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African American students' perceptions of undergraduate experiences: Matriculation, retention, attrition, and graduation

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This research is a product of the graduate program in [Counseling and Student Development](#) at Eastern Illinois University. [Find out more](#) about the program.

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African American Students' Perceptions of Undergraduate Experiences:

Matriculation, Retention, Attrition, and Graduation

(TITLE)

BY

Christina L. Rainer

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in College Student Affairs

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

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Abstract

This study was designed to examine the recruitment, matriculation, attrition, and retention behaviors of African American students attending the university. Data collected for this study were obtained from surveys completed by African American undergraduate students enrolled at the university either part-time or full-time at the time of the survey. Frequencies, percentages, and summaries were utilized in data analysis. There were also opportunities for participants to explain their responses.

The participants in this study completed a 25-item survey. This survey requested that participants rate (1) their level of involvement in co-curricular activities on campus; (2) their relationships with faculty and staff; (3) their overall satisfaction with the university; (4) their level of satisfaction with campus resources, (5) their overall academic ability and performance, (6) their emotional, physical, and mental health, and (7) their level of religiosity and spirituality. The results of this study suggest that African American students at the university were moderately involved in co-curricular activities on campus, had positive relationships with faculty and staff, demonstrated only minor unhealthy or risky behavior, were moderately involved in their faith, and were overall satisfied with the university and campus resources. The data also suggest that African American students at the university often experience moderate depression and feelings of being overwhelmed, yet choose to not utilize the counseling services provided on campus.

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CHAPTER I

Introduction

Statement of the Problem

There is a national crisis in the American university and college system regarding the status of African American students. Nationwide, the Black student college graduation rate is only 43 percent and Black women are far more likely than Black men to complete college. In 2006, the graduation rate of Black men was 36 percent, while the graduation rate for Black women was 47 percent. In contrast, the current graduation rate for white college students nationwide is 63 percent (Black, 2007). In 2009, only 19.4 percent of African Americans over the age of 25 held four-year college degrees (Vital, 2010). In 2008, only 32.6 percent of African Americans were enrolled in higher education (Vital, 2010). In 2011, the National Collegiate Athletic Association released graduation data for all students. The data presented showed that 43 percent of all Black students who matriculated at colleges and universities in 2004 earned their degrees within six years, while the six year rate for whites was 66 percent. By gender, the data showed that Black women graduated that same year at 46 percent, while the rate for White women was 68 percent. The graduation rate for Black men was 38 percent, while the rate for White men was 63 percent (JBHE, The Racial, 2011).

Not enough has been done to educate and graduate African American students as a whole. There is a demanding need for better, more pro-active and innovative academic programs for African American and other minority students on all college campuses to assist in their education, training, and degree attainment (Kemp, 1990).

Institutions of higher education are responsible for the healthy development and achievement of all students, regardless of race or ethnicity. When students are accepted into institutions of higher education, this responsibility lies with the university. Therefore, healthy

student development and successful matriculation must be evident in an institution's mission with evidence of multicultural initiatives (Lett, & Wright, 2003).

Williams and Leonard (1988) pointed out that many African American students display a pattern of taking courses outside their major requirements while dropping more difficult courses. They further stated that these students frequently have high grade point averages but do not graduate because of failure to fulfill course requirements in their selected majors. In addition, to gain entry into some majors, many universities require that a minimum grade point average be attained. As a result, too many African American students may be forced to select majors in which they lack true interest or may choose to leave the university out of frustration. This suggests that universities should develop and implement programs and services aimed at the education and progression of minority students toward graduation and social productivity rather than retention alone (Kemp, 1990).

There is no question that the retention of minority students is an important issue because without retention, graduation is impossible. However, since the mission of a higher education institution is to provide society with educated and productive citizens, to focus primarily on retention defeats this purpose. Theoretically, an undergraduate student could be retained in college indefinitely and never graduate (Kemp, 1990).

Solely emphasizing minority retention programs is insufficient for a number of reasons. First, retention programs, with regard to education, have historically been associated with underachieving, less prepared, slow, or learning disabled students. The use of this term, when preceded by the word 'minority' in place of a more suitable alternative (such as 'minority progression' or 'disposition') does a disservice to all students because of the associated negative connotations (Kemp, 1990).

A second reason that only focusing on retention programs is insufficient is the fact that African American and other minority college students do not want to simply be retained but educated, trained and graduated. African American students are just as motivated as are White students to be successful in college, but often feel, behave, and respond to situations in ways that frequently impede their academic progress and limit their academic success (Kemp, 1990; Nettles, 1988).

High attrition rates appear to be primarily caused by inferior K-12 preparation and an absence of a family college tradition, conditions that apply to a very large percentage of today's college-bound African Americans (Black, 2007). Nationally, universities have responded to the attrition dilemma with the creation of programs, committees, and offices aimed primarily at minority student retention. State and national conferences have been developed for college personnel to share ideas, research, and possible methods for dealing with the minority attrition problem (Kemp, 1990).

Statement of Purpose

The purpose of the present research was to examine the matriculation, attrition, and retention behaviors of African American students attending a midsize, Midwestern university. Specifically, the researcher was interested in developing a comprehensive understanding of the expectations, perceptions and actual experiences of African American undergraduates.

Methodology

The present study employed quantitative methodology for data collection through the use of an online questionnaire with response items based on Likert-type scales. The link to the questionnaire was sent to all African American students via their university email address. The

African American Student Survey features 30 questions: seven demographic inquiries, four queries regarding recruitment, two inquiries regarding matriculation, 10 queries regarding retention, three items regarding attrition, and four inquiries regarding graduation.

Research Questions

The seven research questions that guided the present study are as follows:

- I. To what extent were Black students involved in co-curricular activities?
- II. How did Black students rate their relationships with faculty and staff?
- III. How did Black students rate their overall satisfaction with the University?
- IV. How did Black students rate their level of satisfaction with campus resources?
- V. How did Black students rate their overall academic ability and performance thus far?
- VI. How did Black students rate their emotional, physical, and mental health?
- VII. How did Black students rate their spirituality?

Limitations of the Study

Response Rate. The response rate of the present study was only 0.06 percent (77 of 1142). Due to the low response rate, this study could be considered exploratory. Possible reasons for the low response rate include, but were not limited to, the following: potential participants were contacted via their university e-mail accounts and some students rarely check their accounts for new messages; some potential participants may no longer be students at the selected institution; and very few incentives were provided to potential participants. In addition, the timing of the survey could have affected the low response rate. The Principle Investigator (PI) administered the survey in the middle of the spring semester. By this time, many students

had likely already completed a number of other surveys for other graduate students and may have likely grown tired of participating in research studies.

Items. There seemed to be confusion surrounding certain items in the survey. This limitation was most noticeable in the participants' open-ended responses. For example, some participants may not have understood item 18, which asked students to describe their relationship with university staff (non-faculty paid employees). Some participants seemed to have not understood which individuals at the university were considered to be university staff. Based on some students' responses, some students thought that university staff was limited to custodians, maintenance workers, and food preparation workers. Some of the students' responses to specific items included: "BSWs are amazing"; "BSWs are very friendly and are concerned with how you are academically and personally"; "Don't really know too many, but the ones I have seen are pleasant"; "Don't understand the question"; "I don't interact with the staff, so I can't say anything good or bad"; "I don't know any"; "I'm not sure". Based on responses such as these, participants may not have known that university staff also includes employees in areas of Student Life, Greek Like, academic advising, TRiO supports services, Gateway, and Financial Aid.

Gender Ratios. Although more African American females were enrolled at the selected university in comparison to African American males at the time of the study, the ratio of males to females who participated in the study was far less than the ratio of males to females who were enrolled at the selected university. The PI was unable to determine why the male response rate was significantly less than the female response rate.

Definitions of Terms

Matriculation: The progression from one academic level to the next.

Retention: "the percent of entering students graduating or persisting in their studies at an institution" (Wyman, 1997, p. 29).

Attrition: “a longitudinal process of interactions between the individual and the academic and social systems of the college during which a person’s experiences in those systems...continually modify his goals and institutional commitments in ways which lead to persistence and / or to varying forms of dropout” (Tinto, 1975, p. 94).

Graduation: The rate at which students graduate from the university within a four to six year period.

Black/African American: The “term used to designate people of African descent who are domiciled in the United States since 1865” (Asante, & Mazama, 2005, p.8).

Religiosity: “A belief in God accompanied by a commitment to follow principles believed to be set by God” (Vitell, Paolillo, & Singh, 2005, p. 175).

Spirituality: “Personal life principle [which] animates transcendent quality [of] relationship [with] God or god being” (Emblen, 1992, p. 45).

Research Sample

The research target population consisted of 1143 Black undergraduate students currently attending the selected university at least part-time. A total of 77 students completed the survey for a 0.06% response rate. Of the 77 survey participants, 60 (79%) were females and 17 (22%) were males (**Table 1**).

Content Summary

The present thesis is organized as follows. Chapter I contains the introduction, research hypotheses, definitions of terms, statement of purpose, limitations to the study, and a brief literature review of previously published work. Chapter II contains an extensive review of published literature on the experiences and perceptions of African American students regarding

their lives on PWI (predominantly White institution) campuses. Specific attention is focused on research studies that address issues of African American student recruitment, attrition, matriculation, graduation and retention behaviors. Chapter III includes the methodology used in data collection and analysis; an explanation of the instruments utilized in data collection (i.e., The CIRP Freshman Survey and the USG Telephone Graduates Survey). Chapter IV contains the findings from the survey instrument and is presented in narrative format along with attendant tables, graphs and charts reflecting participants' responses to the survey instruments. Chapter V is comprised of a discussion of the findings, conclusions drawn, and recommendations for both Student Affairs professionals and future research in this area.

CHAPTER II

Review of Literature

The focus of this chapter is to review previous research pertinent to the current state of the matriculation, retention, attrition, and graduation of African American students in the U.S.

Matriculation

African American students often feel alienated at PWIs and do not feel included in the college environment and community. As a result of these feelings, African American students may have problems matriculating successfully. African American students need support, inclusion, and acceptance in order to fit in the mainstream college environment. African American students, like any others, can excel in environments that promote inclusion and acceptance. When African American students are able to feel a part of an institution, they achieve at higher levels and successfully matriculate through their programs of study (Lett, & Wright, 2003; Swchwitzer, Griffin, Ancis, & Thomas, 1999).

Problems associated with African American matriculation revolve around “blatant and subtle barriers” related to discriminatory practices. According to Lett and Wright (2003) and Feagin (1992), barriers to obtaining a college education are inclusive but not limited to: a) alienation, b) isolation, c) racism, d) discrimination, e) intimidation, and f) problems associated with acquiring adequate financial aid.

Retention

Oliver, Rodriguez, and Mickelson (1985) reported that many programs and special services have been developed at PWIs to increase retention rates of African American students. However, these programs have often failed to prove effective in increasing retention and

graduation rates among African American students (Fortson, 1997). Cheatham, Tomlinson, and Ward (1990) reported that a major factor for many of these program failures is that they were developed without a clear understanding of the unique academic and psychosocial needs of African American students. Sedlacek (1987) identified eight variables that seem to be central to African American students' success, including positive self-concept, realistic self-appraisal, understanding of racism, ongoing community service, ability to indicate long-range goals, access to a strong support person, successful leadership experience, and knowledge acquired in an occupational field. If these variables are not present in programs and special services for African Americans at PWIs, then those programs and services may not be successful.

After surveying 206 African American students attending both PWIs and HBCUs (historically Black colleges and universities), Cokley (2000) found that African American students attending PWIs reported lower academic scores than did African American students attending HBCUs; even though those who attended PWIs entered college with higher high school grade point averages than did those who attended HBCUs. Cokley (2000) also found that African Americans who attended PWIs showed lower academic self-concept than did those who attended HBCUs. The results of these findings suggest a lack of support at PWIs for African American students which lead to low retention rates.

Researchers Fordham (1988), Hughes (1987), Lang (1986, 1992), Hudson, Henderson, and Henderson (2002) have found that undergraduate students' perceptions of campus climates significantly impact student retention on college campuses, and that the overall success of entering freshmen often depends on their first year of experience. They reported that poor advisement, having an undeclared major, lack of academic preparedness, and improper time management skills are several of the reasons that students do not succeed at the freshman level. The authors also reported that African American students' attrition and dropout rates increased

continuously, starting in the late 1980's. In a 2002 study, Hudson, Henderson, and Henderson investigated Florida A&M University's retention data submitted for the fall and spring semesters of 1997 through 2001. They found that although enrollment gradually increased through the years, the number of students who returned for the spring semesters declined, which resulted in lower retention rates. The authors concluded that financial difficulties, transitional issues, and family difficulties may have been factors contributing to the decline in retention.

Cabrera, Nora, Terenzini, Pascarella, and Hagedorn (1999) indicated that minority students tended to have more negative perceptions of campus racial and academic climates than did White students. Some researchers have reasoned that PWIs should do better in helping to meet African Americans' specific needs in areas such as financial aid, campus involvement, and academic performance to help improve African Americans' perceptions of campus climates (Furr, & Elling 2002; Gregory, 2000).

Research has shown that students' involvement in co-curricular activities and relationships with faculty and staff affect students' academic success on college campuses. Lundberg and Schreiner (2004) found that students were more comfortable with faculty members of their own race / ethnicity. Astin (1984, 1993) found that students who were more involved in various aspects of college life, such as interaction with faculty and student organizations, had greater student learning and personal development than those who were not involved. Smedley et al. (1993) noted that certain factors (e.g., racism on campus and / or in the community, financial worries) threaten the effective adjustment for minority students, and they find it hard to concentrate on their studies and to trust faculty and administrators. Research has shown that some of the strongest predictors of college perseverance usually include; effective academic advising, interaction with faculty, living environment, classroom experience, and extracurricular activities (Levin, 1998). DeSousa and King (1992) reported that Black students were more

involved in organizations that consisted of predominantly Black students compared to White students in organizations like student government, resident hall associations, etc. The researcher also asserted that the students' involvement in largely Black organizations may provide a familiar cultural environment for Black students and help them establish social networks and support systems not found in the classroom atmosphere or residence halls (DeSousa, & King, 1992).

Attrition

Staying enrolled in school is a very difficult task for many African Americans. Fortson (1997) concluded that African American men endure one of the highest attrition rates of any other racial or gender group in higher education institutions. Fleming (1984) and Schwartz and Washington (2002) also explained that most African American men in higher education face significant challenges to attaining their degrees, resulting in higher attrition for Black males.

Negga, Applewhite, and Livingston (2007) found that the top five sources of stress at HBCUs and PWIs were (1) death of a family member (Intrapersonal Stress), (2) low grades (Academic Stress), (3) time management (Academic Stress), (4) boyfriend / girlfriend problems (Interpersonal Stress), and (5) missed classes (Academic Stress). These researchers also found that African American PWI students, in contrast with HBCU students, may need additional intervention or counseling services that are culturally sensitive to issues of racial discrimination, isolation and coping, as well as addressing the other factors common to all students at PWIs, such as control and self-esteem. According to Barksdale and Molock (2008), although rates of mental health problems among African Americans are similar to those of Caucasians, generally, African Americans are far less likely to seek mental health services. Their research suggests that African Americans prefer to seek mental help from non-mental health professionals, such as church members, family, or friends. The researchers reported that one prominent reason that

African Americans underutilize mental health care is the negative perceptions that family members and friends have toward professional health care.

