion that within African tradition, limited emphasis on individuality and collectivity, affiliation, and interdependence is stressed (Cheatham, 1996). It has been argued that the structures of colleges and universities reinforce inequitable power relationships, such as learning as a competitive endeavor, linear ways of obtaining knowledge, and knowing as a separate experience (Belenky, Clinchy, Goldberger, and Tarule, 1986).

Research has supported the inclusion of non-cognitive variables in the prediction of college success and ultimately retention (Sedlacek & Adams-Gaston, 1992; Schwartz & Washington, 2002).   More often than not, success in college has less to do with aptitude in cognitive measures (e.g., high school grade point average, standardized achievement tests, and class rank) than non-cognitive measures such as self-efficacy, motivation, commitment, and persistence (Moore, 2001). Sedlacek (1983) identified additional non-cognitive variables in predicting academic success of African American college students. The variables are:

    (1) A positive self-concept;

    (2) Understanding and dealing with racism;

    (3) A realistic self-appraisal;

    (4) The preference of long-range goals to immediate needs;

    (5) The availability of a strong support person;

(6) Successful leadership experiences;

(7) Demonstrated community service; and

(8) Nontraditional knowledge.

These variables provide direction for classroom instruction and programmatic development. Furr & Elling (2002) found that financial assistance, campus involvement, and academic performance were significant factors among students who would persist versus those who would not.

Taylor and Howard-Hamilton (1995) found that students were less involved and satisfied with college because they did not find activities that related to their experiences. Jacoby (1991) identified the following themes as affecting African American student dissatisfaction with their college: (a) an absence of African American faculty and staff role models, (b) a lack of academic and financial preparedness, (c) a poor selection of campus activities related to the African American student's life experience, and (d) evidence of racism in the university environment.

Many college support programs, notwithstanding some noteworthy successes, quite often are seen as appendages to "mainstream" institutional activities (Daniel, 2001). These efforts can then be viewed as unimportant by the institution as a whole and an insincere effort. The strategy of demanding results from special programs established specifically for educationally disadvantaged students delivered primarily by members of the disadvantaged population who are not members of the regular mainstream faculty, staff, and administration has not been effective (Daniel, 2001). It then becomes important for staff responsible for institutional initiatives to prepare students better in

understanding the transition process of integrating into the new institutional culture. It is also imperative that the institutional culture be prepared to accept all students.

Research on the collegiate environmental factors has indicated there is no significant difference between African American students and White students in terms of the positive benefits of the college experience. Close relationships with faculty, peer group influence, out-of-classroom experiences, and living on campus are all associated with increased student learning outcomes, persistence, educational attainment (obtaining one's desired educational objective), and satisfaction with the college experience (Kezar, 1999).

Living on campus (versus commuting to college) is perhaps the single most consistent within college determinant of impact. Those who live at home or elsewhere off campus and commute to college may have adverse effects due to the fact that residential living creates a social-psychological context for a student that is markedly different from off campus life. Living on campus maximizes opportunities for social, cultural, and extracurricular involvement, and it is this involvement that largely accounts for residential living's impact on students (Pascarella & Terenzini, 1991). As a result of the importance of the residential experience, many institutions have created specialized services within the residence halls to cater to the needs of students. Problems may arise when Black students who wish to retain their cultural identity struggle to operate successfully in a predominantly different culture without being marginalized (Benton, 2001). The retention of cultural identity could be related to the way in which students dress or how they choose to decorate their residence hall room.

Many residential initiatives have been based on the research of Chickering and Reisser (1993). Their theory suggests seven vectors that students typically face and resolve during college. The vectors are:

(1) Developing competence,

(2) Managing emotions,

(3) Moving through autonomy towards interdependence,

(4) Developing mature personal relationships,

(5) Establishing identity,

(6) Developing purpose, and

(7) Developing integrity (Chickering & Reisser, 1993).

The value of the residence hall experience on college student development has been documented in educational research (Fleming, 1984; Pascarella & Terenzini, 1991; Chickering & Reisser, 1993). Research has indicated that most changes in residents' attitudes, values, future plans, and intellectual interests occur during the first two years as students form new relationships and find new reference groups (Chickering & Reisser, 1993). Living on campus has been shown to increase opportunities for intellectual, academic, and social involvement (Chickering & Reisser, 1993). Pascarella and Terenzini (1991) found that students reported the importance of interactions with upperclassmen in residential facilities and the value of new responsibilities, such as becoming hall officers or resident assistants, in supporting ethical development (p. 365).

Since university administrators within housing and residence life can control student placement within residence halls, train and supervise live-in staff, and organize governance and judicial systems, they have leverage for fostering development

(Chickering & Reisser, 1993). This inherent authority has led to the creation of special residential initiatives to foster enhanced development for African American students on several predominantly White institutions. These targeted efforts generally involve minority staff trained in issues of diversity, theories of racial identity development, and programming for multicultural competencies (Howard-Hamilton, 1997; Just, 1999; Sutton & Kimbrough, 2001; Furr & Elling 2002). In some instances themed residence hall floors, designated programmatic space, and cultural additions to facilities have been created to foster a sense of inclusion on campus. As reported by Moos (1979), architecture and the physical organization of living space can have positive or negative effects on students. Moos' model of campus architecture suggests physical and architectural variables can affect social climate directly, thereby creating a more cohesive environment. The provision of professional and paraprofessional staff and physical space to meet the needs of minority students and, more specifically, African Americans can be critical in fostering a sense of inclusion within the campus environment.

The provision of residential initiatives to facilitate African American student transition into college is further supported with curriculum infusion in the residence halls, and the creation of living-learning centers helps ease distress over academic achievement (Kim, 1998). Institutions ultimately view residential initiatives as vehicles for the retention of minorities in higher education. Students who decide to live on campus provide the institution with opportunities to interact with them, to program to their needs as individuals in transition, and to provide avenues for involvement in campus activities. If done correctly, the outcomes could be student retention by the institution and also by the residence halls.

Residential initiatives also provide peer group support for African American students. Astin (1996) posited that the student peer group is the strongest single source of influence on student cognitive and affective development. Student participation in residential and other types of institutional initiatives can also help African American students strengthen their individual competencies. Taylor and Miller (2002) found support for programs and services in higher education that:

(a) Provide African American students with opportunities to serve as mentors to other African American students,

(b) Construct leadership opportunities that require students to apply information learned in the classroom to other campus activities,

(c) Incorporate retention programs that provide students with the opportunity to work and dialog with the faculty, and

(d) Encourage student leaders in minority organizations to participate in activities and organizations associated with their academic major in addition to campus-wide activities (p. 278-279).

Their findings allude to the importance of empowering and validating minority students to promote growth and development.

In addition to residential initiatives, many institutions have created offices and departments to facilitate minority student retention and development. Although varying in staff composition, purpose, and placement in the university administrative structure, offices of minority support can be critical for meeting the needs of students within and outside of the residence hall setting. Many offices also serve as a programmatic entity for the campus, promoting cross-cultural learning and interaction. A negative aspect about

the existence of these offices is that the overriding campus sentiment then relegates them to the role of "campus diversity educators." There also may be less of a need for non-minority students to participate in the programs and some programs may not actively reach out to the entire campus, but only to African American or minority students.

Along the same sentiment as residential initiatives, these offices may view their role in the retention of minority students as being fulfilled through programs and direct services to promote a positive social environment for students. Actually, retention should be a product of numerous different areas of the student's life, and the entire educational institution must be prepared to foster and/or facilitate development in these key areas (Moxley, Najor-Durack, & Dumbrigue, 2001). If these offices or departments are the only areas that feel obligated to retain and develop minority students, the students are done a disservice. If the retention and adaptation for minority students is not an institution-wide concern, the minority students are further marginalized and relegated to one office on campus. Moxley, Najor-Durack, & Dumbrigue (2001) state the four properties of institutional commitment to retention as: (1) the priority the institution places on retention; (2) the broad scope the institution assigns to retention; (3) the important role members of the academic community serve in any retention effort; and (4) the identification of the supports and resources the institution commits to retention.

Beyond those stated in current literature there are several variables that can impact how students interact with the collegiate environment. These variables can include percentage of minority students on campus, the availability of support and resources, and the level of academic preparedness for college. Only through continued

research and examination can students be better served by the services that institutions provide aimed at promoting the holistic development of students.

Chapter Summary

While the collegiate experience of some majority group members has been well documented, research on the African American college experience has not. The initial integration of African Americans into predominantly White institutions of higher education evolved out of the legal system, resulting in a wide array of factors disadvantageous to the involvement, retention and graduation of these students. The collegiate experience of African American students has received more attention in recent literature paralleling the development of services designed to assure their success. Many authors write about what factors, services and conditions must be in place to guarantee student success along with a number of other desired outcomes such as involvement, a sense of belonging and an absence of alienation. This not only can be useful in designing services and programs but also in evaluating the probability they will achieve their desired outcomes.

CHAPTER 3

METHODOLOGY

This chapter will provide information on research design, data collection, and statistical analyses. The instruments used are explained in addition to the research design.

Data Collection

Data for this study were collected at a large land grant doctoral degree-granting institution in the southeastern United States. Participants were African American undergraduate students. In order to enlist participants, correspondence was sent to department heads within the Division of Student Affairs to obtain permission to contact students through organization meetings, events, and department-sponsored functions. The departments targeted were Minority Services and Programs, the African American Culture Center, the Greek Life Office, the Department of Student Activities, and the Department of University Housing. It was hoped that access to the students in these areas and the support of the professional staff would increase the return rate.

Instrumentation

One of the instruments administered was the Student Adaptation to College Questionnaire (Baker & Siryk, 1989), hereafter referred to as the SACQ, a 67 – item self-report questionnaire to measure student adjustment to college. The instrument is based on the underlying assumption that adjustment to college is multifaceted, demanding, and requires a variety of coping responses (or adjustments) (Baker & Siryk, 1989). The

instrument is divided into four principle subscales focusing on certain aspects of adjustment to college. Within each scale there are subscales to measure more specific information. Baker and Siryk (1989) encourage that the full-scale score not be used exclusively, in that the basic premise of the Student Adaptation to College Questionnaire is that adjustment to college is multifaceted.

The subscales are:

(1)   *Academic Adjustment* – a 24 –item scale that measures a student's success in coping with the various educational demands characteristic of the college experience.

a. *Motivation*: Attitudes toward academic goals and the academic work required, motivation for being in college and for doing academic work, sense of educational purpose.

b. *Application*: How well motivation is being translated into actual academic efforts; how successfully the student is applying himself/herself to the academic work and meeting academic requirements.

c. *Performance*: The efficacy or success of academic efforts as reflected in various aspects of academic performance; the effectiveness of academic functioning.

d. *Academic Environment*: Satisfaction with the academic environment and what it offers.

