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Factors that contribute to the achievement of black male students at a predominantly white university.

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FACTORS THAT CONTRIBUTE TO THE ACHIEVEMENT OF BLACK
MALE STUDENTS AT A PREDOMINANTLY WHITE UNIVERSITY

A Dissertation Presented

by

JAMES LOUIS WILLIAMS

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1989

Education

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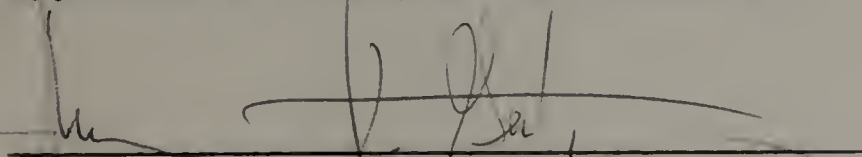
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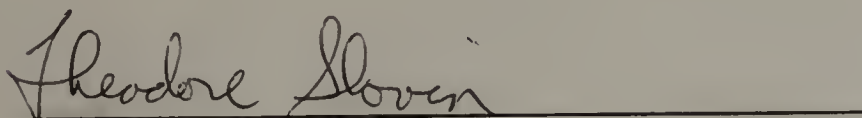
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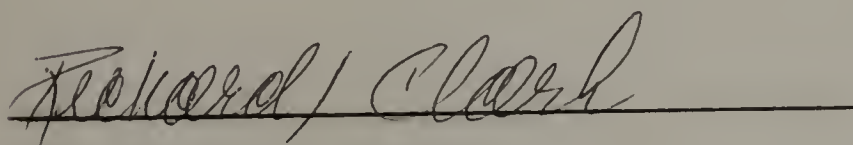
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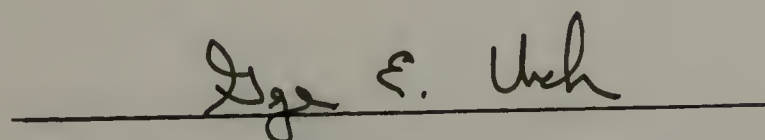
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ABSTRACT

FACTORS THAT CONTRIBUTE TO THE ACHIEVEMENT OF BLACK
MALE STUDENTS AT A PREDOMINANTLY WHITE UNIVERSITY

MAY 1989

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This study examines factors that contribute to the achievement of Black male students at a predominantly white university and the factors that helped them to persist in their prescribed course of study. More specifically, the study seeks answers to this question: Is there a relationship among these factors, social, academic, financial, and counseling that contributes to the academic achievement of Black male students? Subjects in this study were comprised of 89 Black male students. Data was abstracted from archival records and collected by the administration of a highly structured survey questionnaire. Qualitative data were collected by interviewing a sample of Black male students.

The study identified that a majority of the sampling of Black male students who visited their counselors were in academic trouble, and had low cumulative grade point averages. These Black male students were apparently seeking help after they experienced academic difficulties. The professors sometimes were willing to spend time with these

Black male students after class or outside of the classroom. Most Black male students required financial aid if they were to remain in school. The academic achievement of Black male students seemed to be dependent on certain counseling, financial aid and faculty relationships within the university.

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CHAPTER 1

INTRODUCTION

This study focuses on the achievement of Black male undergraduate students enrolled at a predominantly white university and the factors that helped them to persist in their prescribed course of study.

From 1980 to 1984, the number of Black men enrolled in higher education dropped by 21,300, from 389,389 to 368,089, according to the American Council on Education Office of Minority Concerns. Over the same period, the number of Black women in higher education dropped by 9,761, from 538,857 to 529,096. Meanwhile, fewer and fewer Black men leave higher education with bachelor's degrees. According to the Council, Black men earned 23,018 bachelor's degrees in 1984, a 10.2-percent drop from the 25,634 degrees earned by Black males in 1976. The number of degrees earned by Black women increased by 2.9 percent, from 33,488 in 1976 to 34,455 in 1984. "We are seeing a decline in participation of Black males at every level in higher education," says Reginald Wilson (1988) director of the American Council on Education Office of Minority Concerns, *Chronicle of Higher Education*, (1988).

The drop in enrollment of Black males in higher education is even more striking because it comes at a time when the number of Black high school graduates is increasing. The number of Black 18 to 24-year-olds with high school degrees increased from 2.7 million in 1980 to 2.8 million in 1985. "The number of Black women attending colleges and universities has always been greater than the number of Black men. This difference is largely because Black families historically have pushed their daughters to obtain an education to keep them from doing domestic work," says Kenneth Tollett (1988), professor of higher education at Howard University, *Black Issues in Higher Education*. The gap between the sexes is also growing among white students. In 1984, 307,661 more white women enrolled in colleges and universities than white men, according to the American Council on Education. In 1980, the difference was 200,478. But educators say the growing gap between Black men and Black women is of special concern because of the precarious status of Blacks in America. "Blacks are already in an unstable position, and this just accelerates the decline," says Walter Allen (1981), associate professor of sociology at the University of Michigan and director of the National Study of Black College Students, in a project that studies attitudes of Black college students.