Several studies have found that spirituality and religion can motivate students to succeed and remain in college (Donahoo, & Caffey, 2010). While Bryant and Astin (2008) suggested that students who struggle spiritually have poorer outcomes in college, Johnson et al (2003) and Walker and Dixon (2002) contended that African American students who demonstrate a high spiritual or religious orientation have higher grade point averages and earn more academic honors. These researchers also concluded that the support and encouragement students received from churches motivated them to stay and succeed in school. Donahoo and Caffey (2010) found that to varying degrees, students attributed their successful transitions into college, academic performance, career selection, ability to cope with stress, and the desire to accept and improve the lives of others to their church involvement, religious practice, and spirituality. As defined by Parks (2000), the church offers these students a form of community that promotes both their personal and religious development.

From their findings, Donahoo and Caffey (2010) concluded that although public institutions face constitutional limitations related to addressing the religious needs of their students, they should work with churches to help ensure that all interested students have access to the academic gains, coping skills development, and supports systems that religious and spiritual organizations have the ability to provide. They explained that this cooperation can include simple, inexpensive value neutral gestures such as allowing local churches to advertise their services in institutional publications, providing space during events devoted to recruiting students to participate in on and off-campus activities, and inviting churches to attend and participate in public events held on-campus. The authors found that this type of high-visibility involvement and access is especially crucial for African American students attending

predominantly white institutions as churches provide them with a place to escape much of the stress of campus life. From a retention perspective, student who attend church and experience the familial support provided motivates them to stay in school and pursue their degrees.

According to Donahoo and Caffey, the qualitative data obtained from several studies substantiates the fact that church involvement can help to promote student retention and college success by addressing a wide range of the spiritual, familial, social and personal needs of these students.

Researchers Fordham (1988), Hughes (1987), Lang (1986, 1992), Hudson, Henderson and Henderson (2002) have also noted that the overall success of entering freshmen oftentimes depends on their first year of experience. For example, they reported that poor advisement, having an undeclared major, lack of academic preparedness, and improper time management skills are several of the reasons that some students do not succeed at the freshman level. These researchers also reported that African American students' attrition and dropout rates increased continuously, starting in the late 1980's.

Researchers Perna (2006), St. John, Paulsen, and Carter (2005) and Titus (2006) have noted a relationship between inadequate financial support and student attrition. According to a study by Sallie Mae, the largest nonprofit provider of federal and private education loan funds in America, 69 percent of Blacks who enrolled in college but did not finish said that they left because of high student loan debt as opposed to 43 percent of White students who cited the same reason (Black, 2007). The availability of a high level of financial aid shields low-income Black students from financial pressures that may force minority students to leave college (Black, 2007).

In the African American community, lack of financial support may go unnoticed. Research has shown that pride can impact African American males' ability to seek support (Majors, & Billson, 1992). Majors and Billson characterized the pride that African American

males display as “cool pose” (p. 8); a façade used to display confidence and masculinity. They asserted that African American males adopt a cool pose to project control to others even when they are in need of assistance or guidance. High dropout rates appear to be primarily caused by inferior K-12 preparation and an absence of family college tradition, conditions that apply to a very large percentage of today’s Black college-bound youth (Black, 2007).

Graduation

Provasnik and Shafer (2004) reported that, in 2001, 87.1% of all African American undergraduates attended PWIs while only 12.9% attended HBCUs. Their report indicated that PWIs accounted for 78.5% of all undergraduate degrees awarded to African American students nationally while HBCU’s accounted for 21.5% all undergraduate degrees awarded to African American students. Currently, although a larger percentage of African Americans attend PWIs than attend HBCUs, yet PWIs account for a disproportionately lower percentage of degrees awarded to African American students.

Many PWI colleges and universities with high Black student graduation rates have established orientation and retention programs to help Black students adapt to the culture of predominantly White campuses. Mentoring programs for Black first-year students involving upperclassmen have been successful at many colleges and universities (Blount, 2011, pp. 22-29). Other institutions appear to improve graduation rates through strong Black student organizations that foster a sense of belonging among the Black student population. The presence or absence of these programs may have some impact on graduation rates (Black, 2007). Academic and social integration are said to directly influence success in college because, research shows that the more students are involved in the social and intellectual aspects of college life, and the more frequently

they interact with faculty and other students about learning issues, especially outside the classroom, the more students are likely to persist to degree completion (Astin, 1991).

The geographic location of colleges and universities plays a major role in Black student graduation rates. Colleges in rural areas with very small to negligible Black populations tend to have lower Black graduation rates than colleges and universities in urban areas (Black, 2007).

CHAPTER III

Methodology

Statement of Purpose

The purpose of the present research was to examine the matriculation, attrition, and retention behaviors of African American students attending a midsize, PWI located in the Midwestern U.S. Specifically, the researcher was interested in developing a comprehensive understanding of the expectations, perceptions and actual experiences of African American undergraduates attending the selected institution.

Design of Study

The purpose of the present research was to examine the recruitment, matriculation, attrition, and retention behaviors of African American students attending a midsize, public, PWI located in the Midwestern U.S. Specifically, the researcher was interested in developing a comprehensive understanding of the expectations, perceptions and actual experiences of African American undergraduates. In order to accomplish this task, quantitative inquiry in the form of a survey instrument was utilized for data collection and analysis. Specifically, the primary researcher modified components of the following published tools to fit the target population and specific institution: the USG Graduates Telephone Research Questionnaire from the University System of Georgia's African-American Male Initiative Research External Report, and The CIRP Freshman Survey from the Cooperative Institutional Research Program.

Site Selection

The present study was conducted at a four-year public institution located in the midwestern U.S. the selected university had a faculty-student ratio of 1 to 16. At the time of the current study, the university had a graduation rate of 59 percent.

Target Population

Enrollment figures for fall 2011 indicated that the university had a total enrollment of 11,630 with 1,382 (11.9%) self-identified African American undergraduate students. By class standing, 294 were seniors (120 men; 174 women); 295 juniors (106 men; 189 women); 316 sophomores (121 men; 195 women); and 490 freshmen (164 men; 326 women). Of the 1398 African American undergraduates, 947 were from the greater Chicago metropolitan area, 82 were from the East Saint Louis area, and 286 were from cities other than the Chicago / East St, Louis areas. The average student was between the ages of 18-24 years old.

Data Collection

The present study employed quantitative methodology for data collection through the use of an online questionnaire which predominantly contained questions answerable as Likert-type response scales. The link to the questionnaire was sent to all African American students via their institutional email address. In addition to demographic information, the survey addressed the following components of the undergraduate experience: initial contact with the university and recruitment personnel; classroom experiences; campus climate; social norms; religious participation; perceptions of themselves (i.e., degrees of satisfaction with their emotional and mental health); involvement with faculty and staff (e.g., mentoring); co-curricular activities (e.g., athletics, interactions with community businesses, cross-cultural interactions, RSOs); access to and utilization of campus resources (e.g., tutoring, financial aid); and, awareness of programs and offices specifically established to provide services and fulfill the needs of the minority or African American populations. In addition, consideration was given to degree specific programs

(e.g., number of Black students enrolled in pre-Nursing and other programs that required a brief campus stay and a similar time spent on a satellite campus or office).

Instrumentation

The institutional African American Student Survey was a mixture of items developed in-house by the PI, in addition to modified items from the USG Graduates Telephone Research Questionnaire and the The CIRP Freshman Survey. The USG Graduates Telephone Research Questionnaire was obtained from *The University System of Georgia's African-American Male Initiative Research External Report On Attitudes and Barriers Impacting the Participation of African-American Males in the University System of Georgia*, Matlock Advertising and Public Relations and Paul A. Warner Associates. The CIRP Freshman Survey was obtained from the Higher Education Research Institute, home of the Cooperative Institutional Research Program, and this version was administered in 2005. The institutional African American Student Survey used in the present study features 30 questions: seven demographic inquiries, four queries regarding recruitment, two inquiries regarding matriculation, 10 queries regarding retention, three items regarding attrition, and four inquiries regarding graduation.

Hypotheses

1. Black students will report being dissatisfied with access to campus resources.
2. Black students will report having absent or negative relationships with their instructors.
3. Black students will report having strong feelings of isolation and alienation.
4. Black students will report being dissatisfied overall with the university as an institution.

CHAPTER IV

Findings

The purpose of the present study was to examine the perceptions and experiences of Black students attending a midsize, public university located in the midwestern U.S. regarding their matriculation, attrition, and retention behaviors. The research data in this chapter are responses to a survey completed by Black students enrolled at the selected institution.

Research Sample

The research sample consisted of 1143 Black students currently attending at least part-time at the selected university. A total of 77 students completed the survey for a 0.06% response rate. Of the 77 survey participants, 60 (79%) were women and 17 (22%) were men (**Table 1**).

Demographic Data

Tables 1 thru 5 below are displays of the demographic profiles of study participants. Specifically, Table 1 shows the gender of the participants, the majority of whom were females. On the basis of gender, demographics are statistically significant yet cannot be generalized to the entire Black student population due to the low number of male participants. **Table 2** shows the ages of the participants which ranged from 18-24 years; the majority of the participants were 21 years old. **Table 3** shows the enrollment status of the participants. With the exception of two, all participants in this survey were fulltime students. **Table 4** shows the class standing of the participants; the majority of whom were seniors. **Table 5** shows the religious preferences of the participants; the majority of the participants reported practicing the Baptist faith.

Table 1**Frequencies and Percentages for Gender of African American Students**

Gender	<i>N</i>	%
Female	60	77.9
Male	17	22.1
Total	77	100.0

Table 2**Frequencies and Percentages for Age of African American Students**

Age	Male <i>N</i>	%	Female <i>n</i>	%
18	1	6.3	9	15.5
19	1	6.3	10	17.3
20	3	18.7	8	13.8
21	4	25.0	24	41.4
22	3	18.7	5	8.6
23	1	6.3	1	1.7
24	3	18.7	1	1.7
Total	16	100.0	58	100.0

Table 3**Frequencies and Percentages of Enrollment Status for African American Students**

Enrollment Status	Male <i>N</i>	%	Female <i>n</i>	%
Full-time	17	100.0	58	96.7
Part-time	0	0.0	2	3.3
Total	17	100.0	60	100.0

Table 4**Frequencies and Percentages for Class Standing of African American Students**

Class Standing	Male		Female	
	<i>n</i>	%	<i>n</i>	%
Freshman	3	17.6	11	18.3
Sophomore	1	5.9	13	21.7
Junior	5	29.4	17	28.3
Senior	8	47.1	19	31.7
Total	17	100.0	60	100.0

Table 5**Frequencies and Percentages of Religious Preferences for African American Students**

Religious Preference	Male		Female	
	<i>N</i>	%	<i>n</i>	%
Baptist	3	17.7	15	25.0
Buddhist	1	5.9	0	0.0
Church of Christ	2	11.7	11	18.3
Islamic	0	0.0	1	1.7
Lutheran	0	0.0	2	3.3
Methodist	1	5.9	1	1.7
Presbyterian	1	5.9	1	1.7
Roman Catholic	1	5.9	5	8.3
United Church of Christ/Congregational	1	5.9	3	5.0
Other Christian	5	29.4	12	20.0
Other Religion	0	0.0	3	5.0
No Religious Preference or Affiliation	2	11.7	6	10.0
Total	17	100.0	60	100.0

Research Questions

Research Question 1

Research question one was designed to ascertain the extent to which students were involved in co-curricular activities on campus at the university. Participants were instructed to indicate their responses on Likert-type scales. Responses to survey items 22.3, 22.10, 22.12, 22.14, 22.15, 22.16, 22.17, and 22.23 were assessed to determine how involved students were in co-curricular activities on campus. Survey responses showed that the majority of students ($n=35$ or 45.5%) sometimes participated in organized presentations on campus. The majority of students ($n = 37$ or 48.1%) sometimes performed volunteer work on campus. The same number of participants ($n = 22$ or 28.6%) indicated that they never or sometimes voted in a student election. The majority of students ($n = 54$ or 70.1%) never participated in student government activities. The majority of students ($n = 64$ or 83.1%) additionally never joined a fraternity or sorority. The majority of students ($n = 60$ or 77.9%) never played on a varsity / intercollegiate athletic team. The majority of students ($n = 56$ or 73.7%) never participated in student protests or demonstrations. A large minority of students ($n = 27$ or 35.5%) always participated in Registered Student Organizations. The frequencies and percentages for individual participant responses can be found in **Table 6**.

Table 6**Participants' Involvement in Co-Curricular Activities***Participated in Organized Presentations*

Item 22.3	<i>n</i>	%
Never	3	3.9
Almost Never	5	10.4
Sometimes	35	45.5
Almost Always	27	35.1
Always	7	9.1

Performed Volunteer Work

Item 22.10	<i>n</i>	%
Never	4	5.3
Almost Never	12	15.8
Sometimes	37	48.7
Almost Always	14	18.4
Always	9	11.8
Missing	1	

Voted in a Student Election

Item 22.12	<i>n</i>	%
Never	22	28.6
Almost Never	13	16.9
Sometimes	22	28.6
Almost Always	14	18.2
Always	6	7.8

Participated in Student Government

Item 22.3	<i>n</i>	%
Never	54	70.1
Almost Never	15	19.5
Sometimes	3	3.9
Almost Always	3	3.9
Always	2	2.6

Joined a Fraternity or Sorority

Item 22.15	<i>n</i>	%
Never	64	83.1
Almost Never	2	2.6
Sometimes	2	2.6
Almost Always	1	1.3
Always	8	10.4

Played Varsity / Intercollegiate Athletics

Item 22.3	<i>n</i>	%
Never	60	78.9
Almost Never	5	6.6
Sometimes	2	2.6
Almost Always	1	1.3
Always	8	10.5
Missing	1	

Participated in Student Protests or Demonstrations

Item 22.17	<i>n</i>	%
Never	56	73.7
Almost Never	11	14.5
Sometimes	7	9.2
Almost Always	1	1.3
Always	1	1.3
Missing	1	

Participated in Student Clubs/Groups

Item 22.23	<i>n</i>	%
Never	11	14.5
Almost Never	4	5.3
Sometimes	17	22.4
Almost Always	17	22.4
Always	27	35.5
Missing	1	

Research Question 2

Research question two was designed to determine how Black students rated their relationships with faculty and staff. Participants were instructed to indicate their responses on a Likert-type scale. Responses to survey items 13.11, 16, 17, 18, 19, 22.11, 22.21, 22.5, and 22.6 were analyzed to determine how Black students rated their relationships with faculty and staff. For items 16 and 18, participants were instructed to explain their responses. The majority of students ($n = 27$ or 35.1%) responded that they agree that the faculty and staff were appealing. The majority of students ($n = 42$ or 54.5%) indicated that they have a positive relationship with the university faculty (professors and instructors). The majority of students ($n = 32$ or 41.6%) also indicated that they had a positive relationship with the university staff (non-faculty employees). The majority of students ($n = 27$ or 35.5%) indicated that they sometimes asked professors for advice after class and ($n = 28$ or 36.4%) indicated that they sometimes communicate regularly with their professors. The majority of students ($n = 34$ or 44.2%) found the university faculty to be helpful and at least ($n = 61$ or 74.6%) of participants found the university staff to be helpful or very helpful. The frequency and percentages for individual participant responses can be found in **Table 7**. For items 17 and 19, students were also asked to explain their responses to items 16 and 18. A summary of their responses are included below.