(2) *Social Adjustment* – 20 items that measure a student's success in coping with the interpersonal-societal demands inherent in the college experience.

    a. *General*: Extent and success of social activities and functioning in general.

    b. *Other People*: Involvement and relationships with other persons on campus.

    c. *Nostalgia*: Dealing with social relocation and being away from home and significant persons there.

    d. *Social Environment*: Satisfaction with the social aspects of the college environment.

(3) *Personal – Emotional Adjustment* – 15 items focusing on a student's intrapsychic state during his or her adjustment to college, and the degree to which he or she is experiencing general psychological distress and any concomitant somatic problems.

    a. *Psychological*: Sense of psychological well-being.

    b. *Physical*: Sense of physical well-being.

(4) *Goal Commitment/Institutional Attachment* (referred to as Attachment) – 15 items that explore the student's degree of commitment to educational-institutional goals and degree of attachment to the particular institution the student is attending.

a. *General*: Feelings about, or the degree of satisfaction with, being in college in general.

b. *This College*: Feelings about, or the degree of satisfaction with, attending the particular institution at which the student is currently enrolled (Baker & Siryk, 1989).

Each item on the SACQ is based on a 9-point scale, with the responses ranging from "applies very closely to me" to "does not apply to me at all." Thirty-four of the items are negatively worded and their response values run from 1 to 9. The thirty-three positively worded item responses are from 9 to 1. For scoring purposes, values from 1 to 9 have been assigned to successive positions in a continuum that ranges from less adaptive to more adaptive adjustment, respectively (Baker & Siryk, 1989, p.1). Reliability coefficients for the full scale range from .89 to .95. The reliability coefficients for each scale of the instrument are Academic Adjustment, .78 to .90; Personal-Emotional Adjustment, .74 to .89; and Institutional Attachment, .81 to .91.

The Extracurricular Involvement Inventory (Winston & Massaro, 1987), hereafter referred to as the EII, is an 8 item questionnaire designed to measure the self-reported intensity of student involvement in extracurricular groups and organizations. Students were asked to complete the EII for one organization in which they have participated within the past four weeks. The EII is designed to measure the intensity of involvement, which is the product of the interaction of the quality and quantity of involvement. The instrument examines participation in "organized" student activities and student organizations. Organized is defined as activities and organizations recognized by or sponsored by the institution (Winston & Massaro, 1987). Although the instrument can be

completed for each organization in which the student participates, students were asked to complete the instrument for only one activity which they view to be their primary organization. Students were provided with several options encompassing organized activities as defined by the instrument (see table 1). Within certain types of organizations students were provided with several alternatives that would place them in the categories. While not an exhaustive list, it did seem to encompass most of the sample. High intensity of involvement is thought to result when a student expends a considerable amount of time and quality of effort and when a student is committed to the group or organization to invest his or her time, psychic energy, and physical activity to further its purposes (Winston & Massaro, 1987).

In order to provide a profile of the participants, the researcher created a demographic questionnaire. Qualitative open- ended questions were created by the researcher was also given to obtain the students' perceptions of existing services and identify services and programs students deem necessary. The qualitative questions were also chosen to provide the researcher with more detailed information on services that might impact student adaptation. A better understanding of the factors that can impact student perceptions of and adaptation to the collegiate environment can lead to the review of current institutional services. The qualitative questions were coded by the researcher to identify themes and suggestions for services needed. Since the researcher is an African American male that attended a predominantly White southern institution, the qualitative responses were viewed through that lens. Therefore, careful thought had to be given in how responses were summarized and/or restated to be sure that the student's voice was heard.

Table 1

Extracurricular Involvement Inventory
Student organization listing and frequencies

Type of Organization	Frequency	
Social fraternity/sorority	43	
Intercollegiate Athletic Team	6	
Religious	10	
Academic Club or Society	21	(academic department or major related)
Academic Honorary	13	
Programming	17	(e.g., Student Center/Union)
Intramural Sports Team	11	
Student Publication	7	(e.g., newspaper, magazine, or yearbook)
Service or Philanthropic	17	
Performing Group	23	(e.g., choir, drama production, debate team)
Governance	14	(e.g., hall council, SGA, judiciary)
Other	26	
None	2	(not currently involved in any organization)
Total	212	

Administration of the instruments at organizational meetings and department-sponsored events was preceded by a brief explanation of the research, its purpose, and how the data might be utilized at the current institution. In circumstances where the instrument was given to students outside of an organization function or meeting, the researcher provided an explanation on an individual basis.

Participants

Undergraduate African American students enrolled at the university served as the research sample. The final sample size was 212 students (see table 2). Participants were reached through university residence halls, student organization meetings of organizations composed primarily of African American students, and personal contact made by the researcher. Initial concerns over equitable representation based on gender due to institutional composition did not impact the responses in that almost an equal number of men and women completed the instrument. As of spring semester 2003 enrollment information, the institution had 24,010 undergraduate students. There were 1,140 African American students, 750 women and 390 men. Of those undergraduates enrolled, 25% (96) of the male population and 16% (116) of the female population participated in the research. Table 3 provides enrollment information about the participants by academic classification. The enrollment numbers do not accurately reflect the potential sample population. For example, students participating in cooperative education programs, study abroad, national student exchange programs, internships, student teaching, commuting from outside the county, or not on campus are included in the enrollment numbers. Since those students have technically paid tuition they are considered enrolled and therefore are counted in the institution's enrollment statistics.

Also, the enrollment figures provided do not differentiate between students enrolled full-time and part-time. In completing the research instrument students were asked to identify their academic classification from the options of freshman, sophomore, junior, senior, 5th year, or beyond 5th year. Of students responding, 13 (6%) identified themselves as 5th year students. Since the institution does not recognize a classification beyond senior status, 5th year students were collapsed into the senior category. Sex was used as a variable in this study as previous research has indicated the existence of developmental differences between college men and women (Gilligan, 1982, Belenky, et al, 1986; Josselson, 1987, Liddell, Halpin, & Halpin, 1993, & Pascarella, et al, 1997). These differences may be magnified when race is introduced as a confounding variable.

Comparisons were made between students who live on campus and those who do not live on campus. This was important since one of the institutional initiatives is to increase the viability of the residential program. Analyses were done to examine geographic distance from home or place of permanent residence to determine if distance impacts adjustment. Parent or guardian's level of education was used to determine if prior familiarity with the collegiate experience would aid in adjustment.

<div align="center">Research Design</div>

The instruments for this study were given in one administration with no subsequent follow up. Dependent variables considered for analysis include adjustment to college as measured by four subscales from the SACQ (academic, social, personal-emotional, and goal commitment/institution attachment) and campus involvement. Independent variables considered were gender, academic year in school, current place of residence (on campus versus off campus), geographical distance from home,

parent/guardian completion of college, and declaration of an academic major. Students also completed a set of demographic questions to provide a profile of student participants. Short answer qualitative items were administered to obtain information on students' perceptions of current services and potential services needed.

Data Analysis

The research questions below were analyzed by the following methods:

1. How do African American students rate their adaptation to college as measured by the Student Adaptation to College Questionnaire (Baker & Siryk, 1989)?

The SPSS statistical software package was used to analyze student response to the instrument. This included conducting t-tests to compare responses based on gender, residence (on campus versus off campus), and academic major declaration or not. One-way analysis of variance was conducted to compare geographic distance from home, academic year in school, and parent/guardian completion of college.

2. To what extent are African American students involved in extracurricular activities as measured by the Extracurricular Involvement Inventory (Winston & Massaro, 1987)?

This was analyzed by performing statistical analysis of the student responses to the Extracurricular Involvement Inventory. Independent sample t tests were conducted to determine if statistical significance existed when considering gender and place of residence. One-way analysis of variance was done to

Table 2

Frequency Distribution of Sample Based on Demographic questions

Gender	N	%
Male	96	(45%)
Female	116	(55%)
Total	212	

Declaration of Major		
Yes	199	(94%)
No	13	(6%)
Total	212	

Academic Classification		
Freshman	28	(13%)
Sophomore	53	(25%)
Junior	69	(33%)
Senior	62	(29%)
Total	212	

Geographical Distance From Home		
Less than 50 miles	25	(12%)
51-250 miles	160	76%)
251-500 miles	16	(7%)
500 or more miles	11	(5%)
Total	212	

Current Residence		
On Campus	122	(57.5%)
Off Campus	90	(42.5%)
Total	212	

Parent/Guardian Level of Education		
One parent/guardian completed college	58	(27%)
Both parents/guardian completed college	82	(39%)
Neither parent/guardian completed college	72	(34%)
Total	212	

Table 3

Spring 2003 African American Enrollment by Academic Classification

Freshman	
Male	71
Female	139
Total	210
Sophomore	
Male	83
Female	168
Total	251
Junior	
Male	97
Female	213
Total	310
Senior*	
Male	139
Female	230
Total	369
Total enrollment	
Male	390
Female	75
Total	1,140

* Senior classification includes all students who have accumulated credit hours at or above that point. The number would thereby include all students who have been enrolled above four academic years.

examine scores on the EII and the remaining demographics (geographic distance from home, parent/guardian level of education, and academic classification).

3. To what extent do African American students utilize the services provided specifically for them by the institution?

This was analyzed by comparing the qualitative comments provided by the students. Comments were categorized by common themes.

4. To what extent do African American students see a need for the current services provided?

This was analyzed by comparing the qualitative comments provided by the students. Comments were categorized by common themes.

5. Has the existence of or participation within the special services aided in their adaptation to college?

This was analyzed by comparing the qualitative comments provided by the students. Comments were categorized by common themes.

6. Do the initiatives provided by the institution provide a stronger connection and sense of inclusion to the institution?

This was analyzed by comparing the qualitative comments provided by the students. Comments were categorized by common themes.

7. What types of services do African American students express as being necessary for the institution to provide for students of color?

This was analyzed by comparing the qualitative comments provided by the students. Comments were categorized by common themes.

Based on independent variables composed from the demographic profile questionnaire, independent t-tests were conducted to compare results based on gender, place of residence (on campus versus off campus), and whether or not the student has selected an academic major. One-way analysis of variance was conducted to compare results based on academic year in school, parental/guardian completion of college, and geographic distance from home.

Data Analysis Notes

It should be noted that data collection occurred during Black History Month. This may have impacted the level of involvement or participation by some students. There were several performances that occurred over the course of the month, which in fact may have impacted the number of hours of involvement in the last four weeks. Since students were asked to complete the instrument at organized programs as well as student organization meetings, students may have been more likely to be in attendance if there was an upcoming event for which the organization needed to prepare. Additionally, as data collection occurred during the spring semester, the students had the previous semester to become involved in a student activity or organization. The Department of Student Activities also had its activities fair earlier in the spring semester. If students had recently become involved their amount of time and quality of involvement might have been impacted.

Chapter Summary

Data collection occurred over a nine -week period during the spring semester. The sample size included 212 African American undergraduate students. Each student was given the demographic profile questions, the Extracurricular Involvement Inventory,

the Student Adaptation to College Questionnaire, and the qualitative short answer

questions. These instruments provided the data for each participant for computing his or

her level of involvement, degree of adaptation to college, and categorizing the types of

services the students view as needed.