There is reason to expect that Black male students encounter more problems than white students in adjusting to a predominantly white university. According to Pitts (1975), Black male students on predominantly white campuses found themselves in a world drastically different from the one from which they had come. Consequently, Black male students on predominantly white collegiate campuses had to adapt to the environment or meet with failure. In a survey of the Black experience at a predominantly white university, Kleinbaum and Kleinbaum (1976), Allen (1984) and Fleming (1984) reported that Black students felt the university had to understand that Black students had special problems, not only of a financial character but also in the area of social well being. Black male students who came from urban high schools where they were the majority often expressed feelings of isolation, failed to engage in social activities, sought information less frequently, and had less contact with fellow students (National Board of Graduate Education, 1976).

Buckley (1980) suggested that faculty members held the key and had to make a commitment to the retention of Black male students. Applewhite (1971) had written even earlier that "Black male students had to know that they were wanted and accepted if schools were to recruit, retain and graduate more Black male students." In this

study of 1980, Turner identified the following factors which had the greatest influence on Black male student retention: recruitment, student orientation, admissions and transfer criteria, financial aid, relevant curriculum, faculty and staff, other Black male students, outreach efforts, progress and performance monitoring, and institutional commitment.

Avakian, Mackinney, and Allen (1982) noted that the declining birthrate had encouraged administrators to augment their efforts to retain students. With better knowledge of retention probabilities, an institution could examine its admission policies and direct its efforts toward retaining students who persisted in their efforts to obtain a degree. Beal and Noel (1979) determined that retention was influenced by several factors, including student-faculty contact, support services, and the attitudes of faculty, counselors, and staff. In their study, a "caring attitude" on the part of the faculty and staff was ranked highest among positive factors associated with retention. Astin (1975) found that student persistence depended to some extent on the degree of personal involvement in campus life and environment. He determined that student-faculty contact had a significant impact on retention. Lenning, Beal, and Sauer (1980) reported that students who left college were significantly more likely to be dissatisfied with

relationships with faculty than were those who persisted. Keim (1981), however, found that students were likely to persist in college if they had positive perceptions of the institution they were attending, if they were succeeding academically and if they were fully integrated into the social and academic systems of the college. All the known support systems fall into two categories: (1) nurturing and mentoring, and (2) academic support services.

Much of the research on academic achievement of Black male students has sought to explain the apparent difference in levels of achievement between Black and white students. Opinions among researchers remain divided about how to account for the differences and, moreover, how to alleviate them. The most popular explanation is labeled the person-centered or victim-blame approach, which posits that performance deficiencies are found in the individual and the inadequacy of one's prior life experiences (Ryan, 1971). Hale (1980), representing a cultural analytical approach, has argued that the educational process has been insensitive to the cultural styles of black Americans. There are also researchers, such as Bowles and Gintis (1976), Ogbu (1977, 1981) and Persell (1977), who reported that the problem lay within the social structure of which the school is a part. According to these

researchers, the existing social structure is oppressive and does not allow for the full and productive participation of Black male students. These researchers have sought primarily to explain why Black students have not been able to achieve at a level equal to that of their white counterparts. Some Black youths have been able to overcome the well documented social, psychological and economic obstacles to academic success, although the research addressing this matter has been limited (Abatso, 1979; Burlew, 1979; Shade, 1982).

Perhaps the most widely researched aspect of the Black male performance in higher education has been the examination of factors which best predict their academic success. Several research studies (Gurin and Epps, 1975; Sedlacek, 1974; Hugnes, 1987) have reported the view that traditional predictors of academic success are not the best predictors of performance among Black male students. This research has suggested that non-intellectual factors, such as personality, motivational and life situation factors, are better predictors of academic success among this population.

Abatso (1979) pointed out that as members of a negatively valued minority group, Black male students are forced to learn a sense of self-competence within a societal framework that views their ethnic membership as incompetent, dependent and powerless. Consequently,

Black male students must always consider the possible effects of their minority status on their risk-taking, expectations, and decision making. Based on these research findings, it appears that Black male students' motivation is determined by their personal interests and commitments, their academic situations, and their perception of the possibilities of succeeding in academic settings.