Table 7**How Black Students Rate Their Relationships with Faculty and Staff***How Appealing are the Faculty and Staff?*

Item 13.11	<i>n</i>	%
Not Appealing	6	7.8
Somewhat Appealing	10	13.0
Neutral	20	26.0
Appealing	27	35.1
Very Appealing	14	18.2

Descriptions of Relationships with Faculty (Professors and Class Instructors)

Item 16	<i>n</i>	%
Extremely Negative	0	0
Negative	1	1.3
Neutral	23	29.9
Positive	42	54.5
Extremely Positive	11	14.3

Descriptions of Relationships with Staff (Non-Faculty Employees)

Item 18	<i>n</i>	%
Extremely Negative	1	1.3
Negative	1	1.3
Neutral	32	41.6
Positive	28	36.4
Extremely Positive	15	19.5

Frequency that Students Sought Advice after Class

Item 22.11	<i>n</i>	%
Never	7	9.2
Almost Never	7	9.2
Sometimes	27	35.5
Almost Always	18	23.7
Always	17	22.4
Missing	1	

Extent that Students Communicated Regularly with Professors

Item 22.21	<i>n</i>	%
Never	5	6.5
Almost Never	3	3.9
Sometimes	28	36.4
Always	27	35.1
Almost Always	14	18.2

Students' Perceptions of the Helpfulness of Faculty Members

Item 23.5	<i>n</i>	%
Not Helpful	0	0
Slightly Helpful	6	7.8
Neutral	10	13.0
Helpful	34	44.2
Very Helpful	27	35.1

Students' Perceptions of the Helpfulness of Staff Members

Item 23.6	<i>n</i>	%
Not Helpful	0	0
Slightly Helpful	8	10.7
Neutral	11	14.7
Helpful	28	37.3
Very Helpful	28	37.3

Students' Explanations of Their Responses to Item 16

For item 17, students were asked to explain their responses to item 16, which asked students to describe their relationships with faculty members. Mostly, student responses indicated that they had positive and engaging relationships with their faculty members. One student wrote, "All of my teachers are very understanding, the [university] faculty really care about us students and take a divine interest in us somewhat like we are all family." Another student responded, "I am very close with many of my professors." A third participant responded, "I love all my teachers they're awesome." A large number of responses showed neutral relationships with professors. Although there were more positive responses, there were some negative responses. One negative response was, "I am not close to any professors." Another participant wrote, "I don't feel like they try to interact with students. It's very dry and bland. I always feel as though they're just doing their job and nothing more. One thing I appreciate is when you can tell when your professors truly want their best interest for your success as a student and person. Have not seen that on campus..."

Students' Explanations of Their Responses to Item 18

For item 19, students were asked to explain their responses to item 18, which asked students to describe their relationships with university staff members. Largely, students

responded that they did not know any staff members or had never interacted with staff members. Some students replied that they were confused by the question. Other students answered the question generally, such as, “Everyone I have come in contact with at [the university] has been pleasant and polite.” Additional responses showed that some students believed that “staff” meant service workers such as custodians and maintenance workers. This is shown in the response, “The BSWs and maintenance people always speak and are very kind.”

Research Question 3

Research question three was designed determine how Black students rated their overall satisfaction with the university. Participants were instructed to indicate their responses on a Likert-type scale. Survey items 13.1, 13.8, 13.9, 14, 15, 20, 21 22.19, 25.2, 25.4 were combined to determine how Black students rate their overall satisfaction with various components of their experience at the university. The majority of students ($n = 28$ or 36.4%) strongly disagreed that they enjoy the difficult subjects that they have taken at the university. Most students strongly agreed that the university prepares students to achieve financial security ($n = 40$ or 51.9%) and career goals ($n = 46$ or 59.7%). The majority of students described their overall experience as positive ($n = 42$ or 54.5%) while only two students (2.6%) described their overall experiences as negative or extremely negative. A large majority of students ($n = 68$ or 88.3%) indicated that they would recommend the university to another African American student, and most students ($n = 32$ or 41.6%) indicated that they were almost always satisfied with the university; only two students (2.6%) admitted that they never were satisfied with the university. An overwhelming 57.9% ($n = 44$) of students strongly disagreed that they felt like dropping out of school, while the least amount of students ($n = 3$ or 3.9%) indicated that they strongly agree that they felt like dropping out of school. The majority of students ($n = 47$ or 63.5%) responded that they strongly

disagree that they will transfer to a different institution due to feeling unwelcome at the university. The frequency and percentages for individual participant responses can be found in **Table 8**. For items 15 and 21, students were also asked to explain their responses to items 14 and 20. A summary of their responses are included below.

Table 8

Black Students' Perceptions of their Overall Satisfaction with the University

How Students Rated their Appreciation for Difficult Subjects at the University

Item 13.1	<i>n</i>	%
Strongly Disagree	28	36.4
Disagree	16	20.8
Neutral	13	16.9
Agree	17	22.1
Strongly Agree	3	3.9

Students' Perceptions of Whether the University Prepares Students to Achieve Career Goals

Item 13.8	<i>n</i>	%
Strongly Disagree	0	0
Disagree	0	0
Neutral	8	10.4
Agree	23	29.9
Strongly Agree	46	59.7

Students' Perceptions of Whether the University Prepares Students to Achieve Financial Security

Item 13.9	<i>n</i>	%
Strongly Disagree	1	1.3
Disagree	4	5.2
Neutral	9	11.7
Agree	23	29.9
Strongly Agree	40	51.9

How Students Rated their Overall Experiences at the University Thus Far

Item 14	<i>n</i>	%
Extremely Negative	1	1.3
Negative	1	1.3
Neutral	17	22.1
Positive	42	54.5
Extremely Positive	16	20.8

Students' Responses on Whether They Would Recommend the University to Another Black Student

Item 20	<i>n</i>	%
Yes	68	88.3
No	9	11.7

Frequency that Students Felt Satisfied with the University

Item 22.19	<i>n</i>	%
Never	2	2.6
Almost Never	4	5.2
Sometimes	22	28.6
Almost Always	32	41.6
Always	17	22.1

Students' Responses to the Statement that They "Feel Like Dropping Out of School"

Item 25.2	<i>n</i>	%
Strongly Disagree	44	57.9
Disagree	15	19.7
Neutral	8	10.5
Agree	6	7.9
Strongly Agree	3	3.9
Missing	1	

Students' Responses to the Statement, "I will transfer to a different institution because I do not feel welcome at the University."

Item 25.4	<i>n</i>	%
Strongly Disagree	47	63.5
Disagree	15	20.3
Neutral	7	9.5
Agree	3	4.1
Strongly Agree	2	2.7

Students' Explanations of Their Responses to Item 14

For item 15, students were asked to explain their responses to item 14, which asked students to describe their overall experiences at the university. Generally, students were pleased with their experiences. Many students indicated that the students and faculty at the university are friendly. For example, one student wrote, "Almost everyone is friendly and [the university] has a laid-back vibe to it, it's great..." Another student wrote, "Every day I am meeting someone new, the atmosphere is great, and I love being here." Students also noted they felt that they had grown as a person since their start at attending [the university]. For instance, one participant wrote, "I have grown into a better person and student since I have been here." Another student wrote, "I have had some wonderful and life changing experiences at [the university], I love the school, and have grown to adapt to the environment..." A third student wrote, "I have learned a lot and grown even more as a person." There were numerous responses about being pleased with the diverse activities and organizations offered to students on campus. One student stated, "I have been involved with over 10 organizations on campus. Each are very diverse and have helped me throughout the school year socially and academically." A second participant wrote, "I have had several leadership positions on campus and have maintained a steady high gpa while

meeting various types of people.” Another student stated, “There are a variety of diverse programs, events, and workshops that make a difference on the individuals on a college campus.” In contrast, some students displayed a negative overall view of [the university]. For example, one student noted, “I am not comfortable with certain individuals on campus. I feel as though I am unwanted because of my racial background.” Another student responded, “If given the chance, I would choose another school.” A third student stated, “The school has not been enjoyable the police harrass black students.”

Students’ Explanations of Their Responses to Item 20

For item 21, students were asked to explain their responses to item 20, which asked students if they would recommend the university to another African American student? Generally, students’ responses were positive. While there is no way to determine exactly how each student responded to item 20, positive responses for item 21 indicates that those students would recommend the university to another African American student. In responding to item 21, most students regarded the university as a diverse, welcoming institution. For example, one student wrote, “The university is a diverse environment for you to grow as a person and enhance as a race.” Another participant responded, “The university is a school of diversity that focuses on your success.” A third student responded, “It’s a diverse campus, so you’ll get to meet lots of new people and take your first step into a larger world.” Some students responded that they enjoyed the close-knit, family-like feel of the university campus. One participant wrote, “African American students are friendly and because there aren’t many of us here, there is a close connection...” Another student wrote, “I would tell them that there is a close knit connection between the African Americans and the university is a great school.” Students also noted that they were pleased with the number and quality of organizations on campus designed for African Americans. One participant stated, “...There are plenty of organizations to join in

order to feel welcomed, accepted, and at “home”. Another student responded, “There are several organizations here at [the university] that strive to see the success and growth of its African Americans.” Some students, however, did respond negatively. One student replied, “I would not recommend another African American because this city is too rural and some of the people living in this community aren’t as accepting towards different cultures and ethnicities.” “Another student wrote, “This university does not meet the needs of African American students.”

Research Question 4

Research question four was designed determine how Black students rated their level of satisfaction with the university’s campus resources. Participants were instructed to indicate their responses on a Likert-type scale. Survey items 22.20, 23.1, 23.2, 23.3, and 23.4 were joined to determine how Black students rate their satisfaction with university campus resources. A vast majority of students ($n = 47$ or 61.0%) responded that they had never sought personal or mental health counseling. Whereas some students indicated that university mentors ($n = 24$ or 31.2%) and tutors ($n = 23$ or 29.9%) were helpful, respectively, the majority responded that university academic advisors ($n = 30$ or 39.0%) and Financial Aid ($n = 38$ or 49.4%) were very helpful. The frequency and percentages for individual participant responses can be found immediately following in **Table 9**.

Table 9**Black Students' Satisfaction with University Campus Resources***Frequency that Students Sought Personal Counseling*

Item 22.20	<i>n</i>	%
Never	47	61.0
Almost Never	8	10.4
Sometimes	15	19.5
Always	3	3.9
Almost Always	4	5.2

Students' Perceptions of the Help Received from University Mentors

Item 23.1	<i>n</i>	%
Not Helpful	13	16.9
Slightly Helpful	8	10.4
Neutral	19	24.7
Helpful	24	31.2
Very Helpful	13	16.9

Students' Perceptions of the Help Received from University Tutors

Item 23.2	<i>n</i>	%
Not Helpful	8	10.4
Slightly Helpful	7	9.1
Neutral	21	27.3
Helpful	23	29.9
Very Helpful	18	23.4

Students' Perceptions of Help Received from Financial Aid

Item 23.3	<i>n</i>	%
Not Helpful	4	5.2
Slightly Helpful	5	6.5
Neutral	9	11.7
Helpful	21	27.3
Very Helpful	38	49.4

Students' Perceptions of the Help Received from University Academic Advisors

Item 23.4	<i>n</i>	%
Not Helpful	6	7.8
Slightly Helpful	6	7.8
Neutral	7	9.1
Helpful	28	36.4
Very Helpful	30	39.0

Research Question 5

Research question five was designed determine how Black student rated their overall academic ability and performance thus far. Participants were instructed to indicate their responses on a Likert-type scale. Survey items 21.1, 12.2, 22.13, 22.25, 24.1, 24.6, 24.13, 25.1, and 25.2 were combined to determine how Black students view their own overall academic ability and performance thus far. Although participants' responses varied a great deal, most students ($n = 21$ or 27.3%) indicated that they agree that they should have been at a higher class standing than they were at the time of the survey. Students' responses show that the majority of students strongly agree ($n = 28$ or 36.8%) or agree ($n = 21$ or 27.6%) that they have had no problems earning thirty credit hours per academic year. Most students responded that they are almost never late to class ($n = 31$ or 40.3%), and have never been on academic probation ($n = 61$ or 80.3%). The majority of students ($n = 44$ or 57.1%) rated their own academic ability as above average. Most students indicated that their drive to achieve was either in the highest 10% ($n = 34$ or 44.2%) or above average ($n = 26$ or 33.8%). Most participants rated their own intellectual self-confidence as in the highest 10 percent ($n = 29$ or 37.7%) or above average ($n = 27$ or 35.1%). Participants' responses to item 25.1 were somewhat split, but the largest minority of students ($n = 21$ or 27.6%) indicated that they strongly disagree that they sometimes felt as though they would not graduate on time. An overwhelming majority of participants ($n = 44$ or 57.9%) responded that they strongly disagree that they felt like dropping out of school. The frequency and percentages for individual participant responses can be found in **Table 10**.

Table 10**How Black Students Rate their Overall Academic Ability and Performance***Students' Responses to the Statement, "... I Should Be at a Higher Class Standing"*

Item 12.1	<i>n</i>	%
Strongly Disagree	15	19.5
Disagree	18	23.4
Neutral	15	19.5
Agree	21	27.3
Strongly Agree	8	10.4

Students' Responses to Having Successfully earned 30 Credit Hours Each Year

Item 12.2	<i>n</i>	%
Strongly Disagree	3	3.9
Disagree	9	11.8
Neutral	15	19.7
Agree	21	27.6
Strongly Agree	28	36.8
Missing	1	

Frequency that Students Arrived Late to Class

Item 22.13	<i>n</i>	%
Never	9	11.7
Almost Never	31	40.3
Sometimes	28	36.4
Almost Always	8	10.4
Always	1	1.3

Frequency that Students Had Been on Academic Probation

Item 22.25	<i>n</i>	%
Never	61	80.3
Almost Never	10	13.2
Sometimes	4	5.3
Almost Always	0	0
Always	1	1.3
Missing	1	

How Students Rated their Academic Ability

Item 24.1	<i>n</i>	%
Lowest 10%	0	0
Below Average	0	0
Average	23	29.9
Above Average	44	57.1
Highest 10%	10	13.0

How Students Rated their Drive to Achieve

Item 24.6	<i>n</i>	%
Lowest 10%	0	0
Below Average	1	1.3
Average	16	20.8
Above Average	26	33.8
Highest 10%	34	44.2

How Students Rated their Self-Confidence (Intellectual)

Item 24.13	<i>n</i>	%
Lowest 10%	1	1.3
Below Average	1	1.3
Average	19	24.7
Above Average	27	35.1
Highest 10%	29	37.7

How Students Responded to the Statement, “I Sometimes Feel that I Will Not Graduate On Time”

Item 25.1	<i>n</i>	%
Strongly Disagree	21	27.6
Disagree	16	21.1
Neutral	15	19.7
Agree	17	22.4
Strongly Agree	7	9.2
Missing	1	

How Students Responded to the Statement, “I Feel Like Dropping Out of School”

Item 25.2	<i>n</i>	%
Strongly Disagree	44	57.9
Disagree	15	19.7
Neutral	8	10.5
Agree	6	7.9
Strongly Agree	3	3.9
Missing	1	

Research Question 6

Research question six was designed to determine how Black students rate their own emotional, physical, and mental health. Participants were instructed to indicate their responses on a Likert-type scale. Survey items 22.8, 22.9, 22.20, 24.7, and 24.10 were linked to determine how Black students assessed their own emotional, physical, and mental health. Most students

either sometimes ($n = 38$ or 51.4%) or almost always ($n = 26$ or 35.1%) felt overwhelmed with all they had to do. The majority of students ($n = 33$ or 42.9%) sometimes felt depressed. An overwhelming majority of students ($n = 47$ or 61.0%) never sought personal counseling. The largest minority of students regarded their emotional health ($n = 28$ or 36.8%) and their physical health ($n = 35$ or 45.5%) as average. The frequency and percentages for individual participant responses can be found in **Table 11**.