CHAPTER 4

RESULTS

This chapter presents the results of the statistical qualitative analyses conducted for each of the research questions. The chapter will also provide information on additional findings obtained during research. Research questions that produced significant results will be analyzed and discussed.

Results of Data Analysis

Research Question 1

This research question asked, "How do African American students rate their adaptation to college as measured by the Student Adaptation to College Questionnaire (Baker & Siryk, 1989)?" Several statistical tests were conducted to analyze African American students' adaptation to college as measured by the SACQ. The independent sample t test conducted to analyze gender differences yielded no significant results at an alpha level of .05. In this sample, it appears that men and women view their overall adaptation to college as being very similar. The independent sample t test based on place of residence (on campus versus off campus) yielded significant findings on the *Performance scale* ($t = -3.392$; $p = .001$) of the *Academic Adjustment subscale* (See Table 4). Off-campus students produced a mean of 52.10 versus the on-campus mean of 46.90. This implies that students living off campus exhibited higher levels of efficacy or success on academic efforts as reflected in various aspects of academic performance.

Significance was found on the *Social Adjustment subscale* (t = -2.118; p = .046).
The Social Adjustment subscale is designed to measure a student's success in coping
with the interpersonal-societal demands inherent in the college experience (Baker &
Siryk, 1989). Students living off-campus had a mean of 95.05 versus the on-campus
student mean of 85.06, implying that off-campus students in this sample were better
equipped to cope with the social demands of the collegiate experience. Within the *Social
Adjustment subscale* significant results were found on the *Nostalgia* and *Social
Environment scales*. The *Nostalgia scale* produced significance (t = -2.347; p = .020)
with an off-campus student mean of 21.34 and on-campus student mean of 19.44.
According to those findings, off-campus students in this sample are better equipped to
deal with being away from home. The *Social Environment scale*, measuring satisfaction
with the social aspects of the college environment, produced significance (t = -3.844; p =
.000) with an off-campus student mean of 14.00 and an on-campus student mean of
10.05. These findings could indicate that students may have chosen to live off-campus
after developing a strong social network and support system. This also supports earlier
educational research findings that suggest the residential experience can impact the social
strata of college students (Gloria, Kurpius, Hamilton, & Wilson, 1999; Zeller, W.J. &
Hummel, M.L. 1999).

The independent sample t test conducted on place of residence revealed
significance on the *Emotional Attachment subscale* (t = -2.150; p = .033). Off-campus
students produced a mean of 88.05 versus the on-campus mean of 82.28, indicating that
the off-campus students are responding better to the psychological distress and any
concomitant somatic problems. Within the *Emotional Adjustment subscale* significant

interaction was also revealed on the *Psychological scale* (t = -2.239; p = .026) with an off-campus mean of 57.61 and on-campus mean of 52.94. These results indicate that off-campus students have established a better sense of psychological well-being.

The independent sample t test conducted based on place of residence also yielded significant interaction on the *Institutional Attachment subscale* (t = -2.850; p = .005). On-campus students had a mean of 72.54 versus off-campus students mean of 80.42. Those results imply that off-campus students in this sample were more attached to the institutional goals and the educational process. Within the *Institutional Attachment subscale* significance was also found on the *This College scale* (t = -3.481; p = .001). Off-campus students had a mean of 20.14 and on-campus students had a mean of 18.32. It would then appear that for this sample, off-campus students exhibited higher levels of satisfaction with this particular institution. Satisfaction and general attachment to the institution may equip students to transition into off-campus living. Satisfaction and attachment may also be facilitated if off-campus students had participated in the residential program prior to moving off-campus.

The independent sample t test conducted examining declared major versus no declared major. These results indicate that students' selection of an academic major does not impact adaptation to college.

Analysis of variance conducted on parent/guardian level of education only yielded significant results on the *Institutional Attachment subscale* (p = .043). Scheffe post hoc analysis revealed a significant difference between both parents/guardians who completed college versus parents/guardians who did not complete college at a significance level of .047. Analysis revealed parent/guardian completion of college might impact a student's

attachment to the institution and its educational goals and a commitment to degree completion.

Analysis of variance examining geographic distance from home yielded significant results on the Application scale of the *Academic Adjustment subscale* at p = .026. Scheffe post hoc analysis revealed that students who were 51 to 250 miles from home versus those who were 500 or more miles from home (p = .028.) were more adjusted academically. Significant results were also found on the General scale of the *Social Adjustment subscale* at p = .002. Scheffe post hoc analysis revealed that students who were 51 to 250 miles from home versus those who were 500 or more miles away from home (p = .003) were more socially adapted. Based on significant results on the *Academic* and *Social Adjustment subscales* it appears that the distance from home might impact adjustment as measured by those two subscales. Additionally, under *Social Adjustment* significant results were found on the *Social Environment scale* at p = .047. Post hoc analysis, however, did not reveal significant results. The *Institutional Attachment subscale* produced significant results at p = .048 and post hoc analysis did not reveal additional significance. The *General attachment scale*, within the overall *Institutional Attachment subscale,* produced significance (p = .012). Scheffe post hoc analysis revealed that students who were 51 to 250 miles from home versus those who were 500 or more miles away from home (p = .015) were more attached to the institution. In these results it appears that distance from home impacts the degree to which students in this sample commit to the educational goals and persist to degree completion.

Analysis of variance conducted to examine academic classification yielded significant results under the *Academic Adjustment subscale* in the Application scale (p =

.047) and the Performance scale (p = .005). Post hoc analysis, however, did not reveal additional significance. These results indicate that differences exist based on academic classification for students in this sample in academic performance and the degree to which application is translated into the actual academic efforts.

Analysis of the *Physical scale* under *Emotional Adjustment subscale,* which measures sense of physical well being, yielded significance at p = .013. Scheffe post hoc analysis revealed significant difference between juniors and seniors (p = .020), with seniors being more emotionally adjusted. Within the *Institutional Attachment subscale* significant results were found on the *This College scale* (p = .000). Scheffe post hoc analysis revealed significant differences between freshmen and seniors (p = .007) and between sophomores and seniors (p = .002). In both cases seniors were more attached to the institution. Based on these results it appears that seniors experience attachment to this particular institution differently as opposed to freshmen and sophomores.

Research Question 2

This research question asked, "To what degree are African American students involved in extracurricular activities as measured by the Extracurricular Involvement Inventory (Winston & Massaro, 1987)?" Means were calculated for each student's scale score on the EII. The actual number of hours a student was involved in extracurricular activities was multiplied by the sum of the responses for the five instrument items. Since the score for the EII is based on intensity of participation, students who had not participated within the past four weeks or had not been involved at all could not be calculated. Only two students (.01%) in the total sample indicated not being involved at all in an organized student activity or organization. Fifteen other students (7%) reported

being involved in an organization or activity, but not within the past four weeks. For

purposes of analyzing the Extracurricular Involvement Inventory, the sample size was

reduced to 195 students.

Statistical analyses were performed to determine if statistical significance would

be found on the demographic variables (See Table 7). An independent sample t test was

utilized to explore any gender difference and yielded significant differences ($t = 2.140$; p

$= .034$), with males having a mean of 31.98 and the female mean of 22.21. Based on the

results it appears that men in this sample are more involved and to a greater degree than

the women. The independent sample t test conducted on place of residence produced

significance ($p = .046$), with the off-campus student mean of 31.67 and an on-campus

student mean of 22.79. The results imply that off-campus students in this sample are

more involved than those living on campus. The independent sample t test conducted on

the basis of whether the student had selected an academic major did not reveal statistical

significance.

One-way analysis of variances conducted on parental level of education and

geographic distance from home did not show any significant interaction. The same

analysis conducted on academic classification, however, did produce significant

interaction on the basis of academic year ($F = 3.924$, $p = .010$). To determine where

specific differences existed within academic classification, the Scheffe post hoc

comparison was conducted. The analysis revealed significant interaction for seniors

when compared to freshmen ($p = .025$). This implies that the seniors in the sample were

more involved and to a greater degree to of intensity as measured by the EII.

Table 4

Student Adaptation to College Questionnaire t test results based on Residence

	Residence	Mean	SD	t	Sig.
Academic Adjustment Subscale					
Performance Scale	Off Campus	52.10	9.65	-3.392	.001*
	On Campus	46.90	9.89		
Social Adjustment Subscale	Off campus	95.05	9.64	-2.118	.046*
	On Campus	85.06	10.93		
Nostalgia	Off Campus	21.34	5.08	-2.347	.20*
	On Campus	19.44	5.35		
Social Environment	Off Campus	14.00	4.23	-3.844	.000*
	On Campus	10.05	4.54		
Emotional Adjustment Subscale	Off Campus	88.05	16.83	-2.150	.033*
	On Campus	82.28	17.79		
Psychological Scale	Off Campus	57.60	12.88	-2.239	.026*
	On Campus	52.94	14.00		
Institutional Attachment Subscale	Off Campus	80.41	12.73	-2.850	.005*
	On Campus	72.54	11.87		
This College Scale	Off Campus	20.14	3.51	-3.481	.001*
	On Campus	18.31	3.30		

Table 5

Student Adaptation to College to Questionnaire ANOVA based on Distance from Home

	F	df	p
Academic Adjustment Subscale			

Application Scale   3.172   168   .026*

(Scheffe post hoc analysis revealed difference between 51-250 mi and 500 mi or more at p = .028)

Social Adjustment Subscale

General Scale   5.277   166   .002*

(Scheffe post hoc analysis revealed difference between 51-250 mi and 500 mi or more at p = .003)

Social Environment   5.277   115   .047*

(Scheffe Post Hoc Analysis did not reveal significance)

Institutional Attachment Subscale   2.711   115   .048*

(Scheffe post hoc analysis did not reveal significance)

General Attachment   3.736   169   .012*

(Scheffe post hoc analysis revealed difference between 51-250 mi and 500 mi or more at p = .015)

Table 6

Student Adaptation to College Questionnaire ANOVA based on Classification

	F	df	p
Academic Adjustment Subscale			
Application Scale	2.705	168	.047*
(Scheffe post hoc analysis did not reveal significance.)			
Performance Scale	4.399	163	.005
(Scheffe post hoc analysis did not reveal significance.)			
Emotional Adjustment Subscale			
Physical Scale	3.682	168	.013*
(Scheffe post hoc analysis revealed difference between juniors and seniors at p = .020)			
Institutional Attachment Subscale			
This College Scale	6.888	169	.000*
(Scheffe post hoc analysis revealed differences between freshmen and seniors at p = .007 and difference between sophomores and seniors at p = .002.)			