Although the psychological factors that are associated with academic achievement were very important as indicated in previous studies, this study will not focus on psychological factors. The primary focus of this present study will be to examine the relationship between social, academic, counseling and financial factors associated with the academic achievement of Black male students.

Significance of the Problem

This writer's review of the literature has revealed that many studies on psychological, sociological, attrition, withdrawal, retention, and recruitment of Black males have been widely researched (Tinto 1975; Cope, 1978; Pascarella and Terenzine 1977, 1980; and Astin, 1984). But very limited information is available on the factors that contribute to Black male student

achievement on predominantly white college and university campuses (Sedlacek, 1974; Fleming, 1984; Hughes, 1987). The absence of reliable data and solid interpretation has encouraged extravagant rhetoric and ill-advised actions.

1. The results of this study may provide administrators with data to assist in the development of programs related to increasing Black male student achievement in the academic environment.

2. This study may provide information relating to the role of social support systems in the achievement of Black male students.

3. This study may also provide recommendations for further research in this area among Black male students.

It has been amply demonstrated that very little is empirically known about why and how some Black male students are able to overcome social, academic, and economic obstacles and succeed academically in higher education. Much more research has been done to show why Black students have not been able to attain the levels of achievement of white students and why they have not succeeded in higher education. This situation has resulted in the rise of new studies that have questioned applying findings in education among white people to the education of Black people (Boykins, Franklin and Yates, 1979; Hare, 1980; Spencer, Brookins and Allen, 1985). New research has initiated a systematic review of these

human universals (traditional assumptions regarding cognition, adaptation, and performance). The emphasis is toward determining which of these human principles can be deemed human universals and which, on the contrary, are simply human qualities falsely marketed as human universals (Hare, 1984). In summary, these researchers have called for more normative studies on Black male students.

There is also a questioning of the theoretical models that have been used in research on Black student achievement. Unfortunately, many of the models do not allow for adequate consideration of individual differences that are a result of variances in ethnic and social status background. Tinto (1982) reasoned that differences in attainment patterns among individuals of different ethnic and social status backgrounds were such as to require fine tuning of his theoretical models on student dropouts. He further suggested that special sensitivity was needed in the measurement of the models' constructs if there was to be understanding of the process among various groups.

Anderson (1980) explained why the achievement process was different for Black male students and, moreover, why it was necessary to consider the differences in both theoretical and empirical research. The researcher discussed the additive and accumulative effect of being a

member of an ethnic minority on these students' achievement and their persistence. He further stated that in addition to discrimination, economic and social stratification and racial prejudice, minority students were often those who were less prepared to meet academic demands, who had previously been denied access because of poor academics, and who had inferior and/or ambivalent feelings about school (Anderson, 1980). In view of the preceding information, it appears that there is a need for research studies using appropriate theoretical frameworks.

Statement of Problem

This study will examine factors that contribute to the achievement of Black male students at a predominantly white university. More specifically, answers will be sought to the following questions concerning the relationship between social, academic, financial, and counseling factors that contribute to the academic achievement of Black male students:

1. Did successful Black male students utilize the academic support systems available at the university?
2. Did financial aid or support contribute to the academic achievement of these students?

3. Did successful Black male students utilize the counseling support system at the university?

4. Did interaction between Black male students and Black faculty contribute to academic achievement?

5. Did successful Black male students utilize the social support system at the university?

6. What demographic variables if any contributed to the achievement of Black male students?

7. Did interaction between Black male students and faculty advisors contribute to academic achievement?

Definition of Terms

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

1. Academic achievement--The successful completion of two semesters of study, with at least 24 credits and at least a 2.00 grade point average. A successful Black male student may be a freshman or a sophomore who has completed four semesters of study, earning at least 48 credits and at least a 2.00 grade point average.

2. Academic Support Systems--Programs created by institutions of higher learning for the purpose of providing academic assistance to students judged to be potentially able to complete college studies, but who lack proficiency in certain academic skills. The

assistance provided students would allow them to meet institutional requirements with a greater degree of success.

3. Social support clubs and organizations--Existing campus clubs and organizations as well as a variety of activities that aid students in social adjustment.

4. Nurturing and mentoring support--Counseling, coaching, motivating and encouraging students; a caring attitude on the part of the counselor, mentor, faculty or staff.

5. Retention--Continuous enrollment in a college or university by a student who has gained access to an institution and persists in an academic program.

6. Financial aid support--Monies awarded to students according to their needs so they may attend college.

7. Counseling support--A program in which students' special needs are taken into account in planning course work and academic programs and in providing personal counseling.