Table 11

How Black Students Rated their Own Emotional, Physical, and Mental Health

Frequency that Students Felt Overwhelmed

Item 22.8	<i>n</i>	%
Never	2	2.7
Almost Never	4	5.4
Sometimes	38	51.4
Almost Always	26	35.1
Always	4	5.4

Frequency that Students Felt Depressed

Item 22.9	<i>n</i>	%
Never	16	20.8
Almost Never	18	23.4
Sometimes	33	42.9
Almost Always	6	7.8
Always	4	5.2

Frequency that Students Sought Personal Counseling

Item 22.20	<i>n</i>	%
Never	47	61.0
Almost Never	8	10.4
Sometimes	15	19.5
Almost Always	3	3.9
Always	4	5.2

How Students Rated their Emotional Health

Item 24.7	<i>n</i>	%
Never	3	3.9
Almost Never	3	3.9
Sometimes	28	36.8
Almost Always	19	25.0
Always	23	30.3
Missing	1	

How Students Rated their Physical Health

Item 24.10	<i>n</i>	%
Lowest 10%	2	2.6
Below Average	8	10.4
Average	35	45.5
Above Average	20	26.0
Highest 10%	12	15.6

Research Question 7

Research question seven was designed to determine how Black students rated their level of spirituality. Participants were instructed to indicate their responses on a Likert-type scale. Survey items 22.1, 24.12, 24.14, and 24.15 were combined to determine how students assessed their spirituality. Most students ($n = 34$ or 44.2%) responded that they sometimes attended a religious service within the past year. The majority of students ($n = 33$ or 42.9%) assessed their level of religiousness as average, their level of self-understanding as above average ($n = 31$ or 40.8%), and their level of spirituality as either average ($n = 30$ or 39.0%) or above average ($n = 28$ or 36.4%). The frequency and percentages for individual participant responses can be found in **Table 12**.

Table 12

How Black Students Rated their Level of Spirituality

Frequency that Students Attended a Religious Service Within the Past Year

Item 22.1	<i>n</i>	%
Never	16	20.8
Almost Never	10	13.0
Sometimes	34	44.2
Almost Always	9	11.7
Always	8	10.4

How Students Rated their Level of Religiosity

Item 24.12	<i>n</i>	%
Lowest 10%	5	6.5
Below Average	6	7.8
Average	33	42.9
Above Average	20	26.0
Highest 10%	13	16.9

How Students Rated their Level of Self-Understanding

Item 24.14	<i>n</i>	%
Lowest 10%	1	1.3
Below Average	2	2.6
Average	16	21.1
Above Average	31	40.8
Highest 10%	26	34.2
Missing	1	

How Students Rated their Level of Spirituality

Item 24.15	<i>n</i>	%
Lowest 10%	1	1.3
Below Average	1	1.3
Average	30	39.0
Above Average	28	36.4
Highest 10%	17	22.1

Summary of Data Analysis

Included above are students' responses to survey inquiries regarding matriculation, retention, attrition, and graduation. This study was designed to gain an understanding of the experiences and perceptions of Black students at the university, paying close attention to matriculation, retention, attrition, and graduation rates. Frequencies and percentages, along with some open-ended responses, were used to note the importance of the categories of involvement in co-curricular activities, relationships with faculty and staff, overall satisfaction with the university, satisfaction with campus resources, the extent of unhealthy or risky behaviors, overall academic ability and performance, emotional, physical, and mental health, and level of spirituality.

The results of this study showed that the majority of students had positive perceptions of their experiences at the university. Overall, the current research sample was somewhat involved in co-curricular activities on campus at the university. Most students showed to have positive relationships with faculty and staff members. The majority of the participants indicated that they were, overall, satisfied with the university and campus resources, including mentors, tutors, and Financial Aid, although most had never utilized the personal counseling resources. Generally, students exhibited little to no unhealthy or risky behaviors during the past year. Largely, the

participants had a positive view of their overall academic ability and performance thus far. Most students reported moderate to poor emotional, physical, and mental health. The participants' responses in research question eight showed moderate levels of religiosity and spirituality.

As shown in the tables above, some participant(s)' responses are missing from this study. It is not possible to know who or why one individual or multiple individuals did not respond to certain questions, as I do not have individual participants' contact information.

CHAPTER V

Discussion, Conclusions, and Recommendations

The purpose of the present study was to examine the perceptions and experiences of Black students at the university with a focus on their matriculation, attrition, and retention behaviors. This chapter includes a discussion, recommendations for future research, and conclusions.

Discussion

Research question one asked participants to determine how involved they were in co-curricular activities on campus. According to Astin (1984, 1993), students who are more involved in various aspects of college life, like interaction with faculty and student organizations, had greater student learning and personal development than those who were not involved. In addition, DeSousa and King (1992) reported that students' involvement in largely Black organizations may provide a familiar cultural environment for Black students and help them establish social networks and support systems not found in the classroom atmosphere or residence halls.

The present study showed that a low number of participants voted in student elections, and most students indicated that they have never participated in student government activities or student protests or demonstrations. In contrast, many students reported that they had always or almost always participated in organized presentations and registered student organizations. Based on students' open-ended responses to item 21, many students are involved in organizations that are predominantly Black. Thus, the university likely retained most of the participants in this study since they have established social networks and support systems, and they likely matriculated and graduated successfully.

Research question two asked students to rate their relationships with faculty and staff. Levin (1998) reported that some of the strongest predictors of college perseverance usually include interaction with faculty. Smedley et al. (1993) noted that certain factors (racism on campus and/or in the community, financial worries) threaten the effective adjustment for minority students, and they find it hard to concentrate on their studies and to trust faculty and administration. Astin (1984, 1993) found that students who have more interaction with faculty had greater student learning and personal development than those who did build relationships with faculty members. In the present study, the majority of participants indicated that they had a positive relationship with university faculty (professors and class instructors), sometimes asked them for advice after class, and frequently communicated with them. Overall, students also found staff members to be either helpful or very helpful. Therefore, although the vast majority of faculty members at the university are White, the Black students who comprised the sample in this study indicated that they have very positive relationships and frequent interaction with faculty members. Thus, according to previous research, the students in the present study likely produced a high retention rate and likely matriculated and graduated successfully.

Research questions three and four asked participants to rate their overall satisfaction with the university and campus resources. Generally, students indicated that the university had been successful at preparing them to achieve financial security and their career goals, described their overall experience at the university as positive, and would recommend the university to another prospective Black student. Researchers Fordham (1988), Hughes (1987), Lang (1986, 1992), Hudson, Henderson, and Henderson (2002) found that undergraduate students' perceptions of campus climate significantly impact student retention on college campuses. When African American students are able to feel a part of an institution, they achieve at higher levels and successfully matriculate through their programs of study (Lett, & Wright, 2003; Swchwitzer,

Griffin, Ancis, & Thomas, 1999). The results of the present study show that the participants generally had positive perceptions of the campus climate and were likely to successfully matriculate and graduate.

Research question five asked students to rate their overall academic ability and performance. According to Cokley (2000), found that African American students attending PWIs reported lower academic scores than did African American students attending HBCUs; even though those who attended PWIs entered college with higher high school grade point averages than did those who attended HBCUs. Cokley (2000) also found that African Americans who attended PWIs showed lower academic self-concept than did those who attended HBCUs. The results of these findings suggest a lack of support at PWIs for African American students which lead to low retention rates. In the present study, although most students agreed that they should have been at a higher class standing than they were at the time of the survey, the participants usually indicated a high self-concept of academic ability and performance, rating their own academic ability as above average and their own intellectual self-confidence as in the highest 10 percent. They also responded that they had never been on academic probation. These results suggest that Black students at the selected university had a strong academic support system on campus.

Research question six asked student to rate their own emotional, physical, and mental health. Negga, Applewhite, and Livingston (2007) found that African Americans cope with a variety of stressors at both HBCUs and PWI's, while the most frequent source of stress found was academic stress. In addition, the researchers reported that African American PWI students are often subject to issues of racial discrimination, isolation and coping, as well as addressing the other factors common to all students at PWIs, such as control and self-esteem. However, Barksdale and Molock (2008) reported that, generally, African Americans are far less likely than

Caucasians to seek mental health services due to negative perceptions of counseling from others, and that African Americans prefer to seek mental help from non-mental health professionals, such as church members, family, or friends. In the present study, participants indicated that they had been overwhelmed often, had sometimes felt depressed, and rated their emotional and physical health as average. However, the majority of students had never sought personal counseling. These findings suggest, although students showed moderate levels of stress, they may have coped well because they had non-professional support systems in place.

Finally, research question seven asked students to rate their level of spirituality and religiosity. In the study conducted by Donahoo and Caffey (2010), to varying degrees, students attributed their successful transitions into college, academic performance, career selection, ability to cope with stress, and the desire to accept and improve the lives of others to their church involvement, religious practice, and spirituality. Walker and Dixon (2002) concluded that the support and encouragement students received from churches motivated them to stay and succeed in school. In the present study, students generally indicated that they sometimes attended a religious service within the past year, and assessed their level of religiousness and spirituality as average or above average. Thus, many of the students were involved in their faith to some degree, which suggests that there may be some correlation to why the participants rated their level of academic ability and performance very highly, and that they may have successfully matriculated through to graduation.

Four hypotheses were presented in this study: (1) Black students will report being dissatisfied with access to campus resources, (2) Black students will report having absent or negative relationships with their instructors, (3) Black students will report having strong feelings of isolation and alienation, and (4) Black students will report being dissatisfied overall with the university as an institution. The hypothesis that Black students would report being dissatisfied

with access to campus was not supported in this study. As presented in chapter two, previous research has shown that many PWIs fail to provide the resources necessary for Black students to excel academically. In the present study, students responded that they were satisfied with the help they had received from tutors, mentors, Financial Aid, and academic advisors, and that the selected university had been successful at preparing them to achieve financial security and their career goals. The university seems to have had effective resources in place to help Black students succeed.

The hypothesis that Black students will report having absent or negative relationships with their instructors was not supported in this study. Although previous research has shown that minority students prefer minority instructors, the participants in the present study indicated that the faculty and staff were appealing and had positive relationships with them, even though the majority of faculty and staff at the selected university were non-minorities. These results suggest that university faculty and staff showed a great amount of support to minority students.

The third and fourth hypotheses, that (3) Black students would feel strongly isolated and alienated, and (4) would report being dissatisfied overall with the institution were not supported in the present study. As presented in chapter two, previous research suggests that many minority students do not succeed at the collegiate level for any of various factors, such as alienation, isolation, racism, discrimination, and intimidation. However, the participants in the present study indicated that they had positive relationships with both faculty and staff, were involved in one or more co-curricular organization(s) on campus, and generally responded that they felt satisfied with the university as an institution. Thus, Black students at the selected institution had, in general, found a sense of belonging on campus, which suggests that students, faculty, and staff were generally welcoming to others, regardless of race.

Recommendations for Future Research

The researcher received a low response rate and was therefore unable to assess African American perceptions of their experiences at the university on a larger scale. To avoid such a low response rate in subsequent research, future researchers should create more incentive for participation and/or devise other methods of making the instrument accessible to the participants.

In addition, future researchers may want to use a mixed method design including qualitative research. Utilizing qualitative research methods will allow future researchers to further examine participants for more details about their experiences. In addition, in a qualitative study, the researcher is able to clarify questions that may cause confusion; not all participants will interpret questions the same way. In the same manner, the researcher may not interpret participants' responses in the same way that the participants intended. More specifically, researchers may want to ask participants if they would feel more comfortable relating to and building relationships with African American faculty and staff compared to Caucasian faculty and staff.

Finally, future researchers may want to administer their surveys and request that students participate in qualitative studies during the Fall semester, when fewer graduate students have already administered their surveys and made requests to potential participants.

Conclusion

Overall, African American students at the selected university felt that they were welcome, had support from faculty and staff, were satisfied with the university, in general and its resources, were achieving academically at a high level, demonstrated little to no unhealthy or risky behaviors, were moderately involved in the church, yet had moderate emotional and mental stress. The students were also moderately to highly involved on campus. The participants

indicated that they greatly appreciated the level of diversity and the number of diverse co-curricular activities available to them at the selected institution. Based on the literature in Chapter II and the results of this study, one can conclude that the students who participated in this study remained at the university and matriculated successfully through graduation without major issues that would have lead to attrition. Also, it can be concluded that African American students at the university had more positive perceptions of the university than other African American PWI students had of their institutions.

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Appendix A

African American Student Survey

Instructions: Do not include your name or any other identifying information on this form. If you wish to have your name included in the drawing for one of two VISA Gift Cards, please indicate your interest by simply completing the entire survey.

Demographic Information

1. Gender:
 - 1.1. Male
 - 1.2. Female

2. Your age at the time of completing this survey: _____ Years _____ Months

3. With which of the following racial groups do you most identify?
 - 3.1. African American
 - 3.2. Black
 - 3.3. Mixed Races

4. Please indicate your current enrollment status.
 - 4.1. Full-time student
 - 4.2. Part-time student

5. Please indicate your current class standing:
 - 5.1. Freshman (0-29 Credit Hours Earned)
 - 5.2. Sophomore (30-59 Credit Hours Earned)
 - 5.3. Junior (60-89 Credit Hours Earned)
 - 5.4. Senior (90+ Credit Hours Earned)

6. Please indicate your current religious preference:

6.1. Baptist	6.2. Buddhist	6.3. Church of Christ
6.4. Eastern Orthodox	6.5. Episcopalian	6.6. Hindu
6.7. Islamic	6.8. Jewish	6.9. Lutheran
6.10. Methodist	6.11. Presbyterian	6.12. Quaker
6.13. Roman Catholic	6.14. Seventh Day Adventist	
6.15. Unitarian/Universalist	6.16. United Church of Christ/Congregational	
6.17. Other Christian	6.18. Other Religion	
6.19. No Religious Preference or Affiliation		

7. How active are you in the religion you indicated in question number 6?
 - 7.1. Inactive

- 7.2. Somewhat Active
- 7.3. Very Active

Recruitment

8. Place indicate which item best reflects your preference in selecting this university:

- 8.1. First choice
- 8.2. Second choice
- 8.3. Third choice
- 8.4. Less than third choice

9. How effective was the university at recruiting you?

- 9.1. Very effective
- 9.2. Somewhat effective
- 9.3. Neither effective nor ineffective
- 9.4. Somewhat ineffective
- 9.5. Very ineffective

10. Please describe why you answered #9 above as you did.

11. Below are some reasons that might have influenced your decision to attend this university. Please use the scale below to indicate the level at which each of the following statements are true:

1	2	3	4	5
Not Influential	Somewhat Influential	Neutral	Influential	Very Influential

11.1. My relatives wanted me to come here

1	2	3	4	5
----------	----------	----------	----------	----------

11.2. The university has a very good academic reputation

1	2	3	4	5
----------	----------	----------	----------	----------

11.3. The university has a good reputation for its social activities

1	2	3	4	5
----------	----------	----------	----------	----------

11.4. I was offered financial assistance

1 2 3 4 5

11.5. The university has a lower cost of attendance

1 2 3 4 5

11.6. A university admission counselor advised me

1 2 3 4 5

11.7. I wanted to live near home

1 2 3 4 5

11.8. I was not offered aid by my first college choice

1 2 3 4 5

11.9. I was attracted by the religious affiliation / orientation of the university

1 2 3 4 5

11.10. Information from the university's website

1 2 3 4 5

11.11. A visit to the campus

1 2 3 4 5

Matriculation

12. Use the scale below to identify the level at which you agree with the following statements.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

12.1. Based on the time I have been attending the university, I should be at a higher class standing.

1 2 3 4 5

12.2. During my time at the university, I have had no problems earning 30 credit hours per academic year.

1 2 3 4 5

12.3. I am considering transferring to a different institution.

1 2 3 4 5

Retention

13. Below are some aspects of college life at the university that you may find appealing. Using the scale below, please indicate the level at which each item is appealing to you.