Table 7

Extracurricular Involvement Inventory Analysis

t test

Independent Sample t test based on Gender

Gender	**N**	**Mean**	**SD**	**t***	**p**
Male	87	31.98	36.38	2.140	.034*
Female	108	22.21	24.61		

T test

Independent Sample t test based on Residence

Residence	**N**	**Mean**	**SD**	**t**	**p**
Off Campus	83	31.67	33.77	-2.013	.046
On Campus	112	22.79	27.83		

* Equal variances not assumed

Table 8

Extracurricular Involvement Inventory Analysis of Variance

One-way Analysis of Variance for Academic Classification

	df	F	p
Between Groups	3	3.924	.010*
Within Groups	191		
Total	194		

Post Hoc Analysis

Scheffe Test on Academic Year

		Mean Difference	Std. Error	p
Senior	Freshmen	22.64	7.31	.025*
	Sophomore	12.87	5.79	.180
	Junior	4.77	5.50	.860

Research Question 3

Students were asked, "Do you utilize services provided by the institution geared primarily towards African American students? If not please indicate why?" The response rate for the question was 79% of the women (91) and 67% of the men (64). The question was worded with hopes of eliciting extended responses from those students who did not utilize services. For those students who utilized the services provided, 110 responses (71%) stated yes and provided no additional comments. Ten women (6%) and two men (1%) who utilized the services provided more information. Of those students providing additional information the responses common statements centered on the fact that "utilization of services was based on personal schedule and having time to participate." Academic and work schedules were listed as reasons why students did not use the services to their full capacity. Additional comments provided by students utilizing services centered on a need for services to provide academic assistance and support.

Of the total responses, 33 students (21%) indicated that they did not utilize services provided and supplied reasons why they did not. Those responses were reviewed, classified into common and recurring themes, and coded based on frequency. For those students indicating that they did not use the services the themes included: 1) being unaware of services provided or available to them (10); 2) active participation in other campus activities and organizations (8); and 3) not having a need for participation in or utilization of services provided (10). Specific comments provided included the services not meeting their needs beyond the first year.

Research Question 4

The question, "Do you see a need for special services for African American students to be provided by the institution? Please give reasons." provided students with an opportunity to communicate needs that are either being fulfilled or not fulfilled by the services. A total of 147 students (69%) responded to the question, 87 women (75%) and 60 men (63%). Of those responding, 129 students (88%) stated, "yes" in seeing a need for services and provided reasons supporting the need for special services to exist. The remaining 18 students (12%) only stated, "yes" and did not provide additional information. The comments were reviewed and sorted into the following comments: 1) a need for services to promote peer interaction and support (37); 2) the need for services to facilitate social adjustment to the campus environment (22); 3) services to increase comfort level within institution (43); 4) the need for services to exist in response to the low enrollment of African American students (16); and 5) the need for services to promote adaptation and acclimation to the campus community (11).

Both men and women made statements concerning the need to be acclimated and feel connected to campus as a need for the services provided. Comments also stated the services provide comfort on a social level, which may in fact work to ease the transition into the collegiate environment. Students commented on the opportunity to interact and socialize with other African American students as why services were needed. Students indicated very specific needs related to the recruitment and retention of African American students. Other needs mentioned included promoting more unity within the community of African American students and the community at large. The need to feel connected to

the university community as a whole and not just the African American student

population appeared in some responses.

Even though students indicated that they did not participate in the services

provided, only eight women (.5%) and four men (.04%) stated that they did not see a

need for any special services. Ten students (5%) commented on special services

segregating African American students from the campus community.

Research Question 5

Research question five examined "How has the existence of or participation

within special services aided your transition to college?" Of the total sample, 81 (70%)

women and 51 (53%) men responded. The student responses were coded and separated

into the following common areas as to how participation in services aided transition to

college: 1) the services aided in establishing social connections and relationships with

others (42); 2) the services facilitated a sense of connection to and comfort within the

institution (40); and 3) the services introduced students to other institutional resources

(24). The ability to meet like-minded individuals, people with the same goals as me, and

meeting people who can be used as resources and mentors were themes provided as to

how the services aided in the transition. The remaining responses provided (26) indicated

that services had not aided in transition to college.

Support and interaction as a result of participation in services is how many of the

students had their initial social support system created. The students appeared to be able

to view their peers through dual lenses of equal and individuals with more knowledge.

Although many students responded positively about the social transition is being made

easier, only 3 students spoke positively of academic support. The comments indicated

that the services were not useful from an academic standpoint. Comments from students

indicate that special services are effective in meeting the social needs of the students.

Social adaptation alone may not necessarily promote retention of the students. An

important aspect of the comments was that the relationships students discussed

developing was all with other peers. It should be noted that not one student indicated a

meaningful relationship with a professional staff member or faculty as instrumental in the

transition to college. Research has consistently indicated the importance of faculty

involvement outside the classroom (Kimbrough, Molock, & Walton, 1996; Astin, 1996;

& Graham, & Gisi, 2000).

Research Question 6

Students were asked, "In what ways has your participation in the services

provided helped you feel more a part of the institution?" Only 65 women (56%) and 45

men (47%) responded to this research question. Some students indicated that their

response for this research question could be answered by the response to research

question five. Other students simply did not respond. The responses provided were

categorized and the following common statements emerged: 1) aided in the social

transition and assisted in creating peer connection (36); 2) the services provided a sense

of connection to the institution and other services and resources provided (35); and 3)

promoted a sense of comfort with the institution (26). Only 13 students indicated that the

services had not aided in the transition to the college.

The social networking and relationships that were developed as a result of

participation were still the overriding responses to the question. The connection to the

larger campus community through simply being involved in services and activities was

indicated in comments of both men and women. Participation was also noted to have

provided students with a sense of purpose and belonging within the institution. Research

has indicated the importance of the psychological investment of students in activities on

campus (Astin, 1984). From the comments to this research question, it can be assumed

that the students are making interpersonal and social gains, but again the students do not

address the academic needs or transition. This could indicate that the African American

students sampled view the need for the interpersonal connections as important to or

having led to their success in the institution setting. Some comments sounded reflective

in nature, as if the students were able to look back on how the services aided them during

their collegiate life.

Research Question 7

This research question asked, "What type of services do you feel the institution

should provide for African American students?" In responding to the types of services

needed for African American students, some individuals made very keen and astute

observations. There were 63 women (54%) and 47 men (49%) men who provided

suggestions to the questions. Some students provided multiple suggestions. Each of

them was separated by themes and frequency. Needed services outlined by the

participants could be categorized into four areas. The four areas were need to: 1) provide

programs related to outreach, recruitment and retention of African American students

(27); 2) increase social events and cultural programming to foster increased interaction

(29); 3) provide academic assistance and support (36); and 4) increase opportunities for

interaction on all levels (alumni, faculty, institution administrators, members of the local

community, etc) and support groups (26). There were 9 students who indicated there was no need for additional services.

The recurring response of needs in recruiting of African American students indicated students were cognizant of minority enrollment. Beyond the stated needs of more recruiting programs, some students listed specific items to be addressed in the recruiting process, including programs and services to facilitate transition into the institution. The need for academic assistance crossed gender lines. Tutoring programs, mentoring programs, academic assistance, and educational programs were the most frequently requested needs (36). The importance of social relationships and peer interaction was stated in previous research questions, but academic support was seen as a need for students. Fifteen of the forty-seven males (32%) listed academic assistance as a need. These requests support current research on the importance of efficacy in African American male persistence and participation within higher education (Howard-Hamilton, 1997; & Steele, 1999; Brown, 2000; Benton, 2001).

The need for interaction with adults who could be seen as role models also emerged as important. Students indicated a desire to have prominent African American speakers on campus, an opportunity to interact with African American alumni, and increasing the African American faculty. Additionally, some of the students mentioned the idea of "support groups." Twenty-six of the one hundred ten students (24%) who responded to this question indicated a desire to have support groups or structured forums in which they could discuss their experiences.

It should be noted that students listed some institutional services as needed when in fact they already are offered. Items such as information on how to get involved,

opportunities for community service and outreach, an academic tutoring center, academic societies, and financial aid and scholarship information were asked for when the institution provides the information in various areas. Students also indicated the need for more career services, including speakers, career fairs, resume writing, internship, and job skills training. Those needs could be addressed through the institution career services currently established. No students indicated that they had used the career services and had a negative experience.

Additional Analysis

Correlations were performed to determine if the level of student involvement showed any relation to students' adaptation to college by comparing the Extracurricular Involvement Inventory and the Student Adaptation to College Questionnaire. Involvement, as measured by the EII, correlated positively with the following subscales and scales of the SACQ: 1) *Academic Adjustment subscale*; 2) the *Motivation scale*; 3) the *Social Adjustment subscale;* 4) the *Social Environment scale*; 5) the *Institutional Attachment Subscale;* and 6) the *This College scale*. At the p= .01 level involvement correlated positively with the *Academic Adjustment subscale* at r = .244 and the Motivation scale under *Academic Adjustment* at r = .352. Involvement yielded a significant interaction on the *Social Adjustment subscale* at the p = .05 level with r = .294. Within the *Social Adjustment subscale,* the *Social Environment scale* yielded interaction at the p = .05 level with r = .248. Both at the p = .05 level interaction was yielded on the *Institutional Attachment Subscale* (r = .245) and within the subscale the *This College scale* was positively correlated (r = .222). These results indicate that

involvement can have a significant impact on various levels and types of adaptation to college.

Chi square analysis was done to determine if academic classification and place of residence impacted one another. The data was recoded into two groups, first year students versus all other students and then the means of the two groups scores on the SACQ and EII were compared. It should be noted that all first year students lived on campus. The analysis revealed that class and residence were not independent of one another with the Pearson Chi-Square reported as $p = .000$. Analysis revealed significant results on the *Academic Adjustment Subscale* ($p = .033$), with first year students reporting a higher mean of 112.158 versus the upper-class student mean of 103.235. This indicates that first year students report higher levels of satisfaction with the academic environment and what it has to offer. Since the analysis revealed that all first year students lived on campus, this also speaks positively to the academic environment created through residential living.

Significant results were also revealed on the *General scale* of the *Social Adjustment Subscale* at $p = .034$. The first year mean of 24.300 and upper-class student mean of 20.105 indicates that first year students report a higher level of satisfaction with the social activities and functioning in general. These results also indicate the positive impact of students living on campus.

Significant results on the This College scale of the Institutional Attachment Subscale were revealed at $p = .046$. The upper-class student mean of 19.256 and first year student mean of 17.60, indicates that upper class students have a higher degree of satisfaction with this particular institution. Significance was revealed at $p = .000$ on the examination of the Extracurricular Involvement Inventory. The upper class students

reported a mean of 25.98 versus the first year student mean of 11.62 indicating a higher level of involvement in campus activities for upper class students.

Chapter Summary

Through analysis of the quantitative instruments, the researcher was able to determine areas of statistical significance. Independent sample t tests examining residence (on campus versus off campus) conducted on the SACQ yielded significance on the Performance scale of the *Academic Adjustment subscale*, the S*ocial Adjustment* subscale, the *Emotional Adjustment subscale* and the *Psychological scale* of *Emotional Adjustment*, the *Overall Attachment* subscale and the *This College scale* of *Institutional Attachment*. In all cases off-campus students produced higher means than on-campus students. The independent sample t test examining selection of an academic major did not yield significant interaction.