Limitations of the Study

This study will examine the factors that relate to Black male academic achievement at a single institution. Research on Black male student achievement has been

limited. In most cases, data have not been kept or facts are only now beginning to emerge. Therefore, the factors leading to Black male academic achievement may well be unique to the college being evaluated, and the nature of the students' individual characteristics may or may not be representative of those at other colleges.

A Look Ahead

Chapter II will present a review of the literature of Black male student adjustment and academic achievement on predominately white collegiate campuses, and a theoretical framework for studying success. Chapter III will present the methodology and design of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This study is concerned with (1) identifying those factors that contribute to the academic success of Black male students and (2) examining the relationship between the social, academic, counseling and financial factors that contribute to academic achievement. Specifically, the study is concerned with determining whether these four factors contribute to the academic achievement and success of Black male students.

This chapter examines research literature relevant to this study's major inquiries. First, the chapter establishes the importance of nurturing and caring attitudes and the relationship to Maslow's hierarchy of needs. This section also focuses on social support, academic support, counseling support and financial support and their relationship to academic achievement.

Studies have produced a number of generalizations in regard to Black male student academic success in higher education. With the growing concern over Black male student retention in recent years, there has been mounting evidence that non-academic and non-cognitive variables may play a more critical role in retention than grades and test scores (Sedlacek and Webster, 1978).

Studies indicate that educators should consider the total development of the individual as one of the main issues of Black male student retention. The attitude of educators, administrators, and staff toward Black male students could play a critical role in their retention at institutions of higher learning. Without this awareness and concern Black male students might find it difficult to persist (Turner, 1980). Another way of describing this role is nurturing and mentoring.

Social Support

Other nurturing and mentoring factors related to the achievement of Black male students in higher education may include the following:

1. The availability of adequate financial assistance
2. Personal and social attitudes toward Black male students
3. The climate of support for Black male students
4. The nature of specific compensatory efforts
5. Inadequate educational preparation
6. Inappropriate self-concept
7. Teachers' positive and negative expectations

Black male students need the opportunity to feel a sense of progress and achievement in their academic

pursuits. Feelings of achievement are an aspect of an affirmed identity, to which a sense of failure becomes a disconnecting experience that places the search for identity in jeopardy (Maslow, 1971). Maslow established a hierarchy of needs, divided into lower and higher levels, that act as motivators for individuals who experience the needs. The needs are satisfied more or less sequentially, moving from basic or deficiency needs that are defined as physical survival, psychological safety, love, esteem for others, and esteem from self. Until an individual feels satisfied in his/her need for survival or safety, his/her behavior will be motivated by the need to obtain food, shelter or clothing as well as by a need for a predictable environment that is comprehensible to the individual, in which he/she can decide what behavior is expected and what can be expected from others.

Maslow provided a comprehensive rationale for his hierarchy of personality needs. He theorized that needs that are being experienced have the primary influence on an individual's behavior. All people, regardless of race, have needs, structured in a similar hierarchal way, that must be satisfied if they are to succeed in the educational process. Johnson and Turner presented their position:

If some of the lower level needs have not been fulfilled by students in the home, in the

community, or as a result of prior educational experiences, efforts must be made within the ...college to assist students to fulfill them...higher education is designed, to a greater extent than any other, to help individual students with a variety of problems ...minority students--for the sake of this study, Black male students--have no innate characteristics which limit them intellectually in achieving their educational goals. Because of societal, economic, and other factors, however, a number of students, black and white, have great difficulty adjusting to goals set for them by many educational institutions. (1980, p. 86).

Black male students must have the opportunity to participate in the life of the campus. They must feel some connection to current activities. In other words, there must be opportunities to satisfy adolescent belonging needs to participate, to be seen and to be recognized.

Carey (1979) indicated that if Black male students believed that there was nothing they could do to eliminate a threat or discomfort, they would yield to ineffectual responses or passive resistance. The excessive attrition of Black male students from the formal educative process suggests that this response is a type of passive resistance.

According to Astin (1975c), the key factor in retention is student involvement in campus activities. He attributes the positive effects of part-time employment on the campus, of residential living, of student activities, and of other categories of involve-

ment to the fact that the student is involved in the life of the institution and, consequently, is more apt to persist there. Numerous other references (Beal and Noel, 1979; Lenning, Beal, and Sauer, 1980; Abatso, 1982; and Fleming, 1984) point to involvement influencing student retention. Another important social feature of the college environment was involvement in extracurricular activities, athletics, dating and participation in student government. Sexton (1965) indicated extracurricular activities were an important part of the socialization process that enhanced a student's rewards at college and, therefore, increased persistence in college. Student involvement includes extracurricular activities, close friends, student-faculty relationships and academic programs. Pantagnes and Creedon (1978) conclude that too little documentation exists to support the role of extracurricular activities in retention, but they do cite a number of studies that support the premise. Astin (1975c) concentrated on participation in varsity sports and membership in Greek organizations. The literature supports the premise that students who establish close relationships with other persons show greater persistence in college. In one study, the conclusion was reached that the important factor was a caring and nurturing atmosphere or specific individuals who cared about a student. Cope (1978) described one