1 2 3 4 5
Not Appealing Somewhat Appealing Neutral Appealing Very Appealing

13.1. Difficult subjects

1 2 3 4 5

13.2. Having fun

1 2 3 4 5

13.3. Having to spend lots of time studying

1 2 3 4 5

13.4. Learning subjects not covered in high school

1 2 3 4 5

13.5. Being away from home

1 2 3 4 5

13.6. Being on your own

1 2 3 4 5

13.7. Meeting new and different people

1 2 3 4 5

13.8. Prepares you to achieve career goals

1 2 3 4 5

13.9. Prepares you to achieve financial security

1 2 3 4 5

13.10. The faculty and staff

1 2 3 4 5

Using the scale below, please rate your satisfaction with the item.

1 2 3 4 5
Extremely Negative Negative Neutral Positive Extremely Positive

14. How would you describe your overall experience at the university thus far?

1 2 3 4 5

15. On what basis have you answered #16a as you did? _____

Using the scale below, please rate your satisfaction with each item.

1 2 3 4 5
Extremely Negative Negative Neutral Positive Extremely Positive

16. How would you describe your relationship with university faculty (professors and class instructors)?

1 2 3 4 5

17. On what basis have you answered #14c as you did? _____

Using the scale below, please rate your satisfaction with each item.

1 2 3 4 5
Extremely Negative Negative Neutral Positive Extremely Positive

18. How would you describe your relationship with university staff (non-faculty employees)?

1 2 3 4 5

19. On what basis have you answered #16c as you did? _____

20. Would you recommend the university to another African American?

20.1. YES

20.2. NO

21. If you answered YES to #20a, what would you say that might interest another African American to consider attending the university?

22. For the items below, please indicate the frequency at which you have experienced them during the past year.

1 2 3 4 5
Never Almost Never Sometimes Almost Always Always

22.1. Attended a religious service

1 2 3 4 5

22.2. Was bored in class

1 2 3 4 5

22.3. Participated in organized presentations

1 2 3 4 5

22.4. Studied with other students

1 2 3 4 5

22.5. Smoked cigarettes

1 2 3 4 5

22.6. Drank beer	1	2	3	4	5
22.7. Drank wine or liquor	1	2	3	4	5
22.8. Felt overwhelmed with all you had to do	1	2	3	4	5
22.9. Felt depressed	1	2	3	4	5
22.10. Performed volunteer work	1	2	3	4	5
22.11. Asked a teacher for advice after class	1	2	3	4	5
22.12. Voted in a student election	1	2	3	4	5
22.13. Arrived late to class	1	2	3	4	5
22.14. Participated in student government	1	2	3	4	5
22.14. Joined a fraternity or sorority	1	2	3	4	5
22.15. Played varsity/intercollegiate athletics	1	2	3	4	5
22.16. Participated in student protests or demonstrations	1	2	3	4	5

22.17. Considered transferring to a different college or university

1 2 3 4 5

22.18. Been satisfied with the university

1 2 3 4 5

22.19. Participated in student protests or demonstrations

1 2 3 4 5

22.20. Sought personal counseling

1 2 3 4 5

22.21. Communicated regularly with my professors

1 2 3 4 5

22.22. Socialized with someone in another racial / ethnic group

1 2 3 4 5

22.23. Participated in student clubs / groups

1 2 3 4 5

22.24. Strengthened my religious beliefs / convictions

1 2 3 4 5

22.25. Been on academic probation

1 2 3 4 5

22.26. Gotten into a physical fight / altercation

1 2 3 4 5

Attrition

23 Using the scale below, please rate the level of help you have received during your time at the university from each item.

1 2 3 4 5
Not Helpful Slightly Helpful Neutral Helpful Very Helpful

23.1. Mentors

1 2 3 4 5

23.2. Tutors

1 2 3 4 5

23.3. Financial Aid

1 2 3 4 5

23.4. Academic Advisors

1 2 3 4 5

23.5. Faculty

1 2 3 4 5

23.6. Staff

1 2 3 4 5

24. Using the scale below, please rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

1 2 3 4 5

Highest 10% **Above Average** **Average** **Below Average** **Lowest 10%**

24.1. Academic ability

1 2 3 4 5

24.2. Artistic Ability

1 2 3 4 5

24.3. Computer skills

1 2 3 4 5

24.4. Cooperativeness

1 2 3 4 5

24.5. Creativity	1	2	3	4	5
24.6. Drive to achieve	1	2	3	4	5
24.7. Emotional health	1	2	3	4	5
24.8. Leadership ability	1	2	3	4	5
24.9. Mathematical ability	1	2	3	4	5
24.10. Physical health	1	2	3	4	5
24.11. Public speaking ability	1	2	3	4	5
24.12. Religiousness	1	2	3	4	5
24.13. Self confidence (intellectual)	1	2	3	4	5
24.14. Self understanding	1	2	3	4	5
24.15. Spirituality	1	2	3	4	5
24.16. Understanding of others	1	2	3	4	5

24.17. Writing ability

1 2 3 4 5

Graduation

25. Use the scale below to identify the level at which you agree with the following statements.

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly Agree

25.1. I sometimes feel that I will not graduate on time.

1 2 3 4 5

25.2. I feel like dropping out of school.

1 2 3 4 5

25.3. I do not have enough financial aid to continue going to school.

1 2 3 4 5

25.4. I will transfer to a different institution because I do not feel welcome at this university.

1 2 3 4 5

Thank you for taking the time to participate in this research project. To send in your responses, simply click on the **Submit** button indicated below.

APPENDIX B

Instruments Modified for the African American Student Survey

Instrument 1

**The University System of Georgia's
African-American Male Initiative
RESEARCH
EXTERNAL
REPORT
On Attitudes and Barriers
Impacting the Participation
of African-American Males
in the University System of Georgia
Matlock Advertising & Public Relations
and
Paul A. Warner Associates**

USG GRADUATES TELEPHONE RESEARCH QUESTIONNAIRE

Good morning/afternoon/evening, my name is _____ of Paul A. Warner Associates, Inc. We are conducting a survey of African-American males between 18-25, their parents, educators in high schools and University System of Georgia graduates regarding their attitudes and opinions about higher education. Please be assured that this is only a survey and we are not trying to sell you anything. I know how valuable your time is, so this survey will take no longer than fifteen minutes. May I please speak with _____.

IF REpondent IS NOT AVAILABLE, DETERMINE A TIME AND DATE WHEN HE WILL BE AT THIS NUMBER. CALL BACK
DATE _____
TIME _____ AM/PM

1. To be certain that we are speaking with the right individuals, which of the following describes you?

READ LIST

- You are the parent of an African-American male who is in the sixth grade or above..... 1 GO TO "PARENTS" QUESTIONNAIRE
- You are a teacher but not a guidance counselor of male students in the sixth grade or above..... 2 GO TO "EDUCATORS and GUIDANCE COUNSELORS" QUESTIONNAIRE
- You are a guidance counselor of male students in the sixth grade or above..... 3

- You are an African-American male age 18-25 who is not currently enrolled in a higher education institution..... 4 GO TO "MALES 18-25" QUESTIONNAIRE
- You are a graduate of the University System of Georgia..... 5 CONTINUE
- None of the above..... 6 THANK AND TERMINATE

6. Which college or university did you attend?

- Albany State University..... 1
- Augusta State University..... 2
- Coastal Georgia Community College..... 3
- Georgia Perimeter College..... 4
- Georgia Southern University..... 5
- Georgia State University..... 6
- Macon State College..... 7
- University of Georgia..... 8

3. Which of the following individuals played a positive role in determining your academic career path?

READ LIST

684. Which one individual played the most significant role in determining your academic career path?

ACCEPT ONLY ONE RESPONSE

- | | Q3 | Q4 |
|-------------------------------------|----|----|
| High school principal | 1 | 1 |
| High school teachers | 2 | 2 |
| High school athletic coach | 3 | 3 |
| High school guidance counselor..... | 4 | 4 |
| Your parents/guardian | 5 | 5 |

5. Why do you feel that way about (PERSON MENTIONED IN Q4)? _____

6a. At what age do you remember first seriously considering what career you wanted?

6b. What career were you considering at Q6a age? _____

6c. What career are you currently pursuing? _____

7. What were the issues that seriously could have gotten in your way of entering college?

- The cost..... 1
- Low grades..... 2
- Low SAT scores..... 3
- Insufficient college prep courses..... 4
- Other SPECIFY _____

8a. What did you do to get over the issues that seriously could have gotten in the way of you entering college?

PROBE

8b Which, if any, of the issues that seriously could have gotten in the way of you entering college are particularly true for African-American males?

PROBE

8c. Why do you feel that way?

- 9a. Which of the following describes your impression of college life? READ LIST
9b. Which of those impressions about college life was most appealing? READ LIST
9c. Which of those impressions about college life was least appealing? READ LIST

	Q9a	Q9b	Q9c
Difficult subjects.....	1	1	1
Having fun.....	2	2	2
Having to spend lots of time studying.....	3	3	3
Learning subjects not covered in high school	4	4	4
Being away from home.....	5	5	5
Being on your own.....	6	6	6
Meeting new and different people.....	7	7	7
69Prepares you to achieve career goals.....	8	8	8
Prepares you to achieve financial security.....	9	9	9

10a How can the chances of an African-American male attending the college of his choice be most improved?

PROBE

10b. At what grade is the best time to start teaching students about the requirements for attending college? _____ grade

10c. Why at that grade? _____

11a. What could be done to increase young African-American males' interest in attending and completing college? READ LIST

11b. What particular assistance do you think should be provided so that young African-American males will do well academically in college ? READ LIST

	Q11a	Q11b
Mentors.....	1	1
Tutors.....	2	2
Financial assistance.....	3	3
Academic advisors.....	4	4

Other SPECIFY _____

11c. While you were in high school, were you familiar with the process for applying for financial aid to attend college?

Yes..... 1

No..... 2

12a. How interesting and appealing is it for an African-American male to attend an institution in the University System of Georgia? READ LIST

Extremely interesting and appealing..... 1

Somewhat interesting and appealing..... 2

Might or might not be interesting and appealing... 3

Somewhat uninteresting and not appealing..... 4

Extremely uninteresting and not appealing..... 5

12b. What is most interesting and appealing about attending an institution in the University System of Georgia for an African-American male? READ LIST

In-state location..... 1

Affordable cost..... 2

Academic reputation/program..... 3

Student body diversity..... 4

Colleges & universities with all African-American students..... 5

Colleges & universities with high African-American student presence..... 6

HOPE scholarship availability..... 7

Athletic programs..... 8

Athletic scholarships..... 9

7012c. What would it take to improve young African-American males' attitude toward attending an institution in the University System of Georgia?

PROBE _____

13a. Of the colleges and universities in Georgia that you know of, which would be most interesting and appealing to African-American males?

PROBE _____

13b. What would be most interesting and appealing to African-American males about that particular college or university? _____

PROBE _____

13c. What would it take to get more African-American males to attend that college or university?

PROBE _____

14. Once African-American males are in college what can be done to assure that they will complete college?

PROBE

15a. How effective are USG colleges and universities at recruiting African-American males?

READ LIST

- Very effective..... 1
- Somewhat effective..... 2
- Neither effective nor ineffective..3
- Somewhat ineffective.....4
- Very ineffective.....5

15b. Why do you feel that way?

16a. How would you describe your experience at your alma mater? READ LIST

- Extremely positive..... 1
- Very positive..... 2
- Neither positive nor negative 3
- Very negative..... 4
- Extremely negative..... 5

16b. Why do you say that?

17a. Would you recommend your alma mater to another African-American male?

- Yes 1
- No 2

17b. Why do you say that?

18a. Where would you most likely see or hear a message about attending college or going back to college?

DO NOT READ LIST

7118b. FOR EACH NOT MENTIONED IN Q 18a ASK: Which of the following places would you be likely

to see or hear a message about attending college or going back to college? READ LIST

Q18a Q18b

- Recruitment letters..... 1 1
- TV ads..... 2 2
- Radio ads..... 3 3
- Internet..... 4 4
- Magazine ads..... 5 5
- Newspaper ads..... 6 6
- Billboards..... 7 7
- Movie theaters 8 8
- Mall kiosks..... 9 9

Bus shelters/ Bus ads..... 10 10
Other (Specify) _____

19a. How would you characterize your experience at a USG institution?

- Very satisfying..... 1
- Somewhat satisfying..... 2
- Not too satisfying..... 3
- Not at all satisfying 4
- A negative experience.....5

19b. Why do you feel that way?

20. Who would you recommend as role models and spokespersons in advertising messages about attending college or going back to college?

THANK AND CONCLUDE

72 MALES 18-25 TELEPHONE RESEARCH QUESTIONNAIRE

Good morning/afternoon/evening, my name is _____ of Paul A. Warner Associates, Inc. We are conducting a survey of African-American males between 18-25, their parents, educators in high schools and University System of Georgia graduates regarding their attitudes and opinions about higher education. Please be assured that this is only a survey and we are not trying to sell you anything. I know how valuable your time is, so this survey will take no longer than fifteen minutes. May I please speak with _____. IF REpondent IS NOT AVAILABLE, DETERMINE A TIME AND DATE WHEN HE WILL BE AT THIS NUMBER. CALL BACK DATE _____ TIME _____ AM/PM

1. To be certain that we are speaking with the right individuals, which of the following describes you?

READ LIST

- You are the parent of an African-American male who is in the sixth grade or above..... 1 GO TO "PARENTS" QUESTIONNAIRE
- You are a teacher but not a guidance counselor of male students in the sixth grade or above..... 2 GO TO "EDUCATORS and GUIDANCE COUNSELORS" QUESTIONNAIRE
- You are a guidance counselor of male students in the sixth grade or above..... 3 GO TO "EDUCATORS and GUIDANCE COUNSELORS" QUESTIONNAIRE
- You are an African-American male age 18-25 who is not currently enrolled in a higher education institution..... 4 CONTINUE
- You are a graduate of the University System of Georgia..... 5 GO TO "USG GRADUATE" QUESTIONNAIRE

None of the above..... 6 THANK AND TERMINATE

7. What is your current grade level? (READ LIST)

- Less than 6th Grade..... 1 THANK AND TERMINATE
- 6th to 8th Grade..... 2
- 9th to 10 Grade..... 3
- High school Junior (11th Grade)..... 4
- High school Senior (12th Grade)..... 5
- Graduated high school but not in college.....6
- Did not graduate from high school and not in school.....7
- Attending technical school..... 8
- Freshman in college..... 9 THANK AND TERMINATE
- Sophomore in college..... 10
- Junior or above in college..... 11

8. What is the highest level of education your parents or guardians have achieved?

- Less than a high school graduate..... 1
- Graduated high school..... 2
- Attending technical school..... 3
- Attended college..... 4
- Graduated college..... 5
- Don't know..... 6

9. Which of the following colleges or universities is closest to where you live? READ LIST

- Albany State University..... 1
- Augusta State University..... 2
- Coastal Georgia Community College..... 3
- Georgia Perimeter College..... 4
- Georgia Southern University..... 5
- Georgia State University..... 6
- Macon State College..... 7
- University of Georgia..... 8
- Don't know..... 9

7a. Which of the following individuals played a positive role in determining your academic career path?

READ LIST

7b. Which one individual played the most positive role in determining your academic career path? READ

LIST OF THOSE MENTIONED IN 7a but ACCEPT ONLY ONE RESPONSE

- | | Q7a | Q7b |
|-----------------------------|-----|-----|
| The school principal | 1 | 1 |
| The teacher..... | 2 | 2 |
| The athletic coach..... | 3 | 3 |
| The guidance counselor..... | 4 | 4 |
| Your parents/guardian..... | 5 | 5 |
| Other (Specify) _____ | 6 | 6 |

7c. Why do you feel that way about (PERSON MENTIONED IN Q 7b)? _____

8a. At what age do you remember first seriously discussing what career you wanted?