Analysis of variance conducted to examine parent/guardian completion of college, in relation to the SACQ, revealed significance on the *Institutional Attachment* subscale. Analysis of variance of the SACQ to examine geographic distance from home revealed significance on the Application scale of the *Academic Adjustment subscale*, *General* and *Social Environment scales* of the *Social Adjustment subscale*, the *Institutional Attachment subscale* and the *General scale* of the *Institutional Attachment subscale*. Analysis of variance conducted to examine academic classification revealed significance on the *Application* and *Performance scales* of the *Academic Adjustment subscale*, the Physical scale of the *Emotional Adjustment subscale*, and the *This College scale* of the *Institutional Attachment subscale*. Scheffe post hoc analyses were conducted to further examine areas of significance for each analysis of variance conducted.

Statistical analysis of the Extracurricular Involvement Inventory revealed significant interaction on independent sample t tests of gender, with male students having a higher mean. Independent sample t tests examining place of residence revealed significance, with off-campus students reporting higher means. The analysis of variance examining academic classification yielded significance. Scheffe post hoc comparisons revealed the significant differences occurred between freshmen and senior students.

Correlations conducted to examine involvement's relationship to adaptation revealed positive correlation on the *Academic Adjustment subscale* and the *Motivation scale* within it, the *Social Adjustment subscale* and the *Social Environment scale*, and the *Institutional Attachment subscale* and the *This College scale* within it. The thematic analysis of qualitative remarks provided information on use of services, needed services, and how the services impacted their adaptation to college.

The themes that emerged from analysis of research question 3 were that students did not utilize services because: 1) they were unaware of services provided or available to them; 2) actively participated in other campus activities and organizations; and 3) not having a need for participation in or utilization of services provided. Themes from research question 4, in seeing needs for special services, were: 1) a need for services to promote peer interaction and support; 2) the need for services to facilitate social adjustment to the campus environment; 3) services to increase comfort level within the institution; 4) the need for services to exist in response to the low enrollment of African American students; and 5) the need for services to promote adaptation and acclimation to the campus community.

Themes from research question 5, how has participation aided in transition to college, were: 1) the services aided in establishing social connections and relationships with others; 2) the services facilitated a sense of connection to and comfort within the institution; and 3) the services introduced students to other institutional resources. Themes derived from research question 6, inquiring about ways services have assisted in feeling a part of the institution, were that services: 1) aided in the social transition and assisted in creating peer connection; 2) the services provided a sense of connection to the institution and other services and resources provided; and 3) promoted a sense of comfort with the institution. Suggested services and needs in response to research question 7 were classified into the following themes: 1) provide programs related to outreach, recruitment and retention of African American students; 2) increased social events and cultural programming to foster increased interaction; 3) academic assistance and support; and increased opportunities for interaction on all levels (alumni, faculty, institution administrators, members of the local community, etc) and support groups.

CHAPTER 5

CONCLUSIONS

This chapter will provide a summary of the study, discussion of the findings, recommendations for future research, and limitations to the current study and recommendations for practice.

Summary of the Study

As society changes, the background and demographic profiles of the students entering higher education also change. Campuses must be prepared to meet the needs of students on numerous levels, including instruction, service provision, and policy development and implementation. In efforts to respond to the needs of African American students, several campuses have created specific services and interventions (Carreathers, et al, 1996; Moxley, et al, 2001). Programs must, however, conduct ongoing assessment and evaluation to ensure effectiveness (Upcraft & Schuh, 1996).

The purpose of this study was to examine perceptions of institutional initiatives at one institution to determine their ability to promote adaptation to college for African American students. The mixed design methodology allowed the researcher to capture different aspects of the students' experiences and needs. The findings of this research also provide important qualitative data for student affairs professionals to consider in future planning and assessment efforts. Students were contacted primarily through intact student organizations and through informal contacts in places such as residence halls and the student center. The sample size covered a wide variety of students based on academic year and type of student organization.

Limitations

As with all educational research, concerns exist over the accuracy of self-reported information (Keppel, 1991). The length of the instrument impacted some students' decision to participate in the research. Several students returned the instruments incomplete, while other refused to participate based on the length of the instrument. Since the instrument was disseminated primarily at meetings and programs, the time the students were willing to invest may have had an impact on their participation in the study. In many cases, the researcher was allowed to come in at the conclusion of a meeting to collect data. Students may have had other commitments or did not want to remain to complete the instrument.

Potential over-sampling of the population must be considered as another limitation. Since the students are enrolled in a large research institution, there is the likelihood that the students have been research participants in prior studies. With these students being involved in structured activities and organizations, they are easier to seek out as research participants. Also, as African American students comprise a small percentage of an undergraduate population, the students participating in structured campus activities may be over-sampled for research (Daniel, 2001).

The current research was limited to one type of institution and cannot be generalized to other institutions. It is also important to mention that the research cannot be generalized to other African American students due to institutional initiatives' being institution specific (Fleming, 1984; Carreathers, et al, 1996; Just, 1999). The collegiate experience of the students enrolled at this institution is unique due to environmental factors. During the time of data collection a group of students were involved in

protesting the low percentage of African American males enrolled at the institution. The increased level of social consciousness and activism may have impacted the degree of participation in other campus activities.

The current research allowed for students to label themselves as African American. Students may have differing constructs of their race or ethnicity, which could impact participation and how they adapt to the environment. There were students who identified themselves as African American but chose not to participate because of being of multiple backgrounds.

An additional limitation was that the current study did not examine participation in organizations or activities not composed primarily of African American students. It may have also been difficult to fully measure the impact of special services without being aware of pre-college experiences. In response to being asked how special services have aided in their transition to the institution one student stated, "This was not a difficult transition since I attended a predominantly White high school."

<div align="center">Discussion of Findings</div>

Adaptation to College

Previous literature supports significant findings in the current research when comparing adaptation to college with the demographic variables (e.g. Howard-Hamilton, 1997; Cuyjet, 1998; & Benton, 2001). The significant findings in the case of residence revealed the off-campus students with higher means in overall S*ocial Adjustment subscale* and the *Nostalgia* and *Social Environment scales*. Significance was also found in *Social Adjustment subscale* and the *Social Environment scale* when compared to geographic distance from home.

Previous research has also discussed the importance of social adaptation for African American students at predominantly White institutions (etc Love, 1993; Balenger & Sedlacek, 1993; Cooper, 1997; James, 1998; Benton, 2001). With most of the upper class students residing off campus, they may have developed the social networks necessary to facilitate moving off campus. Additionally, due to changes in the housing assignments process some students were not initially provided with an option to return to on-campus housing.

The importance of the social aspect of the environment was clearly stated within the qualitative responses students provided. Of the 147 students who responded to seeing a need for special services, 22 of the students (15%) stated they saw a need for services to facilitate social adjustment to the campus environment. One female student stated, "Many African American students have a hard time finding their niche." When asked, "How has the existence of or participation within special services aided in your transition to college?" 42 students (29%) indicated that the services aided in establishing social connections and relationships with others. A student commented, "Participating in services placed me in situations where I could meet people like me and build friendships." Thirty-six (33%) of the students who responded to "the ways participation in services helped them feel more a part of the institution" indicated that the services aided in the social transition and assisted in creating peer connections. A male student commented, "Services have helped me to get closer to the few Blacks on campus. They have made me feel as if my presence was truly important."

Even though students could articulate the importance of the social transition to the campus and how they had benefited from the services socially, many did not indicate

how their academic transition was impacted. When discussing needed services 29 of the

110 students (26%) indicated the need for increased social events and cultural

programming to foster increased interaction. In discussing the social aspect of campus

life, many seemed surprised that they would fit in socially in this environment. A male

student stated, "Coming into a large university of 30,000 students, services help you feel

like more than a social security number." Those types of comments appeared from both

men and women as if they expected not to have social networks because of the size of the

institution. The statistical findings and the qualitative comments provide a positive

indication that the services provided are facilitating the social transition for students.

On the SACQ statistical significance was also found in the areas of *Institutional*

Attachment. Significance was yielded on the *Institutional Attachment* subscale on the

basis of place of residence (with off-campus students reporting higher levels of

attachment), parent/guardian level of education (with differences existing between "both

completing college" versus "neither completing college"), and geographic distance from

home (with differences between student 51-250 miles from home over those more than

500 miles from home). The high level of attachment could be seen in qualitative

responses such as, "I have become more connected to the African American community

and pushed to success at a predominantly White university," "Services have allowed me

to give back to my university," "Services shrunk the campus and made me feel more at

home," Services help me feel as if I have a place here," and "Services have eased my

transition here and I now know the ropes." The degree to which students could articulate

their connection to the campus and how they feel about the environment as a result of

participating in special services support the statistical findings of high levels of attachment.

Within the *Institutional Attachment subscale*, the *This College scale* was found to be significant based on academic classification and place of residence. Based on academic classification, seniors exhibited significantly higher mean scores when compared to freshmen and sophomores. With most of the upper-class students living off campus, the data provide insight into how students may be progressing to attachment to the institution and able to maintain involvement whether on or off campus. Some upper class student comments sounded reflective in nature, as if the instrument provided an opportunity to look back on their collegiate experience. Comments included such statements as, "I have become more a part of the institution and have made a difference," "I felt like I belonged when I first arrived," and "It was good to have the opportunity to serve as a mentor to other students." A male student stated, "Services have made me enjoy my tenure at the university." The social connections the students have been able to develop and maintain appear to be an important aspect of their collegiate experience. These findings may indicate that the services and residential program provide the foundation for students in their initial transition.

When examining whether or not the students had selected an academic major and on the basis of academic classification significant results occurred on the *Physical scale* of the *Emotional Adjustment subscale*. The *Physical scale* purports to measure the student's sense of physical well-being. Even though statistical differences appeared, students' qualitative comments did not provide indications of unhappiness in relation to physical well being. No students mentioned physical activity or how the services

provided facilitated their physical development. Even though some of the students in the sample were involved in intercollegiate athletics and intramurals, none of the qualitative comments gave an indication that students needed services to develop a sense of physical well being. Comments provided did, however, acknowledge how services assist the students in their emotional adjustment. A student indicated, "Most minority groups form a family away from home when in college. Once I started participating in some the activities I felt stronger and more able to cope with the majority White environment of the campus." Others statements made included, "With the services I felt like I belonged" and "I now feel like I am not alone." The connections with peers through activities may also be providing students with the emotional support they need to facilitate a smoother transition to an environment they may perceive as hostile.