retention program specifically designed to assure that certain students had "significant others" integrated into their campus experience. Significant others may include faculty or staff members, as well as peers, who establish a meaningful relationship with the student (Cope, 1978). According to Pantaghes and Creedon (1978), "the quality of the relationship between a student and her or his professors is of crucial importance in determining satisfaction with the institution." A number of studies (Beal and Noel, 1979; Buckley 1980; Burrell and Trombley, 1983; and Cosgrove, 1986), have shown that the frequency of the satisfaction with student-faculty interaction were contributing factors to retention. Another important social element of the college environment, as revealed through Tinto's (1975) integrative theoretical model, viewed academic success and dropout behavior as a longitudinal process involving a complex of socio-psychological interactions between the student and the institutional environment, was the student's nonclassroom interactions with the faculty. Spady (1970) and Tinto (1975) suggested that student interaction with faculty not only increased social integration and, therefore, institutional commitment, but also increased student academic integration. In support of this theory, a number of studies have reported that the quality and frequency of student-faculty informal contacts relate

positively to persistence in college (Centra and Rock, 1971; Pascarella and Terenzini, 1977, 1978, 1980). Astin (1975c) pointed out that retention increased with student involvement in honors programs, in foreign-study programs, in credit by examination, and in the earning of good grades. He postulated that "students who were involved in the academic life of the institution were more likely to expend the effort necessary to get good grades than would students who were not involved." Astin continued that other ways that students could be involved included work-study jobs in academic departments, participation as tutors and peer counselors, participation with faculty in curriculum design and program review, appointment as research or instructional assistants, and so forth. Whatever the form of the involvement, persistence in the institution was likely to improve with increased involvement.

One important element of the college environment as revealed by Tinto's (1975) integrative theoretical model was the nature of the social or interpersonal relationships within the college environment. This included not only the frequency and quality of the student's interaction with faculty, but also the extent of a student's participation in the peer culture of the college environment. Accordingly, O'Shea (1969) reviewed the association between peer relationships and academic

achievement. His synthesis suggested a rather straightforward inverse relationship: the more time spent in socializing with peers, the less time usually devoted to serious study. However, Lavin (1965) and Spady (1970) concluded that the relationship between participation in the peer culture and academic success was not so clear-cut. Accordingly, if close friendship ties were developed with other students having substantial academic orientations, then academic interest and endeavors were positively reinforced. Therefore, the quality of the relationship with peers and the values that the peer group endorsed were important factors relating to academic success or failure in college.

Social Support Clubs and Organizations

Student involvement in clubs and organizations helps to integrate them into college life and contributes to their retention and success (Astin, 1984; Pantaghes and Creedon, 1978). It provides them with opportunities to interact with faculty and staff members and other students, to become better oriented with the environment, and to feel more a part of and to take an interest in college life (Astin, 1984). Participation in clubs and organizations also helps to prepare students for the realities of civil, political, and social life

that are encountered after graduation from college. It provides opportunities for students to practice leadership and citizenship, to engage freely in the discussion of issues and concerns, and to learn organizational skills (Minahan, 1957). Involvement in a student organization helps students during and after college.

Historically it has been difficult for Black students on a predominantly white campus to adjust academically and socially, and to develop institutional relationships that contribute to their integration into campus life (Garza and Nelson, 1973; Hunt, 1975; Lyon, 1973). Until recently, the opportunity to participate in student organizations was not always present for Black students. In some instances, Black students may not have joined student groups because of differing interests or goals or because of perceptions that, even though groups were open, they were not necessarily receptive to Blacks.

Within the last two decades, the emergence of Black student organizations has provided an opportunity for Black students to be involved in campus life. These groups exist at almost every college and university with a sizable enrollment of Black students. Many exist to assist students with cultural identification and to provide peer support. Often these groups assume responsibility for extracurricular activities, such as heritage weeks, special programs, and the dissemination of infor-

mation regarding Black issues through newsletters. The availability of these groups is reported to have a positive influence on the retention and success of Black students because students feel less isolated and more a part of campus life (Carr and Chittum, 1979; Jones, Harris and Hanck, 1975).