8b. What career were you considering at _Q8a_ age? _____

8c. What career are you currently pursuing? _____

8d. How likely do you think you will be to achieve ___ Q8c _____ as a career goal? READ LIST

- Extremely likely..... 1
- Somewhat likely..... 2
- Might or might not..... 3
- Somewhat unlikely..... 4
- Extremely unlikely..... 5

9a. What is the likelihood that you will enroll in a college or university? READ LIST

9b. IF "EXTREMELY", "SOMEWHAT" OR "MIGHT OR MIGHT NOT" IN Q9a ASK: What is the likelihood that you will enroll in a public college or university in the State of Georgia? READ LIST

9c. What is the likelihood that you will enroll in a private college or university in the State of Georgia? READ LIST

- | | Q 9a | Q9b | Q9c | |
|-------------------------|------|-----|-----|---------|
| Extremely likely..... | 1 | 1 | 1 | |
| Somewhat likely..... | 2 | 2 | 2 | |
| Might or might not..... | 3 | 3 | 3 | |
| Somewhat unlikely..... | 4 | 4 | 4 | SKIP TO |
| Extremely unlikely..... | 5 | 5 | 5 | Q15a |

10a. IF "EXTREMELY", "SOMEWHAT" OR "MIGHT OR MIGHT NOT" IN Q9b ASK: Which college or university in Georgia are you most interested in attending?

10b. What other colleges or universities in Georgia are you interested in attending?

11a. What will most determine if you will enter a college or university?

PROBE

11b. What will most determine which college or university you enter?

PROBE

12a. What are the issues that could seriously get in the way of you entering any college?

- The cost 1
- Low grades..... 2
- Low SAT scores..... 3
- Insufficient college prep courses..... 4
- Other SPECIFY _____

13a. What are the ways to get over the issues that could seriously get in your way of entering

college? _____
PROBE

13b. Which, if any, of the issues that could seriously get in the way of you entering college are particularly true for African-American males?

PROBE

14a. Which of the following describes your impression of college life? READ LIST
14b. FOR THOSE MENTIONED IN 14a ASK: Which of those impressions about college life is most appealing? READ LIST
14c. FOR THOSE MENTIONED IN 14a BUT NOT MENTIONED IN 14b ASK: Which of those impressions about college life is least appealing? READ LIST

	Q14a	Q14b	Q14c
75Difficult subjects.....	1	1	1
Having fun.....	2	2	2
Having to spend lots of time studying.....	3	3	3
Learning subjects not covered in high school	4	4	4
Being away from home.....	5	5	5
Being on your own.....	6	6	6
Meeting new and different people.....	7	7	7
Prepares you to achieve career goals.....	8	8	8
Prepares you to achieve financial security.....	9	9	9

15a How can the chances of an African-American male attending the college of his choice be most improved?
PROBE

16a. At what grade is the best time to start teaching students about the requirements for attending college? _____ grade

16b. Why at that grade?

17a. What could be done to increase young African-American males' interest in attending and completing college? READ LIST

17b. What particular assistance do you think should be provided in college so that young AfricanAmerican males will do well academically? READ LIST

	Q17a	Q17b
Mentors.....	1	1
Tutors.....	2	2
Financial assistance.....	3	3
Academic advisors.....	4	4

Other SPECIFY _____

17c. Are you familiar with the process for applying for financial aid to attend college?

Yes..... 1
No..... 2

18a. How would you describe your knowledge about the University System of Georgia? That is the State of Georgia public colleges and universities? READ LIST

- Know about it extremely well..... 1 ASK Q 18b
- Know about it somewhat..... 2
- Know very little about it..... 3 SKIP TO Q20
- Know nothing at all about it..... 4

18b What do you know about the University System of Georgia?

18c. How interesting and appealing is it for an African-American male to attend an institution in the University System of Georgia? READ LIST

- Extremely interesting and appealing..... 1
- Somewhat interesting and appealing..... 2
- Might or might not be interesting and appealing..... 3
- Somewhat uninteresting and not appealing..... 4
- Extremely uninteresting and not appealing..... 5

18d. What is most interesting and appealing about attending an institution in the University System of

Georgia for an African-American male?

- In-state location..... 1
- Affordable cost..... 2
- Academic reputation/program..... 3
- Student body diversity..... 4
- Colleges & universities with all African-American students..... 5
- Colleges & universities with high African-American student presence..... 6
- HOPE scholarship availability..... 7
- Athletic programs..... 8
- Athletic scholarships..... 9

18e. What would it take to improve young African-American males' attitude toward attending an institution in the University System of Georgia? PROBE _____

PROBE _____

19a. Of all of the colleges and universities in Georgia you know of, which one would be most interesting and appealing to African-American males?

19b. What would be most interesting and appealing to African-American males about that particular college or university? _____

19c. What would it take to get more African-American males to attend that college or university? PROBE _____

20. Once African-American males are in college, what can be done to assure that they will complete

college? _____

PROBE

21a. How effective are USG colleges and universities at recruiting African-American males?

READ LIST

- Very effective..... 1
 - Somewhat effective..... 2
 - Neither effective nor ineffective... 3
 - Somewhat ineffective..... 4
 - Very ineffective..... 5
- Why do you feel that way? _____

22a. Where would you most likely see or hear a message about attending college or going back to college?

DO NOT READ LIST

22b. FOR EACH NOT MENTIONED IN Q 18a ASK: Which of the following places would you be likely

to see or hear a message about attending college or going back to college? READ LIST

Q22a Q22b

- Recruitment letters..... 1 1
- TV ads..... 2 2
- Radio ads..... 3 3
- Internet..... 4 4
- Magazine ads..... 5 5
- Newspaper ads..... 6 6
- Billboards..... 7 7
- Movie theaters 8 8
- Mall kiosks..... 9 9
- Bus shelters/ Bus ads..... 10 10
- Other (Specify) _____

23. Who would you recommend as role models and spokespersons in advertising messages about attending college or going back to college? _____

THANK AND CONCLUDE

HIGH-SCHOOL STUDENTS AND COLLEGE FRESHMEN AND SOPHOMORES

TELEPHONE RESEARCH QUESTIONNAIRE

Good morning/afternoon/evening, my name is _____ of Paul A. Warner Associates, Inc. We are conducting a survey among high school juniors and seniors and college freshmen and sophomores regarding their attitudes and opinions on school and education. Please be assured that this is only a survey and we are not trying to sell you anything. May I please speak with _____.

IF REpondent IS NOT AVAILABLE, DETERMINE A TIME AND DATE WHEN HE WILL BE AT THIS NUMBER. CALL BACK

DATE _____ TIME _____ AM/PM

1. What is the highest level of education you have achieved? (READ LIST)
- Less than a high school Junior (Less than 10th grade) 1 THANK AND TERMINATE
 - High school Junior (11th Grade)..... 2
 - High school Senior (12th Grade)..... 3
 - Graduated high school but not in college..... 4
 - Did not graduate from high school and not in school..... 5
 - Attending technical school.....6
 - Freshman in college..... 7
 - Sophomore in college..... 8
 - Junior or above in college..... 9 THANK AND TERMINATE

2. Did you or are you currently attending a public or private high school?
- Public school 1
 - Private school 2

3. What is the highest level of education achieved by your parents or guardian?
- Less than a high school graduate..... 1
 - Graduated high school..... 2
 - Attending technical school..... 3
 - Attended college..... 4
 - Graduated college..... 5
 - Don't know..... 6

4. Which of the following colleges or universities is closest to where you live? READ LIST
- Albany State University..... 1
 - Augusta State University..... 2
 - Coastal Georgia Community College..... 3
 - Georgia Perimeter College..... 4
 - Georgia Southern University..... 5
 - Georgia State University..... 6
 - Macon State College..... 7
 - University of Georgia..... 8
 - Don't know..... 9

795a. During high school, which of the following individuals plays or played a positive role in determining

your academic career path? READ LIST

5b. Which one individual plays or played the most positive role in determining your career path? READ LIST OF THOSE MENTIONED IN 5a but ACCEPT ONLY ONE RESPONSE

- | | Q5a | Q5b |
|--|-----|-----|
| The high school principal..... | 1 | 1 |
| The high school teacher..... | 2 | 2 |
| The high school athletic coach..... | 3 | 3 |
| The high school guidance counselor | 4 | 4 |
| Your parents/guardian..... | 5 | 5 |

6a. At what age do you remember first considering what career you wanted? _____

6b. What career were you considering at _Q6a_ age? _____

6c. What career have you most recently considered? _____

6d. How likely do you think you will be to achieve ___Q6c___ as a career goal? READ LIST

- Extremely likely..... 1
- Somewhat likely..... 2
- Might or might not..... 3
- Somewhat unlikely..... 4
- Extremely unlikely..... 5

IF NOT CURRENTLY IN COLLEGE CONTINUE WITH Q7a.

IF CURRENTLY IN COLLEGE SKIP TO Q13d

7a. What is the likelihood that you will enroll in a college or university? READ LIST

7b. IF "EXTREMELY", "SOMEWHAT" OR "MIGHT OR MIGHT NOT" IN Q8a ASK: What is the likelihood that you will enroll in a college or university in the State of Georgia? READ LIST

Q 7a Q7b

- Extremely likely..... 1 1
- Somewhat likely..... 2 2
- Might or might not..... 3 3
- Somewhat unlikely..... 4 4 SKIP TO
- Extremely unlikely..... 5 5 Q11c

8a. IF "EXTREMELY", "SOMEWHAT" OR "MIGHT OR MIGHT NOT" IN Q7b ASK: Which college

or university in Georgia are you most interested in attending?

8b. What other colleges or universities in Georgia are you interested in attending?

9a. What will most determine if you enter any college? _____

PROBE

809b What will most determine which college or university you enter?

PROBE

10. What are the issues that could most seriously get in the way of you entering any college?

- The cost 1
- Low grades..... 2
- Low SAT scores..... 3
- Insufficient college prep courses..... 4
- Other SPECIFY _____

11a. What are the ways to get over the issues that could seriously get in the way of you entering college?

PROBE

11b. Which, if any, of the issues that could seriously get in the way of your entering college are particularly true for African-American males?

PROBE

11c. How can the chances of an African-American male attending the college of his choice be most improved?

PROBE

12. At what grade is the best time to start learning about the requirements for attending college?
_____ Grade

13 Why at that grade? _____

14a. Which of the following describes your impression of college life? READ LIST

14b. Which of those impressions about college life is most appealing? READ LIST

14c. Which of those impressions about college life is least appealing? READ LIST

	Q14a	Q14b	Q14c
Difficult subjects.....	1	1	1
Having fun.....	2	2	2
Having to spend lots of time studying.....	3	3	3
Learning subjects not covered in high school	4	4	4
Being away from home.....	5	5	5
Being on your own.....	6	6	6
Meeting new and different people.....	7	7	7
Prepares you to achieve career goals.....	8	8	8
Prepares you to achieve financial security.....	9	9	9

15a What could be done to increase your interest in attending and completing college? READ LIST

15b. What particular assistance do you think you will need to do well academically in college? READ LIST

	Q15a	Q15b
81Mentors.....	1	1
Tutors.....	2	2
Financial assistance.....	3	3
Academic advisors.....	4	4

Other SPECIFY _____

15c. Are you familiar with the process for applying for financial aid to attend college?

- Yes..... 1
- No..... 2

16a. How would you describe your knowledge about the University System of Georgia? READ LIST

Know about it extremely well 1 ASK Q 16b

Know about it somewhat 2

Know very little about it..... 3 SKIP TO Q17

Know nothing at all about it..... 4

16b What do you know about the University System of Georgia? _____

PROBE

16c. How interesting and appealing is it for an African-American male to attend a University System of Georgia institution? READ LIST

Somewhat interesting and appealing..... 2

Might or might not be interesting and appealing.... 3

Somewhat uninteresting and not appealing..... 4

Extremely uninteresting and not appealing..... 5

16d. What is most interesting and appealing about attending an institution in the University System of Georgia for an African-American male? READ LIST

In-state location..... 1

Affordable cost..... 2

Academic reputation/program..... 3

Student body diversity..... 4

Colleges & universities with all African-American students..... 5

Colleges & universities with high African-American student presence..... 6

HOPE scholarship availability..... 7

Athletic programs..... 8

Athletic scholarships..... 9

16e. What would it take to improve your attitude toward attending a University System of Georgia institution? _____

PROBE

Of all of the colleges and universities in Georgia, which would be most interesting and appealing to attend? _____

17b. What is most interesting and appealing about that college or university? _____

PROBE

17c What would it take to get you to attend that college or university? _____

PROBE _____

18. Once you are in college, what can be done to assure that you will complete college? _____

PROBE

19a. How effective are USG colleges and universities at recruiting African-American males?

READ LIST

- Very effective..... 1
- Somewhat effective..... 2
- Neither effective nor ineffective.... 3
- Somewhat ineffective..... 4
- Very ineffective..... 5

19b. Why do you feel that way?

PROBE

20a. Where would you most likely see or hear a message about attending college or going back to college?

DO NOT READ LIST

20b. FOR EACH NOT MENTIONED IN Q 18a ASK: Which of the following places would you be likely to see or hear a message about attending college or going back to college?

	Q22a	Q22b
Recruitment letters	1	1
TV ads	2	2
Radio ads	3	3
Internet	4	4
Magazine ads	5	5
Newspaper ads	6	6
Billboards	7	7
Movie theaters	8	8
Mall kiosks	9	9
Bus shelters/ Bus ads	10	10
Other (Specify) _____		

21. Who would you recommend as role models and spokespersons in advertising messages about attending college or going back to college? _____

THANK AND CONCLUDE

83 EDUCATORS and GUIDANCE COUNSELORS

TELEPHONE RESEARCH QUESTIONNAIRE

Good morning/afternoon/evening, my name is _____ of Paul A. Warner Associates, Inc. We are conducting a survey of African-American males between 18-25, their parents, educators in high schools and University System of Georgia graduates regarding their attitudes and opinions about higher education. Please be assured that this is only a survey and we are not trying to sell you anything. I know how valuable your time is, so this survey will take no longer than fifteen minutes. May I please speak with _____ . IF REPENDENT IS NOT AVAILABLE, DETERMINE A TIME AND DATE WHEN HE WILL BE AT THIS NUMBER. CALL BACK DATE _____ TIME _____ AM/PM

1. To be certain that we are speaking with the right individuals, which of the following describes you? READ LIST

You are the parent of an African-American male who is in the sixth grade or above..... 1 GO TO “PARENTS” QUESTIONNAIRE

You are a teacher but not a guidance counselor of male students in the sixth grade or above..... 2

You are a guidance counselor of male students in the sixth grade or above..... 3 CONTINUE

You are an African-American male age 18-25 who is not currently enrolled in a higher education institution..... 4 GO TO “MALES 18-25” QUESTIONNAIRE

You are a graduate of the University System of Georgia..... 5 GO TO “USG GRADUATE” QUESTIONNAIRE

None of the above..... 6 THANK AND TERMINATE

10. What is the current grade level of the male students for which you are a teacher or guidance counselor? READ LIST

Less than 6th grade..... 1 THANK AND TERMINATE

6th to 8th Grade..... 2

9th to 10 Grade..... 3

High school Junior (11th Grade)..... 4

High school Senior (12th Grade)..... 5

High school graduates and above..... 6 THANK AND TERMINATE

Which of the following colleges or universities is closest to where you teach? READ LIST

Albany State University..... 1

Augusta State University..... 2

Coastal Georgia Community College..... 3

Georgia Perimeter College..... 4

Georgia Southern University..... 5

Georgia State University..... 6

Macon State College..... 7

University of Georgia..... 8

Don't know.....9

4a. Which of the following individuals play positive roles in determining your students' academic career path? READ LIST

4b. Which one individual plays the most significant role in determining your son's academic career path?