The *Academic Adjustment subscale* revealed statistically significant differences in terms of geographic distance from home, academic classification, and place of residence. Analysis revealed that off-campus students indicated better feelings concerning academic performance. Analysis based on academic classification revealed significance on the *Application* and *Performance scales* of the *Academic Adjustment subscale,* but post hoc analysis did not reveal where specific differences existed. Student comments on their academic experience provided additional feedback. For example, "The services helped me socially, but not academically," "There should be a more powerful mentoring program," "Services help me outside the classroom, but not with my school work," and "I have met students that I can use as mentors and advisors when I need help with classes and class selection" provide clear indication that the students are seeking assistance in their academic endeavors. When asked what services they saw as needed, 29 of the 110

students (26%) stated academic assistance and support. Specific items listed include

mentoring from faculty, academic advice, programs to assist in the academic transition

from high school, and tutoring. One student asked for "services that make sure minority

students are not being discriminated against academically." Based on the comments it

appears that students may call for more services to facilitate their academic adjustment.

The results of the chi square analysis of first year students versus all other

students revealed first year student significance on the *Academic Adjustment Subscale* (p

= .033). First year students also indicated significance on the *General Scale* of the *Social

Adjustment Subscale* (p = .034). These results can have direct impact for the institution's

residential program, as all first year students in this sampled resided on campus. Since

the first year students indicated a higher degree of satisfaction with the academic and

social activities of the on campus environment it could be assumed that the residential

initiatives is meeting the needs of students. There should also be consideration for how

services can be expanded to support upper-class students and those who live off campus.

Chi square analysis did yield significance for upper-class students versus first year

students on the *This College Scale* of the *Institutional Attachment Subscale* (p = .000).

The upper-class student mean of 25.98 versus the first year student mean of 11.62

indicates upper-class students are more adapted to and attached to this particular

institution.   This could simply be a fact of upper-class students being more familiar with

the campus environment and have developed a sense of belonging.

Extracurricular Involvement

Statistical analysis of the EII provided findings on areas where involvement may

impact students. Research has indicated the importance of institutional support for

African American males to promote their adaptation to college (e.g. Astin, 1982; Cooper, 1997, Howard-Hamilton, 1997). This finding was also supported by a number of the male responses to the qualitative questions. As stated earlier, during the time of data collection students were protesting the low enrollment numbers of African American students, specifically men. These circumstances may have impacted the level and degree to which men were involved in campus activities. Based on the qualitative responses, 51 of the 60 men (85%) who responded affirmatively to the question, " Do you see a need for special services for African American students to be provided by the institution?" This overwhelming support for the services indicates that African American male students are utilizing the services and benefiting from them. Male comments included, "Services have helped me adjust," "We need them because our numbers are so low," and "The African American population is low and in order to help these individuals succeed there must be ample services." In response to being asked how services have aided in their transition to college, male responses centered on social adaptation as a result of involvement in services created a level of comfort. In this study male students reported higher levels of involvement over females. Additional research in this area should look at comparing male students who are involved versus those male students who are not involved.

Off-campus students reported higher levels of involvement when compared to those living on campus. One of the services provided by the institution is a residential program. Off-campus students may have lived on campus early in their academic career and participated in the residential program developing the networks to become involved on campus and continue that involvement after they have moved off campus. On-campus

housing capacity may have also impacted students' decisions to live on campus. The research instrument design did not provide a way to separate qualitative comments by academic classification. Additional analysis should seek to determine factors that facilitate involvement between off and on-campus students.

Involvement revealed significance by academic classification. Post hoc analysis revealed seniors were more involved than freshmen. The higher level of involvement could be attributed to familiarity with campus and experience (Astin, 1982; Astin, 1996; Abrahamowicz, 1998; & Cooper, 1997). Data collection occurred during the second semester of the academic year and therefore provided freshmen time to become involved in organized activities. The Department of Student Activities had also hosted fall and spring semester activities fairs. The EII takes into consideration the number of hours students participate in activities. It would stand to reason that seniors might be in leadership positions in organizations and therefore required to participate more.

Qualitative Remarks

Examining qualitative remarks of students' response to research question 3 (Do you utilize services provided by the institution geared primarily towards African Americans? If not please indicate why?) revealed high percentages of use of special services by students (80%). Students that did not use services provided comments as to why they either chose not to or no longer utilize the services provided. One comment included, "Services are mostly helpful for incoming students. Afterwards, the services are repetitive and hardly useful." Other students who did not utilize services indicated being unaware of services, participation in other activities, and not having a need to participate. The responses indicate a need for enhanced marketing and outreach of the current

services. Comments also raised concerns about services' not meeting needs of students

beyond the first year (Cuyjet, 1998; & Furr & Elling, 2002).

In response to research question 4, students overwhelmingly indicated a need for

special services. One hundred twenty-four out of the 147 students (84%) who responded

to the question indicated seeing a need for the services to exist. Many of the responses

centered on the importance of the social aspect of adjustment to a larger institution and

how the services facilitated their introduction to the campus. The tone of the remarks

suggests that students view the services as primarily social in nature. Although social

adjustment is an important aspect of adaptation to college, academic success of students

is just as important. Many special programs designed for African American students

traditionally center on retention through social connection to the environment (Hurtado,

1995; Carreathers, et al, 1996; Jones, 2001), but these services do not appear to be

addressing the academic success of the students who are participating.

When asked how services aided in their transition to college, research question 5

students discussed the benefit of the peer relationships developed as a result of

participation in services and the level of comfort with which they were able to interact

within the campus environment as a result of the support of upper-class students.

Students also recognized that the services promoted a comfort level upon entering the

environment. One student comment, "Participation has given me an opportunity to get to

know other African American students and gave me something to participate in outside

the classroom environment." Additional comments such as, "I have been able to

fellowship with people," I feel more comfortable in my surroundings," and "I have found

other students that can provide advice and experience" indicate the importance of the

social transition. There were only a few students indicating they did not benefit from the services. "Attending a predominantly White high school" was a reason provided as to how the services had not aided in transition. The remaining negative responses only stated that the services had not helped.

Only 51% (110) of students responded as to the ways participation in services has helped them feel more a part of the institution research question 6. Some students did not respond or stated that their response to research question 5 could serve as their answer. The responses centered on providing a sense of connection to the institution, increased comfort levels, and social transition. The services appear to be fostering a sense of connection for students, both to the institution and to their peers. Students did not, however, indicate significant relationships with faculty and staff. One student indicated, "Services have created a bond between me and the university officials who provided services." His was the only qualitative comment that mentioned interaction with a professional staff member of the institution. Although it may be difficult for the staff to foster relationships with all students, the lack of comments from the students may indicate a need for staff members to be more present and identifiable to students.

Research question 7 explored the needed services on campus. Students indicated a need for more university support, structured support groups to facilitate dialogue, and academic assistance as primary needs. The most requested service was for academic assistance. Comments provided indicate that some students were aware that their academic needs were not being met by special services. One female student remarked, "Only socially have I benefited from services, not academically." Male students made similar remarks: "Academic assistance programs geared to African American students."

If in fact the purpose of institution services and the institutional as a whole is the retention of students, special attention must be paid to the academic transition as well as the social transition of African American students. One student commented, "There should be services that make sure students are not being discriminated against academically." If there are more efforts to integrate students' academic lives into services, students might feel more comfortable in addressing issues. The academic success of students is paramount to institutional missions (Kuh & Whitt, 1998). If services are funded to enhance the collegiate experience of African American students the focus cannot be one-dimensional. The institution provides academic assistance to all enrolled students, but for it appears that not all students are partaking of the service.

Students also stated overall needs for more social events and cultural programming and opportunities for interaction with faculty, administrators, and the community at large. The desire to have mentoring relationships indicates an awareness of a need for support. Many departments may not have adequate staffing patterns, but the involvement of other staff and faculty in programs can meet students' needs. The use of the term "support groups" by multiple students suggests that students' desire of structured opportunities to discuss their experiences (Gloria, et al, 1999). Structured interactions would also provide services that could yield valuable data from the students on such things as satisfaction and needs.

The qualitative comments provided by participant's yielded valuable information as to their needs. The candor with which students were able to discuss their opinions indicated a desire to share. Additional qualitative analysis could provide information on other aspects of these students' collegiate experience.

Recommendations for Future Research

In Astin's (1982) work, *Minorities in American Higher Education,* he posed the following topics for additional research:

(a) Factors affecting attrition from secondary school;

(b) The quality of education received in secondary schools with predominantly minority enrollments;

(c) The effectiveness of programs for improving articulation between secondary schools and higher education institutions;

(d) Factors affecting minority students' decisions to pursue careers in natural sciences and engineering;

(e) Factors affecting minority access to the more prestigious institutions;

(f) Factors affecting minority attrition from undergraduate study;

(g) The impact of alternative financial aid programs on the achievement and persistence of minority students;

(h) Factors affecting the success of community college students who aspire to the baccalaureate;

(i) The importance of sex differences within minority groups;

(j) Ways to develop the talents and skills of adults living in minority communities who have not had prior access to educational opportunities (p. 211-212).

The same concerns and calls for research still exist two decades later. A more comprehensive research agenda must be developed to educate those in graduate preparation programs, faculty, and institutional administrators to fully understand and

appreciate the African American collegiate experience. Additional research must examine those students that are not involved to better isolate the impact of services provided by institutions of higher education. Adaptation to college should also be examined in relation to academic classification. A better understanding of adaptation as students' progress through their college career may yield information on how services can be structured to meet the needs of students at different points. The constructs of race and ethnicity should be considered in future research. Students may self-identify as African American or with the African American culture but may have other needs based on multi-ethnic backgrounds. All these factors impact the types of services an institution could provide (Johnson, 1997; Jones, 2001; & Lesage, et al, 2002).

Future research should also examine adaptation between non-athlete and student athletes. Athletes are afforded services that ensure their eligibility to participate in sports, but needs external to athletics may not be met. Student athletes may in fact not be adapting to the campus but only to the narrow sphere of college athletics.

More detailed research should examine the academic adaptation and success of African American students. As indicated by qualitative remarks, students may have acquired high levels of social satisfaction, but this might not translate into academic success (Pope, 2000; Moxley, et al, 2001; & Lesage, et al, 2002).

Statistical significance was found in the *Attachment scale* of the SACQ for those students who had a parent/guardian who completed college. Observation of the parental role in higher education should be studied further to determine how a role model can impact desire to persist to obtain a degree. Analysis of how students whose parents did

not attend college may provide direction in designing services to meet those students'

needs and provide enhanced motivation for degree attainment (Ryan & Stiller, 1991).

The current study did not offer a way to determine if students began the college

career at the institution or if they had transferred. Future research should examine how or

if transfer students are impacted by special services. The age and previous collegiate

experiences of transfer students may impact how services are designed. The current

institution does not extend admissions offers to transfer students until late May, which

impacts the availability of on-campus housing. This forces some transfer to student to

live off- campus and not participate in the residential service geared toward African

American students. As indicated by some qualitative comments, some students feel that

"services are not useful after the first year." If in fact that is true, then the way in which a

new transfer student adapts to the environment could be impacted. Several confounding

variables could impact how a transfer student interacts with a new campus. They include

the type of institution transferred from, place of residence, if they have lived on campus

prior to transferring, and if services are advertised effectively to them. The adaptation of

transfer students could be impeded by lack of knowledge of institutional resources. A

clearer understanding of how transfer students adapt to college can lead to the

development of new services (Kezar, 1999 & Graham & Gisi, 2000).