The need for minority student organizations on a predominantly white campus has been articulated in previous literature, but the extent to which minority students still feel the need for these groups and are consequently involved remains unclear. According to Chavez (1982), minority students have settled the struggle for identity and are more driven to participate in extracurricular activities beyond those sponsored by minority students. Chavez viewed minority student groups as limited in their ability to help minority students become integrated into campus life and to develop broad leadership and organization skills. Whether minority students have mastered or are interested in involvement in campus-wide student groups is also unclear. A recent poll (Barol, Camper, Pigott, Nadolsky and Sarris, 1983) indicated that minority students prefer their own groups and are not active in campus-wide student organizations.

The study on which this 1983 report is based provides descriptive data regarding minority student involvement in student organizations at a large, predomi-

nantly white midwestern university. There are 400 student organizations in the community including five umbrella minority student organizations intended to represent the interests of Afro-American, Asian American, Chicano, Native American, and Puerto Rican students. Among the goals of these five groups is the promotion of recruitment and retention of other minority students. These were questions that the study raised:

1. To what extent were minority students involved in the five groups?
2. To what extent were minority students aware of the existence of their respective groups?
3. How did minority students feel about being involved in an all-minority student group?
4. What was the function of these groups as perceived by minority students?
5. Were minority students involved in campus-wide student groups?
6. To what extent did minority students perceive the opportunity for involvement in other student groups?

A relatively small number of minority students reported involvement in the minority student organizations. Because little is known about the membership of the approximately 400 campus-wide groups, this phenomenon may not be uncommon. A sizable number (98%) were involved in other student groups. One explanation

for this broad involvement pattern may be that a majority of students were from integrated high schools where they were active in school groups. This percentage is impressive. Given the number of groups and the number of minority students, however, there is still under-representation, which is a phenomenon not consistent with minority student academic life.

The finding that minority students were not involved in large numbers in the five minority organizations does not imply that students were disappointed in these groups or did not feel represented. Students were generally positive about these organizations and were able to identify their primary functions. With limited amounts of time, students may choose to participate in groups that seem more universal, such as professional and vocational groups. They may still feel, however, the need for groups that emphasize cultural and political awareness and provide group support and social activities. Clearly, the need for such activities is indicated in the responses concerning areas in which the university could be more responsive. Students may be saying that their peers should not assume sole responsibility for enhancing the cultural environment or for providing knowledge about minority groups.

The findings contradict NEWSWEEKS' report (Barol et al., 1983) that maintained that minority students

interest in campus organizations was confined to their own groups. Chavez' data (1982) support the claim that current minority students are beyond the struggle for identity and are more interested in the opportunities offered through involvement with campus-wide groups. Like Minahan (1957), Chavez believes that student organizations serve as a primary source for the development of leadership and organizational skills and provide an opportunity for broad interaction with campus community. Although Chavez's assertions may be valid, it cannot be assumed that minority student groups offer no leadership or organizational opportunities, that there is a decreased need for the traditional activities, or that these groups do not serve the entire campus. The ability to be in a position of leadership may be diminished for minority students who are involved in campus-wide student organizations.

The findings of Chavez indicate that ethnic identity is not the only basis for joining a group. For those minority students who are involved in campus-wide groups, the issue of isolation is not resolved. Practitioners also need to be sensitive to the needs of minority students and should address those needs by encouraging campus-wide groups to include multicultural issues and concerns in their activities. Finally, practitioners can play an important role with the minority

student groups by facilitating their inclusion in campus activities and by supporting their efforts to address the needs of minority students and their growth.

Social Adjustment to the College Environment

Much research is needed to understand Black students' development on campuses. The most relevant approaches include (1) the socio-political, in which the researcher identifies external societal variables impinging on students' progress (Evans, 1985b); (2) the interpersonal, in which the researcher examines interactive social factors among campus individuals and groups; (3) the campus ecological model (Aulepp and Delworth, 1976; Helsabeck, 1980; Moos, 1979; Pervin, 1967; Stern, 1970), in which one identifies elements in the campus environment affecting Black students' social adjustment; and (4) the intrapsychic dimension, in which one focuses on the inner experience of the individual in the campus milieu (Allen (1984)).

Poussaint (1985) alluded to the politically determined reality that the style of apartheid practiced in the United States weighs heavily on the lives of Blacks. Such apartheid includes crucial socio-political variables such as economic status, unemployment, decreased avail-

ability of financial aid, reduction of support programs and the new "get tough policies."