ACCEPT ONLY ONE RESPONSE

	Q4a	Q4b
The school principal	1	1
Teachers.....	2	2
Athletic coaches.....	3	3
Guidance counselors.....	4	4
Students' parents/ guardians.....	5	5

4c. Why do you feel that way about (PERSON MENTIONED IN Q4b)? _____

5. At what grade does your typical African-American male student first seriously discuss what career he wants?
_____ age

6. Which colleges and universities in Georgia are your African-American male students most interested in attending? _____

7a. What will most determine if your typical African-American male student enters a college or university? _____
PROBE

7b. What will most determine which college or university your typical African-American male student enters? _____
PROBE

8. What are the issues that could most likely get in the way of your typical African-American male student entering any college?
The cost..... 1
85 Low grades..... 2
Low SAT scores..... 3
Insufficient college prep courses..... 4
Other SPECIFY _____

9. What are the ways to get over the issues that could seriously get in the way of your typical African-American male student entering college?

PROBE

10. Which of the following describes the typical African-American male student's impression of college?
READ LIST

11a Which of those impressions about college is most appealing to typical African-American male students? READ LIST

11b Which of those impressions about college is least appealing typical African-American male students?

READ LIST

	Q10	Q11a	Q11b
Difficult subjects.....	1	1	1
Having fun.....	2	2	2

Having to spend lots of time studying.....	3	3	3
Learning subjects not covered in high school	4	4	4
Being away from home.....	5	5	5
Being on your own.....	6	6	6
Meeting new and different people.....	7	7	7
Prepares you to achieve career goals.....	8	8	8
Prepares you to achieve financial security.....	9	9	9

12 How can the chances of an African-American male attending the college of his choice be most improved? _____

PROBE

13a. At what grade is the best time to start teaching students about the requirements for attending college?

_____ grade

13b. Why at that grade? _____

14a. What could be done to increase young African-American males' interest in attending and completing college? READ LIST

14b. What particular assistance do you think should be provided in college so that young African American males will do well academically? READ LIST

Q14a Q14b

Mentors.....	1	1
86Tutors.....	2	2
Financial assistance.....	3	3
Academic advisors.....	4	4

Other SPECIFY _____

15. Do you think your African-African male students are familiar with the process for applying for financial aid to attend college?

Yes..... 1

No..... 2

16a. How would you describe your African-African male students' knowledge about the University System of Georgia? That is, the 34 State of Georgia public colleges and universities? READ LIST

Know about it extremely well 1 ASK Q 16b

Know about it somewhat..... 2

Know very little about it 3 SKIP TO Q20

Know nothing at all about it..... 4

16b What does the typical African-African male student know about the University System of Georgia? _____

PROBE

17. How interesting and appealing is it for an African-American male to attend an institution in the University System of Georgia? READ LIST

- Extremely interesting and appealing..... 1
- Somewhat interesting and appealing..... 2
- Might or might not be interesting and appealing..... 3
- Somewhat uninteresting and not appealing..... 4
- Extremely uninteresting and not appealing..... 5

18a. What is most interesting and appealing about attending an institution in the University System of Georgia for an African-American male? 1

- Affordable cost..... 2
- Academic reputation/program..... 3
- Student body diversity..... 4
- Colleges & universities with all African-American students..... 5
- Colleges & universities with high African-American student presence..... 6
- HOPE scholarship availability..... 7
- Athletic programs..... 8
- Athletic scholarships..... 9

18b. What would it take to improve young African-American males' attitude toward attending an institution in the University System of Georgia?

PROBE

19a. Of the colleges and universities in Georgia you know about, which would be most interesting and appealing to African-American males? _____

19b. What would be most interesting and appealing to African-American males about those colleges or universities? _____

PROBE

19c. What would it take to get more African-American males to attend that college or university? _____

PROBE

20. Once African-American males are in college what can be done to assure that they will complete college? _____

PROBE

21a. How effective are USG colleges and universities at recruiting African-American males?

READ LIST

- Very effective..... 1

- Somewhat effective..... 2
- Neither effective nor ineffective..... 3
- Somewhat ineffective..... 4
- Very ineffective..... 5

21b. Why do you feel that way?

22a. Where would you most likely see or hear a message about attending college or going back to college?

DO NOT READ LIST

FOR EACH NOT MENTIONED IN Q 18a ASK: Which of the following places would you be likely to see or hear a message about attending college or going back to college?

Q22a Q22b

- Recruitment letters..... 1 1
- TV ads..... 2 2
- Radio ads..... 3 3
- Internet..... 4 4
- Magazine ads..... 5 5
- Newspaper ads..... 6 6
- Billboards..... 7 7
- Movie theaters 8 8
- Mall kiosks..... 9 9
- Bus shelters/ Bus ads..... 10 10
- Other (Specify)_____

23. Who would you recommend be used as role models and spokespersons in advertising messages about attending college or going back to college?

II. Taken From:

**FACTORS INFLUENCING THE COLLEGE CHOICE
OF AFRICAN-AMERICAN STUDENTS ADMITTED TO
THE COLLEGE OF AGRICULTURE, FOOD AND NATURAL RESOURCES**

**A Thesis presented to the Faculty of the Graduate School
University of Missouri-Columbia**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Science**

**By
MARVIN J. BURNS**

Dr. Bryan L. Garton, Thesis Supervisor

AUGUST 2006

1. Listed below are several ways you might have learned about the College of Agriculture, Food and Natural Resources (CAFNR). For each source of information, please circle Yes or No if you used the source of information in the college selection process. For each source you mark Yes, please circle how useful that source was in making your decision. Use the scale 5=Very Useful to 1=Not Useful	Did you use the information source? (Circle One)		If you marked "Yes," how useful was the source of information? (Circle One)				
	Yes	No	Very Useful			Not Useful	
a. Personal conversation with a professor	Y	N	5	4	3	2	1
b. Personal conversation with a CAFNR representative	Y	N	5	4	3	2	1
c. Personal conversation with an MU admissions representative	Y	N	5	4	3	2	1
d. Letter and/or information mailed from a professor	Y	N	5	4	3	2	1
e. Letter and/or information mailed from a CAFNR representative	Y	N	5	4	3	2	1
f. Letter and/or information mailed from an MU admissions representative	Y	N	5	4	3	2	1
g. Visit to campus	Y	N	5	4	3	2	1
h. MU information on a website	Y	N	5	4	3	2	1
i. CAFNR information on a website	Y	N	5	4	3	2	1
j. Degree Program (major) information on a website	Y	N	5	4	3	2	1
k. Printed MU publications (brochures, etc.)	Y	N	5	4	3	2	1
l. Visits by MU representative to your school	Y	N	5	4	3	2	1
m. College comparison guides (Barron's, Peterson's, U.S. News & World Report, etc.)	Y	N	5	4	3	2	1
n. TV, radio, newspaper, or magazine advertisements	Y	N	5	4	3	2	1
o. Participation in an on-campus recruitment program (Target Hope, Preview Mizzou, Black and Gold Day, etc.)	Y	N	5	4	3	2	1
p. Participation in student activity events on campus (Music, Theatre, FFA, 4-H, etc.)	Y	N	5	4	3	2	1
q. Participation in athletic events on campus (sports camps, state championships, etc.)	Y	N	5	4	3	2	1
r. MU information from High School counselor	Y	N	5	4	3	2	1
s. CAFNR information from a High School counselor	Y	N	5	4	3	2	1

2. How influential were the following factors when making your decision regarding which university to attend?	Level of Influence				
	Very Influential			Not Influential	
a. Academic reputation of the university	5	4	3	2	1
b. Prestige of the university	5	4	3	2	1
c. Quality of facilities	5	4	3	2	1
d. Quality and reputation of the faculty	5	4	3	2	1
e. Quality and reputation of the students	5	4	3	2	1
f. Preparation for employment	5	4	3	2	1
g. Cost (tuition, room and board)	5	4	3	2	1
h. Scholarships awarded	5	4	3	2	1
i. Availability of other financial aid	5	4	3	2	1
j. Size of classes	5	4	3	2	1
k. Campus safety and security	5	4	3	2	1
l. Variety of majors offered	5	4	3	2	1
m. Competitiveness of admissions standards	5	4	3	2	1
n. City in which campus is located	5	4	3	2	1
o. Distance from home	5	4	3	2	1
p. Prominence of university athletic teams	5	4	3	2	1
q. Opportunities after graduation	5	4	3	2	1
r. Diversity of the faculty	5	4	3	2	1
s. Diversity of the students	5	4	3	2	1
t. Student support services for minorities	5	4	3	2	1
u. Quality and reputation of courses	5	4	3	2	1
v. Career opportunities available for graduates	5	4	3	2	1

3. How influential was input from the following individuals in making your decision to attend the University of Missouri?	Level of Influence					
	Very Influential		Not Influential			Not Applicable
	5	4	3	2	1	
a. Friend in high school	5	4	3	2	1	NA
b. Friend in college	5	4	3	2	1	NA
c. Parent or guardian	5	4	3	2	1	NA
d. Relative who attended the University of Missouri	5	4	3	2	1	NA
e. High school guidance counselor	5	4	3	2	1	NA
f. High school agriculture teacher	5	4	3	2	1	NA
g. High school science teacher	5	4	3	2	1	NA
h. Other high school teacher	5	4	3	2	1	NA
i. Extension youth specialist	5	4	3	2	1	NA
j. University of Missouri graduate	5	4	3	2	1	NA
k. Graduate of CAFNR	5	4	3	2	1	NA
l. College recruiter	5	4	3	2	1	NA
m. Relative who attended college	5	4	3	2	1	NA
n. An acquaintance or friend who attended MU	5	4	3	2	1	NA
o. Current CAFNR student	5	4	3	2	1	NA

4. As you think about opportunities for social interaction, how influential were the following	Level of Influence					
	Very Influential		Not Influential			
	5	4	3	2	1	
a. Quality and availability of recreational services	5	4	3	2	1	
b. Quality and availability of student organizations	5	4	3	2	1	
c. Quality and availability of off-campus activities	5	4	3	2	1	
d. Quality and availability of agricultural competitive teams	5	4	3	2	1	
e. Leisure activities	5	4	3	2	1	
f. Fraternity and sorority life	5	4	3	2	1	
g. Campus residence halls	5	4	3	2	1	
h. Diversity of student body	5	4	3	2	1	
i. Diversity of ideas on campus	5	4	3	2	1	
k. Quality of social integration	5	4	3	2	1	

5. When did you begin the decision making process to select a college of university?

(Please check one)

- Before 9th grade During 9th grade During 10th grade
 During 11th grade During 12th grade

6. When did you finalize your decision to attend the University of Missouri?

(Please check)

- Before 9th grade During 12th grade 1st Yr after 12th
 During 10th grade During 1st half of 12th 2nd Yr after 12th
 During 11th grade During 2nd half of 12th Still undecided

7. When did you finalize your decision of a major?

(Please check)

- Before 9th grade During 12th grade 1st Yr after 12th
 During 10th grade During 1st half of 12th 2nd Yr after
12th
 During 11th grade During 2nd half of 12th Still undecided

8. To how many other universities did you apply? (Please check)

- None One Two Three Four Five or more

9. To how many other universities were you admitted? (Please check)

- None One Two Three Four Five or more

10. To which other institutions did you apply? (Please check all that apply)

- St. Louis University
 Truman State University
 Washington University
 Other _____
Please Name
- Other _____
Please Name
- Other _____
Please Name
- Other _____
Please Name

of this year? (Mark one)

- 16 or younger 21-24
- 17 25-29
- 18 30-39
- 19 40-54
- 20 55 or older

3. Is English your native language?

- Yes No

4. In what year did you graduate from high school? (Mark one)

- 2005 Did not graduate but passed G.E.D. test
- 2004
- 2003 Never completed high school
- 2002 or earlier

5. Are you enrolled (or enrolling) as a: (Mark one)

- Full-time student?
- Part-time student?

6. How many miles is this college from your permanent home? (Mark one)

- 5 or less 11-50 101-500
- 6-10 51-100 Over 500

7. What was your average grade in high school? (Mark one)

- A or A+ B C
- A- B- D
- B+ C+

Neither

12. Which of the following statements applies to you? (Mark one)

- I was born in the United States
- I came to the United States:
 - Before age 6
 - Between ages 6-12
 - After age 12

13. If you or your parents were not born in the United States, indicate the country of birth:

You

Mother

Father

14. Prior to this term, have you ever taken courses for credit at this institution?

- Yes No

15. Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?

- Yes No

- Reading
- Mathematics
- Social Studies
- Science
- Foreign Language
- Writing

20. What is the highest academic degree that you intend to obtain? (Mark one in each column)

- None
- Vocational certificate
- Associate (A.A. or equivalent)
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., etc.)
- Ph.D. or Ed.D.
- M.D., D.O., D.D.S., or D.V.M.
- J.D. (Law)
- B.D. or M.Div. (Divinity)
- Other

21. Are your parents: (Mark one)

- Both alive and living with each other?
- Both alive, divorced or living apart?
- One or both deceased?

22. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

- Family resources (parents, relatives, spouse, etc.)
- My own resources (savings from work, work-study, other income)
- Aid which need not be repaid (grants, scholarships, military funding, etc.)
- Aid which must be repaid (loans, etc.)
- Other than above

23. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

- Less than \$10,000 \$50,000-59,999
- \$10,000-14,999 \$60,000-74,999
- \$15,000-19,999 \$75,000-99,999
- \$20,000-24,999 \$100,000-149,999
- \$25,000-29,999 \$150,000-199,999
- \$30,000-39,999 \$200,000-249,999
- \$40,000-49,999 \$250,000 or more

24. Current religious preference: (Mark one in each column)

- Baptist
- Buddhist

26. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark . If you engaged in an activity one or more times, but not frequently, mark (Occasionally). Mark (Not at all) if you have not performed the activity during the past year. (Mark one for each item)

- Attended a religious service
- Was bored in class
- Participated in organized demonstrations
- Tutored another student
- Studied with other students
- Was a guest in a teacher's home
- Smoked cigarettes
- Drank beer
- Drank wine or liquor
- Felt overwhelmed by all I had to do
- Felt depressed
- Performed volunteer work
- Played a musical instrument
- Asked a teacher for advice after class
- Voted in a student election
- Socialized with someone of another racial/ethnic group
- Came late to class
- Used the Internet for research or homework
- Performed community service as part of a class

29. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each possible reason)

- My parents wanted me to go
- I could not find a job
- Wanted to get away from home
- To be able to get a better job
- To gain a general education and appreciation of ideas
- There was nothing better to do
- To make me a more cultured person
- To be able to make more money
- To learn more about things that interest me
- To prepare myself for graduate or professional school
- A mentor/role model encouraged me to go
- To get training for a specific career
- To find my purpose in life

30. How would you characterize your political views? (Mark one)

- Far left
- Liberal
- Middle-of-the-road

- Church of Christ
 - Eastern Orthodox
 - Episcopalian
 - Hindu
 - Islamic
 - Jewish
 - LDS (Mormon)
 - Lutheran
 - Methodist
 - Presbyterian
 - Quaker
 - Roman Catholic
 - Seventh Day Adventist
 - Unitarian/Universalist
 - United Church of Christ/Congregational
 - Other Christian
 - Other Religion
 - None
- 25. Are you:** (Mark all that apply)
- White/Caucasian
 - African American/Black
 - American Indian/Alaska Native
 - Asian American/Asian
 - Native Hawaiian/Pacific Islander
 - Mexican American/Chicano
 - Puerto Rican
 - Other Latino
 - Other

- Used a personal computer
- Discussed religion
- Discussed politics
 - In class
 - With friends
 - With family
- Worked on a local, state, or national political campaign