More detailed analysis should also be done to examine if differences exist based

on the type of organization. Research exists on social fraternities and sororities and

athletics, for instance, but little research exists examining how different organizations

facilitate adaptation to college. Research done to examine the role of involvement of

African American students in majority student organizations should also be done. A

level of comfort may exist if the students are with other minority students who will

prompt a higher level of involvement. Research on the degree to which African

American students are involved in majority organizations may reveal what

characteristics, if any, impact why a student decides to become involved in certain types

of organizations (Kimbrough, et al, 1996; Sutton & Terrell, 1997; & Sutton &

Kimbrough, 2001).

<div align="center">Recommendations for Practice Based on Study</div>

The Student Personnel Point of View (1937) posits that a task of higher education

must be to assist students in developing to the limits of their potentialities and in making

their contribution to the betterment of society. The wording indicates what higher

education was geared toward in that time. It further implies that the philosophy imposes

a need for educational institutions to consider the "whole student" – his or her intellectual

capacity and achievement, emotional make up, physical condition, social relationships,

vocational aptitudes and skills, moral and religious values, economic resources, and

aesthetic appreciations (Points of View, 1989, p. 49). The question must then be asked if

higher education was faced with such a daunting task when its composition was

homogeneous, in what ways, if any, has it changed to meet the needs of today's campus

pluralism?

In order to feel welcomed onto campus and to overcome isolation, minorities need

to feel invited into campus activities, programs, and services. Specialized services for

African Americans may ease initial tension or isolation when coming into contact with

the institution, but they may do little to incorporate the students into the larger campus

community and thereby fail the students. The creation of services by student affairs still

may not impact the isolation and alienation within academic life. If a student is the only African American in his or her classroom setting, he or she still may not succeed academically and ultimately not be retained in the environment. Interventions and services must enhance the academic mission of the institution. Staff members must provide services to enhance the institutional goals. There must also be involvement and support of faculty. The use of faculty as mentors may ease academic stress and provide additional resources to students. Staff members responsible for services must operate with clear goals and a mission. They must also be prepared to evaluate their programs to ensure they are meeting the needs of students.

Two steps toward reducing feelings of marginalization among African American students can be: 1) to emphasize to administrative staff, particularly front line personnel, that their personal interactions affect students' attitudes toward the entire campus, and 2) help sensitize staff to identify both culturally nurturing and culturally offensive behaviors (Cuyjet, 1998). For program effectiveness, and oftentimes defense of the need for special services, the positive outcomes must be communicated to institutional stakeholders and constituents. Those staffing special services should also make sure the institution is aware of programs and efforts. Enhanced public relations may not only garner support but also provide opportunities for partnership with other units of the institution. Ongoing assessment of special services and interventions is the best method for effectiveness (Taylor & Miller, 2002). A comprehensive assessment plan would include satisfaction surveys, tracking, benchmarking, and outcomes assessment (Upcraft & Schuh, 1996).

The current research does not address differences based on racial identity development. Varying levels of racial identity may in fact serve as a confounding

variable as to why students may feel alienated from the environment. Student affairs professionals, as well as the entire university community, play a critical role in establishing and maintaining environments that do not foster marginality (Cooper, 1997). If the campus community is inviting, the greater the likelihood that students' feelings of marginality will decrease. Staff members can play a critical role in increasing racial understanding and reducing racial tensions through programming for the entire campus community and not just minority students. The collegiate setting is not replicated anywhere else in society and can provide unique opportunities and experiences thereby creating a better-educated citizenry. Formal and informal interactions can lead to healthy racial identity development. The collegiate environment can play a significant role in how its services impact the racial identity development of students (Hurtado, Kezar, & Carter, 1995; Cheatham, 1996; Johnson, 1997; James, 1998).

Staff members may also want to provide an atmosphere where African American students can develop meaningful relationships with peers to reduce the negative perceptions of the campus environment. It becomes incumbent upon student affairs professionals to seek adequate funding for special services and initiatives. All programs must call for student participation in the development, implantation, and assessment phases (Upcraft & Schuh, 1996). This allows students to feel invested in the services and for the services provided to remain relevant to the ever-changing campus demographic. Given the confluence of (a) the continued adverse social, economic, educational, and political circumstances faced by many African Americans, (b) the increasingly scientific, technological, information based, and international global society, (c) the growing anti-affirmative action sentiments, and (d) the shifting American racial politics, African

Americans have a critical need for greater access to higher education, with an institutional commitment to these students' achieving at the highest possible academic levels (Daniel, 2001).

Predominantly White institutions must progress beyond the belief that the responsibility for African American students resides with the African American faculty and staff, or staff hired for that purpose. For a campus to achieve any level of inclusiveness there must be concern from all levels of the institution for the support and success of all students, regardless of their race. Staff of special services must therefore work to involve all members of the institution community when working with African American students.

African American students may experience campus differently based on the critical mass of minority students. When the African American student population is small, the isolation and alienation may be crushing, especially where Black-White relationships are damaged by wariness, mistrust, and hostility (Epps, 1972; James, 1998). Isolation can also be a factor if the African American student population primarily commutes to campus (Graham & Gisi, 2000). The residential experience provides an opportunity for prolonged interaction of students (Kim, 1998). There must be aggressive recruitment of African American faculty and student affairs professionals to indicate institutional commitment to diversity. Professional staff members must also ensure that within the residential experience that paraprofessional staff are taught several of theories of student development in terms of race and ethnicity.

Institutions must recognize that all students are inherently different, coming from various backgrounds with different orientations, ideologies, perspectives, and with

different perceptions of success and failure (Lang, 1988). As institutions adjust to the plethora of student experiences, student affairs professionals must be prepared to constructively measure those experiences and have a more accurate portrait of what should be done to address African American student retention. Accommodating the growing pluralism and diversity of college students becomes a constant battle and calls for the acknowledgement of students' needs based on race or ethnicity and a competency on the part of the staff to meet expectations.

Students' concerns expressed in the qualitative remarks indicate a desire to have more academic resources and support. This calls for integration of student affairs into the classroom. With high levels of fragmentation between the academic curriculum and co-curricular activities, students may be unable to integrate what they have learned in the classroom into their lives (Furr & Elling, 2002; Gloria, Kurpius, Hamilton, & Wilson, 1999). The opportunity to recognize and implement culturally relevant experiences for minority students without a great deal of justification for the activities can be positive and liberating for African American students at predominantly White institutions (Raines, 1998).

Chapter Summary

The ability of institutional initiatives to promote adaptation to college for African American college students was examined in this study. Research instruments used were the Student Adaptation to College Questionnaire and the Extracurricular Involvement Inventory, and a demographic profile and short answer qualitative questions were used for the purposes of data collection. Statistical analyses yielded significance on varying scales of the SACQ when considering place of residence (off campus versus on campus),

geographic distance from home, and academic classification. The EII yielded significant results on the basis of gender, place of residence, and academic classification. These results were highlighted in relation to qualitative comments provided by the students. The qualitative remarks provided vital information on the use and impact of current services and what services should be developed for the future. The candid nature with which some students responded to the qualitative inquiries suggests that students have information they are willing to share about their experiences and needs. The results have direct implications for student affairs practitioners who work with African American students. Results also provided direction for future research and suggestions for practitioners.

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APPENDIX A

CONSENT LETTER

February 6, 2003

Dear University of Georgia Student,

I am a doctoral student in the Department of Counseling and Human Development Services at the University of Georgia. Under the direction of Dr. Diane L. Cooper (542-4120, dlcooper@coe.uga.edu), I am studying "The Ability of Institutional Initiatives at Promoting the Adaptation of African American College Students." The study is related to research that may be published in a scholarly journal. The purpose of this study is to improve programming, assessment, and operational processes for student services in higher education.

I would greatly appreciate your assistance with this study. You are only asked to complete the enclosed survey by placing your responses on the sheets provided. Do not place your name or social security number on the survey. The survey should take approximately twenty minutes to complete. Once you have completed the survey please return it to the researcher or the person administering it.

Participation is completely **voluntary** and anonymous. The information obtained will be used only for scholarly purposes. You may withdraw participation at any time by choosing not to complete the survey. There are no discomforts or stresses foreseen as a result of your participation in the research. There will be no connection between your answers and your identity. Your consent will be implied with the return of the completed survey.

Thank you for your time and cooperation. If you have any questions please contact me 542-1796 or via email at storm5@arches.uga.edu

Sincerely,

Darrell C. Ray   Diane L. Cooper, PhD
Doctoral Student   Associate Professor, Program Coordinator
Student Affairs Administration   Student Affairs Administration

Additional questions or problems regarding your rights as a research participant should be addressed to Chris A. Joseph, Ph.D. Human Subjects Office, University of Georgia, 606A Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu"

APPENDIX B

REPRINT AUTHORITY FOR THE STUDENT ADAPTATION TO COLLEGE

QUESTIONNAIRE

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January 17, 2003

Darrell C. Ray
University of Georgia
Educational Program Specialist
University Housing/ Russell Hall
Athens, GA 30602

      Re: *Student Adaptation to College Questionnaire (SACQ)*

Dear Mr. Ray:

      WPS is processing your license fee for the scholarly adaptation and use of copyrighted test material. Under separate cover you will receive a paid-in-full receipt, which will serve as your license to adapt the format of the SACQ for inclusion within your research survey, allowing administration and scoring up to three hundred (300) times. This authorization is for sole use in the project you are conducting as part of your graduate work on institutional initiatives and services ability to impact African American Student's Adjustment to College— with no authorization for continued or commercial use for any purpose — and is subject to the provisions in my letter to you of January 8, 2003.

      With additional reference to my January 8 correspondence, the following is the copyright notice that is to appear in its entirety on each reprint of the adapted SACQ:

> **Material from the *Student Adaptation to College Questionnaire* copyright © 1989 by Western Psychological Services. Adapted and reprinted for specific research use by Darrell C. Ray by permission of the publisher, Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, California 90025, U.S.A. No additional use or reprinting, in whole or in part, by any medium, may be made without written permission from Western Psychological Services. All rights reserved.**

      WPS looks forward to receiving the results of this research. Please let me know if I may be of additional assistance.

                    Sincerely yours,

                    Susan Dunn Weinberg
                    Assistant to the President
                    WPS Rights and Permissions
                    e-mail: weinberg@wpspublish.com

SDW:se

APPENDIX C

DISSERTATION INSTRUMENT

Demographic Profile

Circle the appropriate responses on the sheet to
provide this information.