The ecological analysis is more encompassing. It provides an examination of the environmental factors affecting both the internal locus of control psychic adjustment and the external locus of control (the socio-political and interpersonal dimensions). Moos (1979) provided a particularly useful paradigm for understanding the social climate as perceived by students. The three dimensions Moos postulated as essential to growth and development were (1) relationships or interpersonal interactions, (2) personal development or the climate of the environment to promote and catalyze growth, and (3) system maintenance and system change, or elements in the environment that guarantee equilibrium or that produce change (Moos, 1979). Moos further suggested that there were six environmental types or ecological personalities that could be created by program development, those that are (1) intellectually oriented, (2) relationship oriented, (3) supportive or achievement oriented, (4) independence oriented, (5) traditionally or socially oriented, and (6) competition oriented.

Particularly relevant to the development of Black students on predominantly white campuses is the creation of a socially oriented climate that fosters interpersonal relations. Predominantly white universities are per-

ceived by Black students as environments that are predominantly intellectually oriented, independence oriented, achievement oriented, and competition oriented. Such orientations are least likely to produce the best environment for Black students, for whom socially oriented climates are crucial for learning and growth.

Pervin's environmental paradigm (1967) suggests an interactive relationship between students and their campus environments. The unanswered question here is whether the interactions between Black students and their environments optimize learning and growth. There is evidence that Black students find predominantly white campuses alienating, and their performance is negatively affected (Oliver, Rodriguez and Mickelson, 1985). Oliver et al. (1985) found that social class for Blacks, unlike social class for Chicanos, did not mitigate against the level of alienation experienced. Loo and Rolison (1986) found significantly greater sociocultural alienation among minority students than among non-minorities and asserted that "fewer minority students than white students felt the university reflected their values."

Academic Support System

The primary purpose of the academic support program is to increase the retention and graduation rates of

program participants in a University. The academic support program has three main objectives for the students it serves:

1. The improvement of students' self-image and social and academic skills in order to enhance their chances for graduation.

2. The strengthening of students' academic performance in specific subject areas.

3. The development of realistic career decisions on the basis of an appraisal of career options and individual strengths, weaknesses, and interests.

The assumption is that a firm and yet caring program will motivate students to put forth the necessary effort and time to reach their learning potential. Essentially, helping "to develop an internal focus of control in students is a key factor in facilitating students' success" (ACT, 1982).

The studies of Pascarella and Terenzini (1976) highlight the importance of frequent and positive student-faculty contact. In addition, Noel (1976) and Schulman (1976), among others, have cited the importance of "having a significant adult" on campus for student persistence. Grites (1979) in turn has proposed that colleges can augment the number of students having significant adults on campus by selecting and training special faculty academic advisors to fill the role. He

also pointed out (as did Lenning and Cooper, 1978) that the recruitment and admissions processes were crucial factors in determining retention, and that these academic advisors would become integral parts of those processes as well. Grites wrote:

The academic advisor is the natural resource to make use of both the affective and cognitive determinations cited above. As advisors find out more about student involvement, commitment, and course selections, they will, in turn, become significant adults; as they become apprised of and gather certain information about their students, they will be better able to provide the kind of assistance needed to improve retention. The academic advisor is an integral component of admission and retention programs, and such a resource should not be left unused, since those who are not working for retention are, in fact, working against it. (1979, p. 56).

Burrell and Trombley (1981) investigated academic advisement of Black students on predominantly white campuses. A survey of five colleges with 542 Black students showed that less than 1 percent of the faculty on all campuses were racial minorities. Individual on-site interviews with minority administrators further revealed dissatisfaction with available services for minority students and dissatisfaction with the paucity of minority colleagues. Burrell and Trombley found that minority students perceived academic advising as their most important support resource. An immediate need of freshmen and sophomores was to develop their course schedules and choose their academic majors. Guidance

from within the academic advising system was deemed to be an aid to the successful completion of those tasks (Burrell and Trombley, 1981).

The authors further stated that:

Academic advisors can play a key role in easing the transition of the minority student to the predominantly white campus. In particular, when discussing the incoming students' academic needs, the advisor can demonstrate sensitivity to their adjustment stress by encouraging them to discuss their expectations of college and career aspirations. (1981, p. 60).

Mingle (1978) reported white faculty members consciously interacted less with Black students than with other students. Further, he concluded that when the faculty believed that Black students should meet the same standards as white students, this belief translated into an unwillingness to alter traditional teaching styles or supportive institutional changes. Moreover, resistance and indifference to Black students' needs were often built into the institutional structure. Those faculty members who felt the necessity for particularizing the educational process in terms of students served were those who supported Black students.

Black Faculty

A recent study by Darling-Hammon (1985) on Blacks in higher education revealed that, while Blacks have made

significant strides in closing the gap with whites with respect to high school graduation rates, they still lag far behind whites with regard to college entrance and college completion rates. While, on average, 72 percent of Blacks graduate from high school, only 29 percent enter college and only 12 percent actually finish. At the same time, 83 percent of whites graduate from high school, 38 percent enter college and 29 percent graduate.