27. Did your high school require community service for graduation?

- Yes No

28. What is the highest level of formal education obtained by your parents?

- (Mark one in each column)
- | | Father | Mother |
|---|--------------------------|--------------------------|
| Grammar school or less | <input type="checkbox"/> | <input type="checkbox"/> |
| Some high school | <input type="checkbox"/> | <input type="checkbox"/> |
| High school graduate | <input type="checkbox"/> | <input type="checkbox"/> |
| Postsecondary school other than college | <input type="checkbox"/> | <input type="checkbox"/> |
| Some college | <input type="checkbox"/> | <input type="checkbox"/> |
| College degree | <input type="checkbox"/> | <input type="checkbox"/> |
| Some graduate school | <input type="checkbox"/> | <input type="checkbox"/> |
| Graduate degree | <input type="checkbox"/> | <input type="checkbox"/> |

- Conservative
- Far right

31. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.
(Mark one in each row)

- | | Highest 10% | Above Average | Average | Below Average | Lowest 10% |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Academic ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Artistic ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Computer skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cooperativeness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Creativity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Drive to achieve | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emotional health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Leadership ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mathematical ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public speaking ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Religiosity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-confidence (intellectual) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-confidence (social) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Spirituality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understanding of others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Writing ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

32. Mark only three responses, one in each column.

- Your mother's occupation
 - Your father's occupation
 - Your probable career occupation
- NOTE: If your father or mother is deceased, please indicate his or her last occupation.**

- Accountant or actuary
- Actor or entertainer
- Architect or urban planner
- Artist
- Business (general)
- Business executive (management, administrator)
- Business owner or proprietor
- Business salesperson or buyer
- Clergy (minister, priest)
- Clergy (other religious)
- Clinical psychologist
- College administrator/staff
- College teacher
- Computer programmer or analyst
- Conservationist or forester
- Dentist (including orthodontist)
- Dietitian or nutritionist
- Engineer
- Farmer or rancher
- Foreign service worker (including diplomat)
- Homemaker (full-time)
- Interior decorator (including designer)
- Lab technician or hygienist
- Law enforcement officer
- Lawyer (attorney) or judge
- Military (service member)
- Musician (performer, composer)
- Nurse
- Optometrist
- Pharmacist
- Physician
- Policymaker/Government
- School counselor
- School principal or superintendent
- Scientific researcher
- Social welfare or recreation worker

33. Mark one in each row:

- Disagree Strongly
- Disagree Somewhat
- Agree Somewhat
- Agree Strongly

- There is too much concern in the courts for the rights of criminals
- Abortion should be legal
- The death penalty should be abolished
- Marijuana should be legalized
- It is important to have laws prohibiting homosexual relationships
- Racial discrimination is no longer a major problem in America
- Realistically, an individual can do little to bring about changes in our society
- Wealthy people should pay a larger share of taxes than they do now
- Colleges should prohibit racist/sexist speech on campus
- Same-sex couples should have the right to legal marital status
- Alternative action in college admissions should be abolished
- The activities of married women are best confined to the home and family
- Federal military spending should be increased
- If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time
- The federal government should do more to control the sale of handguns
- Only volunteers should serve in the armed forces
- The federal government is not doing enough to control environmental pollution
- A national health care plan is needed to cover everybody's medical costs
- Grading in the high schools has become too easy
- Undocumented immigrants should be denied access to public education
- Through hard work, everybody can succeed in American society
- Dissect is a critical component of the political process

34. During your last year in high school, how much time did you spend during a typical week doing the following activities?

Hours per week:	None	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	Over 20
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with teachers outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising or sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household/chore work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My relatives wanted me to come here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher advised me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This college has a very good academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This college has a good reputation for its social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was offered financial assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cost of attending this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school counselor advised me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private college counselor advised me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to live near home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not offered aid by first choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Therapist (physical, occupational, speech) (1) (2) (3) (4) (5)
- Teacher or administrator (elementary) (1) (2) (3) (4) (5)
- Teacher or administrator (secondary) (1) (2) (3) (4) (5)
- Veterinarian (1) (2) (3) (4) (5)
- Writer or journalist (1) (2) (3) (4) (5)
- Skilled trades (1) (2) (3) (4) (5)
- Laborer (unskilled) (1) (2) (3) (4) (5)
- Semi-skilled worker (1) (2) (3) (4) (5)
- Unemployed (1) (2) (3) (4) (5)
- Other (1) (2) (3) (4) (5)
- Undecided (1) (2) (3) (4) (5)

- Reading for pleasure (1) (2) (3) (4) (5)
- Playing video/computer games (1) (2) (3) (4) (5)
- Prayer/meditation (1) (2) (3) (4) (5)

35. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds) (1) (2) (3) (4) (5)
- Some (but I probably will have enough funds) (1) (2) (3) (4) (5)
- Major (not sure I will have enough funds to complete college) (1) (2) (3) (4) (5)

- This college's graduates gain admission to top graduate/professional schools (1) (2) (3) (4) (5)
- This college's graduates get good jobs (1) (2) (3) (4) (5)
- I was attracted by the religious affiliation/orientation of the college (1) (2) (3) (4) (5)
- I wanted to go to a school about the size of this college (1) (2) (3) (4) (5)
- Rankings in national magazines (1) (2) (3) (4) (5)
- Information from a website (1) (2) (3) (4) (5)
- I was admitted through an Early Action or Early Decision program (1) (2) (3) (4) (5)
- A visit to the campus (1) (2) (3) (4) (5)

37. Below is a list of different undergraduate major fields grouped into general categories. Mark only one oval to indicate your probable field of study.

ARTS AND HUMANITIES

- Art, fine and applied (1) (2) (3) (4) (5)
- English (language and literature) (1) (2) (3) (4) (5)
- History (1) (2) (3) (4) (5)
- Journalism (1) (2) (3) (4) (5)
- Language and Literature (except English) (1) (2) (3) (4) (5)
- Music (1) (2) (3) (4) (5)
- Philosophy (1) (2) (3) (4) (5)
- Spanish (1) (2) (3) (4) (5)
- Theater or Drama (1) (2) (3) (4) (5)
- Theology or Religion (1) (2) (3) (4) (5)
- Other Arts and Humanities (1) (2) (3) (4) (5)

BIOLOGICAL SCIENCE

- Biology (general) (1) (2) (3) (4) (5)
- Biochemistry or Biophysics (1) (2) (3) (4) (5)
- Botany (1) (2) (3) (4) (5)
- Environmental Science (1) (2) (3) (4) (5)
- Marine (Life) Science (1) (2) (3) (4) (5)
- Microbiology or Bacteriology (1) (2) (3) (4) (5)
- Zoology (1) (2) (3) (4) (5)
- Other Biological Science (1) (2) (3) (4) (5)

BUSINESS

- Accounting (1) (2) (3) (4) (5)
- Business Admin. (general) (1) (2) (3) (4) (5)
- Finance (1) (2) (3) (4) (5)
- International Business (1) (2) (3) (4) (5)
- Marketing (1) (2) (3) (4) (5)
- Management (1) (2) (3) (4) (5)
- Secretarial Studies (1) (2) (3) (4) (5)
- Other Business (1) (2) (3) (4) (5)

EDUCATION

- Business Education (1) (2) (3) (4) (5)
- Elementary Education (1) (2) (3) (4) (5)
- Music or Art Education (1) (2) (3) (4) (5)
- Physical Education or Recreation (1) (2) (3) (4) (5)
- Secondary Education (1) (2) (3) (4) (5)
- Special Education (1) (2) (3) (4) (5)
- Other Education (1) (2) (3) (4) (5)

PHYSICAL SCIENCE

- Astronomy (1) (2) (3) (4) (5)
- Atmospheric Science (incl. Meteorology) (1) (2) (3) (4) (5)
- Chemistry (1) (2) (3) (4) (5)
- Earth Science (1) (2) (3) (4) (5)
- Marine Science (incl. Oceanography) (1) (2) (3) (4) (5)
- Mathematics (1) (2) (3) (4) (5)
- Physics (1) (2) (3) (4) (5)
- Statistics (1) (2) (3) (4) (5)
- Other Physical Science (1) (2) (3) (4) (5)

PROFESSIONAL

- Architecture or Urban Planning (1) (2) (3) (4) (5)
- Family & Consumer Sciences (1) (2) (3) (4) (5)
- Health Technology (medical, dental, laboratory) (1) (2) (3) (4) (5)
- Library or Archival Science (1) (2) (3) (4) (5)
- Medicine, Dentistry, Veterinary Medicine (1) (2) (3) (4) (5)
- Nursing (1) (2) (3) (4) (5)
- Pharmacy (1) (2) (3) (4) (5)
- Therapy (occupational, physical, speech) (1) (2) (3) (4) (5)
- Other Professional (1) (2) (3) (4) (5)

SOCIAL SCIENCE

- Anthropology (1) (2) (3) (4) (5)
- Economics (1) (2) (3) (4) (5)
- Ethnic Studies (1) (2) (3) (4) (5)
- Geography (1) (2) (3) (4) (5)
- Political Science (gov't, international relations) (1) (2) (3) (4) (5)
- Psychology (1) (2) (3) (4) (5)
- Social Work (1) (2) (3) (4) (5)
- Sociology (1) (2) (3) (4) (5)
- Women's Studies (1) (2) (3) (4) (5)
- Other Social Science (1) (2) (3) (4) (5)

TECHNICAL

- Building Trades (1) (2) (3) (4) (5)
- Data Processing or Computer Programming (1) (2) (3) (4) (5)
- Drafting or Design (1) (2) (3) (4) (5)

38. Please indicate the importance to you personally of each of the following: (Mark one for each item)

- (1) Not Important
- (2) Somewhat Important
- (3) Very Important
- (4) Essential

- Becoming accomplished in one of the performing arts (acting, dancing, etc.) (1) (2) (3) (4)
- Becoming an authority in my field (1) (2) (3) (4)
- Obtaining recognition from my colleagues for contributions to my special field (1) (2) (3) (4)
- Influencing the political structure (1) (2) (3) (4)
- Influencing social values (1) (2) (3) (4)
- Raising a family (1) (2) (3) (4)
- Having administrative responsibility for the work of others (1) (2) (3) (4)
- Being very well off financially (1) (2) (3) (4)
- Helping others who are in difficulty (1) (2) (3) (4)
- Making a theoretical contribution to science (1) (2) (3) (4)
- Writing original works (poems, novels, short stories, etc.) (1) (2) (3) (4)
- Creating artistic work (painting, sculpture, decorating, etc.) (1) (2) (3) (4)
- Becoming successful in a business of my own (1) (2) (3) (4)
- Becoming involved in programs to clean up the environment (1) (2) (3) (4)
- Developing a meaningful philosophy of life (1) (2) (3) (4)
- Participating in a community action program (1) (2) (3) (4)
- Helping to promote racial understanding (1) (2) (3) (4)
- Keeping up to date with political affairs (1) (2) (3) (4)
- Becoming a community leader (1) (2) (3) (4)
- Integrating spirituality into my life (1) (2) (3) (4)
- Improving my understanding of other countries and cultures (1) (2) (3) (4)

39. What is your best guess as to the chances that you will: (Mark one for each item)

- (1) No Chance
- (2) Very Little Chance
- (3) Some Chance
- (4) Very Good Chance

- Change major field? (1) (2) (3) (4)
- Change career choice? (1) (2) (3) (4)
- Participate in student government? (1) (2) (3) (4)
- Get a job to help pay for college expenses? (1) (2) (3) (4)
- Work full-time while attending college? (1) (2) (3) (4)
- Join a social fraternity or sorority? (1) (2) (3) (4)
- Play varsity/intercollegiate athletics? (1) (2) (3) (4)
- Make at least a "B" average? (1) (2) (3) (4)
- Participate in student protests or demonstrations? (1) (2) (3) (4)
- Transfer to another college before graduating? (1) (2) (3) (4)
- Be satisfied with your college? (1) (2) (3) (4)
- Participate in volunteer or community service work? (1) (2) (3) (4)
- Seek personal counseling? (1) (2) (3) (4)
- Communicate regularly with your professors? (1) (2) (3) (4)
- Socialize with someone of another racial/ethnic group? (1) (2) (3) (4)
- Participate in student club/groups? (1) (2) (3) (4)
- Strengthen your religious beliefs/convictions? (1) (2) (3) (4)
- Participate in a study abroad program? (1) (2) (3) (4)

<input type="checkbox"/>	ENGINEERING	Electronics	<input type="checkbox"/>
<input type="checkbox"/>	Aeronautical or	Mechanics	<input type="checkbox"/>
<input type="checkbox"/>	Astronautical Eng	Other Technical	<input type="checkbox"/>
<input type="checkbox"/>	Civil Engineering	OTHER FIELDS	
<input type="checkbox"/>	Chemical Engineering	Agriculture	<input type="checkbox"/>
<input type="checkbox"/>	Computer Engineering	Communications	<input type="checkbox"/>
<input type="checkbox"/>	Electrical or Electronic	Computer Science	<input type="checkbox"/>
<input type="checkbox"/>	Engineering	Forestry	<input type="checkbox"/>
<input type="checkbox"/>	Industrial Engineering	Kinesiology	<input type="checkbox"/>
<input type="checkbox"/>	Mechanical Engineering	Law Enforcement	<input type="checkbox"/>
<input type="checkbox"/>	Other Engineering	Military Science	<input type="checkbox"/>
<input type="checkbox"/>		Other Field	<input type="checkbox"/>
<input type="checkbox"/>		Undecided	<input type="checkbox"/>

DO NOT WRITE IN THIS AREA

40. Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? HERI maintains strict standards of confidentiality and would require your college to sign a pledge of confidentiality. Yes No

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

41. <input type="checkbox"/>	48. <input type="checkbox"/>	55. <input type="checkbox"/>
42. <input type="checkbox"/>	49. <input type="checkbox"/>	56. <input type="checkbox"/>
43. <input type="checkbox"/>	50. <input type="checkbox"/>	57. <input type="checkbox"/>
44. <input type="checkbox"/>	51. <input type="checkbox"/>	58. <input type="checkbox"/>
45. <input type="checkbox"/>	52. <input type="checkbox"/>	59. <input type="checkbox"/>
46. <input type="checkbox"/>	53. <input type="checkbox"/>	60. <input type="checkbox"/>
47. <input type="checkbox"/>	54. <input type="checkbox"/>	61. <input type="checkbox"/>

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THANK YOU!

D. Fox Recognition Corp. (800) 841-4621

APPENDIX C

Dear Students:

I am a graduate student in the Department of Counseling and Student Development. I am conducting research for my master's degree in College Student Affairs. This study is being conducted to develop a comprehensive understanding of the expectations, perceptions and actual experiences of African American undergraduates at the university.

Data collection will be obtained by survey methodology, and the information obtained from this study will be kept COMPLETELY CONFIDENTIAL and anonymous. There are no foreseeable risks or benefits to the participant. You will not be asked to give your name or any information that would identify you as an individual. Individuals are in no way required to participate in the study. If individuals agree to participate, they may at any time discontinue the survey or choose to not answer any questions at any time. This survey must be completed in a single setting; you may not begin the survey and then finish on a later date. The survey will likely take 20-25 minutes to complete.

In agreement to participate in this study, each student will have the opportunity to enter himself or herself into the random drawing for one of two \$25 VISA GIFT CARDS.

BY CLICKING ON THE CONSENT BUTTON BELOW, YOU GIVE YOUR CONSENT.

CONSENT

After clicking on the CONSENT button, you will be directed to the survey.

Thank you for your anticipated participation in this study. I greatly appreciate your cooperation.

Sincerely,

Christina L. Rainer
Principal Researcher

Christina L. Rainer
Graduate Assistant Advisor
Gateway Program
Eastern Illinois University
(217)581-0742
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