1. Please indicate your sex.
   1. Male
   2. Female

2. What is your academic class standing?
   1. Freshman (1st year)
   2. Sophomore (2nd year)
   3. Junior (3rd year)
   4. Senior (4th year)
   5. 5th year student
   6. Beyond 5th year student

3. Have you declared an academic major?
   1. Yes, I have declared a major
   2. No, I have not declared a major

4. How far away from home or place of permanent
   residence are you?
   1. Less than 50 miles
   2. 51 – 250 miles
   3. 251 – 500 miles
   4. 500 or more miles

5. What is your current place of residence?
   1. In a campus residence hall
   2. Off campus (including apartment, home
      with parents/spouse/significant other)

6. Please indicate the level of education obtained
   by parent or guardian?
   1. One parent/guardian completed college
   2. Both parents/guardians completed college
   3. Neither parent/guardian completed college

Involvement Index

Please indicate: (1) the type of organization it is, (2) the appropriate number of hours you have been involved (for example, attending meetings, working on projects, or playing games) with this group or organization in the last four weeks, and (3) leadership position held if any. Then, answer the questions 1 through 5 below.

What type of organization is it? (Check one.)
( ) Social Fraternity/Sorority   ( ) Intercollegiate Athletic Team
( ) Religious   ( ) Academic (academic department/major related) Club or Society
( ) Academic honorary   ( ) Programming (Student Center/Union, lecture, or concert committee
( ) Intramural Sports Team   ( ) Student Publication (e.g., newspaper, magazine, or yearbook)
( ) Service or Philanthropic   ( ) Performing Group (e.g., choir, drama production, debate team)
( ) Governance (e.g., hall council, student government, student judiciary)
( ) Other (Please Specify): _____

In the last four weeks, for approximately how many hours have you been involved with this group or organization and its activities or programs? _____ hours

In the last four weeks have you held an office in this organization or a position equivalent to one of the following offices? (Check one.)
( ) President/Chairperson/Team Captain/Editor   ( ) Treasurer
( ) Vice-President/Vice-Chairperson   ( ) Committee/Task Force/ Project Chairperson
( ) Secretary   ( ) I have held no office or leadership position
( ) Other Office, Please specify: _____

Respond to the following statements about your involvement in the **above** student organization or group. Check the **one** best response for each statement.

DURING THE PAST FOUR WEEKS.....

1. When I attended meetings, I expressed my opinion and/or took part in the discussions.
   ( ) Very Often ( ) Often   ( ) Occasionally   ( ) Never
   ( ) I attended no meetings in the past four weeks
   ( ) The group/organization held no meetings in the past four weeks.
2. When I was away from members of the group/organization, I talked with other about the organizations and it activities, or wore a pin, jersey, etc, to let others know about my membership.
   ( ) Very Often ( ) Often   ( ) Occasionally   ( ) Never

3. When the group/organization sponsored a program or activity, I made an effort to encourage other students and/or members to attend.
( ) Very Often ( ) Often ( ) Occasionally ( ) Never
( ) The organization had no program or activity during the past four weeks.

4. I volunteered or was assigned responsibility to work on something that the group/organizations needed to have done.
( ) Very Often ( ) Often ( ) Occasionally ( ) Never

5. I fulfilled my assigned duties or responsibilities to the group/organization on time.
( ) Very Often ( ) Often ( ) Occasionally ( ) Never
( ) I had no duties or responsibilities except to attend meetings.

Additional Questions

1. Do you utilize services provided by the institution geared primarily towards African Americans? If not please indicate why?

2. Do you see a need for special services for African American students to be provided by the institution? Please give reasons.

3. How has the existence of or participation within the special services aided your transition to college?

4. In what ways has your participation in the services provided helped you feel more a part of the institution?

5. What types of services do you feel you feel the institution should provide for African American students?

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

	Applies Very Closely to Me					Doesn't Apply to Me at All		
36. I am satisfied with the number and variety of courses available at college	1	2	3	4	5	6	7	8	9
37. I feel that I have enough social skills to get along well in the college setting	1	2	3	4	5	6	7	8	9
38. I have been getting angry too easily lately	1	2	3	4	5	6	7	8	9
39. Recently I have had trouble concentrating when I try to study	1	2	3	4	5	6	7	8	9
40. I haven't been sleeping very well	1	2	3	4	5	6	7	8	9
41. I'm not doing well enough academically for the amount of work I put in	1	2	3	4	5	6	7	8	9
42. I am having difficulty feeling at ease with other people at college	1	2	3	4	5	6	7	8	9
43. I am satisfied with the quality or the caliber of courses available at college	1	2	3	4	5	6	7	8	9
44. I am attending classes regularly	1	2	3	4	5	6	7	8	9
45. Sometimes my thinking gets muddled up too easily	1	2	3	4	5	6	7	8	9
46. I am satisfied with the extent to which I am participating in social activities at college	1	2	3	4	5	6	7	8	9
47. I expect to stay at this college for a bachelor's degree	1	2	3	4	5	6	7	8	9
48. I haven't been mixing too well with the opposite sex lately	1	2	3	4	5	6	7	8	9
49. I worry a lot about my college expenses	1	2	3	4	5	6	7	8	9
50. I am enjoying my academic work at college	1	2	3	4	5	6	7	8	9
51. I have been feeling lonely a lot at college lately	1	2	3	4	5	6	7	8	9
52. I am having a lot of trouble getting started on homework assignments	1	2	3	4	5	6	7	8	9
53. I feel I have good control over my life situation in college	1	2	3	4	5	6	7	8	9
54. I am satisfied with my program of courses for this semester/quarter	1	2	3	4	5	6	7	8	9
55. I have been feeling in good health lately	1	2	3	4	5	6	7	8	9
56. I feel I am very different from other students at college in ways that I don't like	1	2	3	4	5	6	7	8	9
57. On balance, I would rather be home than here	1	2	3	4	5	6	7	8	9
58. Most of the things I am interested in are not related to any of my coursework at college	1	2	3	4	5	6	7	8	9
59. Lately I have been giving a lot of thought to transferring to another college	1	2	3	4	5	6	7	8	9
60. Lately I have been giving a lot of thought to dropping out of college altogether and for good	1	2	3	4	5	6	7	8	9
61. I find myself giving considerable thought to taking time off from college and finishing later	1	2	3	4	5	6	7	8	9
62. I am very satisfied with the professors I have now in my courses	1	2	3	4	5	6	7	8	9
63. I have some good friends or acquaintances at college with whom I can talk about any problems I may have	1	2	3	4	5	6	7	8	9
64. I am experiencing a lot of difficulty coping with the stresses imposed upon me in college	1	2	3	4	5	6	7	8	9
65. I am quite satisfied with my social life at college	1	2	3	4	5	6	7	8	9
66. I'm quite satisfied with my academic situation in college	1	2	3	4	5	6	7	8	9
67. I feel confident that I will be able to deal in a satisfactory manner with future challenges here at college	1	2	3	4	5	6	7	8	9

APPENDIX D

LETTER TO DEAN OF STUDENTS

November 19, 2002

Dr. Rodney Bennett, Dean of Students
205 Memorial Hall
Athens, GA 30602

Dr. Bennett,

I am seeking assistance in accessing African American students involved in organizations advised by the professional staff members as participants in doctoral research. The study will examine the extent to which involvement in institutional initiatives facilitate African American student's adaptation to college. The purpose of the research will be to determine student level of involvement within the campus, their adaptation or level of adjustment to the collegiate environment, and the level to which the services provided by the institution impact them.

The instrument will be comprised of a demographic questionnaire, the Extracurricular Involvement Inventory (Winston & Massaro, 1987), the Student Adaptation to College Questionnaire (Baker & Siryk, 1989), and four short response questions. The Student Adaptation to College Questionnaire is composed of four subscales (academic adjustment, social adjustment, personal-emotional adjustment, and attachment) intended to focus on adjustment to college. The qualitative responses will be geared toward obtaining student's perception of current services provided and of services they would like to see established on campus. The instrument will require approximately twenty minutes of the student's time. All undergraduate African American students are eligible to participate.

Data analysis will include statistical comparisons made based on gender, academic year, and current residence (on versus off campus). Upon completion of data collection and analysis, results will be made available to the department and the researcher can share interpretations and implications of the data with professional staff members. A better understanding of a program's ability to facilitate adaptation to college can provide professional staff with information on how to improve services for African American students. It is hoped that the information obtained can be used to provide empirical data to support program existence, enhance services provided, and provide target areas to meet the needs of current students.

The ability to communicate with professional staff members will allow the researcher to be aware of program dates, meeting dates, and additional locations where potential participants can be contacted. The support of professional staff members may also encourage student participation.

Thank you for your assistance in this endeavour. Should additional information be required, a copy of the prospectus, providing the literature base and theoretical constructs can be provided. If you require additional information please contact me at 706-542-1796 or via email at storm5@arches.uga.edu

Sincerely,

Darrell C. Ray
Doctoral Student – Student Affairs Administration

APPENDIX E

LETTER TO UNIVERSITY HOUSING

November 13, 2002

Department of University Housing Management Team,

I am seeking permission to utilize African American students currently living in residence halls as participants in doctoral research. The purpose of the research is to examine institutional initiatives ability to facilitate African American students adaptation to college. Institutional initiatives in the context of this research can be operationally defined as a University-funded effort to provide special services to students through educational and programmatic efforts to facilitate individual, growth, development and adaptation to the collegiate environment. The instrument will be comprised of a general demographic questionnaire, the Extracurricular Involvement Inventory (Winston & Massaro, 1987), the Student Adaptation to College Questionnaire (Baker & Siryk, 1989), and four qualitative short response questions. The Student Adaptation to College Questionnaire is composed of four subscales intended to focus on certain aspects of adjustment to college. They are academic adjustment, social adjustment, personal-emotional adjustment, and attachment. The qualitative responses are geared toward obtaining student's perception of current services provided and needed services. The instrument will require approximately twenty minutes of the student's time.

All undergraduate African American students are eligible to participate. The anticipated sample size 150 students. Data analysis will include statistical comparisons made based on gender, academic year, and current residence (on versus off campus). Upon completion of data collection and analysis, results will be made available to the department and the researcher can share interpretations and implications of the data with professional and para-professional staff members. A better understanding of a program's ability to facilitate adaptation to college can provide professional staff with information on how to improve services for African American students. It is hoped that the information obtained can be used to provide empirical data to support program existence, enhance services provided, and provide target areas to meet the needs of current students. Significance obtained on the SACQ subscales can provide direction for programmatic shifts to better facilitate specific adjustment needs.

The ability to communicate with residence hall professional and para-professional staff members will allow the researcher to be aware of program dates, meeting dates, and additional locations where potential participants can be contacted. The support of professional staff members may also encourage student participation.

Thank you for your assistance in this endeavour. Should additional information be required, a copy of the prospectus, providing the literature base and theoretical constructs can be provided on or shortly after November 18, 2002. If you require additional information please contact me at 706-542-1796 or via email at storm5@arches.uga.edu

Sincerely,

Darrell C. Ray
Doctoral Student – Student Affairs Administration