In more striking terms, of every 100 Black students who entered college in 1980, 60 dropped out by 1984. This is a catastrophe! Although some studies show that Black colleges do a more effective job of holding on to Black students than white colleges, Black college attrition still remains high. Colleges and universities must begin to look more seriously at what can be done to counter this trend. With regard to white colleges, where the bulk of Black students now enroll, a greater commitment has to be made to increase the number of Black faculty and administrators. Professor William B. Harvey (1987) of the North Carolina State University reminds us that "a decreasing Black faculty presence means not only that less assistance and support will be available for Black students (on white campuses), but also that there will be fewer role models for those students to pattern their own performance and career aspirations after."

Since many Black students on predominantly white campuses still experience some degree of social isolation and hostility from whites, Black faculty and administrators on these campuses must assist these students in making social adjustments. In the early 1980s the University of Florida ran a pilot project in which Black faculty were the spearhead of an effort to reduce the adjustment and achievement problems of Black students. The project included a minority referral directory, a "pep" talk series, and a Black faculty/Black student leadership training workshop. The minority referral directory was simply a profile of all Black faculty and staff members, outlining their interests, their backgrounds and their job-related duties and responsibilities.

The "pep" talk series served to enhance the aspiration level of Black students. These talks involved Black faculty providing mini-lectures on their backgrounds and the obstacles that they had to overcome before reaching success in their profession. The imparting of background information by the Black faculty provided valuable motivation for Black students. Many students reported feeling very positive about the self-revelatory experience of Black faculty members, and some students even "vowed to make better use of campus resources, such as the counseling and career resources center. Still other students

reported that the "pep talks" helped them "overcome feelings of depression." Faculty members saw the talks as a very successful venture as well. Many reported that, as a result of their personal interactions with Black students, many flocked to their offices to discuss everything from academic concerns to personal problems. From all accounts, the program was quite successful and perhaps should be given consideration by other predominantly white institutions experiencing high attrition rates among Black students.

Evidence indicates that Black administrators and faculty can play an important role in aiding the retention of Black students at predominantly white colleges. Charles V. Willie of the Harvard Graduate School of Education remarked at a national Black student retention conference, Black Issues in Higher Education 1987, that if every Black faculty member and administrator provided quality mentoring to just two Black students, there would be a dramatic decline in Black student attrition.

Counseling

Chickering (1974) has approached the study of individual development within the college setting in a systematic way. In describing individual development, he

has identified seven vectors, or dimensions, which he has deemed crucial to understanding personality development in college students: achieving competence, managing emotions, becoming autonomous, establishing identity, clarifying purposes, and developing integrity. Chicker-
ing has related previous research on college student development to his vector model. He has given his vectors operational definitions by tying them to scales on the Omnibus Personality Inventory and giving examples of behavior that illustrates his vectors. His behavioral and anecdotal data have been taken from transcripts of interviews conducted with Goddard students over a period of years, adding to the mass of data he has collected to devise his vector model to evaluate student development in the college setting. His work aids in the understanding of developmental problems, in stimulating developmental programming, and can help identify aspects of the institution that might tend to inhibit rather than foster student human development.

Perry (1970) has generated a theory of intellectual and ethical development based on his work with male Harvard undergraduates that allows for the evaluation of emotional development within the same theoretical framework. Perry's theory deals with the cognitive structures of individuals, "the formal properties of the assumptions and expectancies a person holds at a given time in regard

to the nature and origins of knowledge and value." A person thinks about the world, about how she or he feels about it, about right and wrong, and about the consequences of behavior. That same person plans for the future and copes with current problems based on self-perceptions, interpretations of personal experiences, and perceptions of the world.

When Perry describes the "formal properties" of a person's assumptions about the nature and origins of knowledge and values in the universe, he is referring to a person's sense of how the universe is organized, how the "truth," if it exists, can be known, what the sources of authority and wisdom are, how a person can relate to them and how values and guidelines for behavior are generated. At different stages people will identify different methods for deciding how to use their time, how to relate to parents and peers, how to write papers and analyze academic problems, and how to observe or ignore various campus regulations concerning student behavior. An individual's assumptions about the world and how to interpret it extend not only to external circumstances, but also to self, one's image of oneself, one's right to do or not to do certain things, one's obligations to other important people and so on. A person at any particular stage will have a set of explanations about the world and his/her place in it that will differ greatly

from the explanation that a person in another stage would apply to the same phenomena.

Perry argues that once an individual has committed him or herself to a pattern of life as an adult, there is "no major restructuring of the background of life" (1970). Commitment, risk-taking and responsibility for self become a way of life, not just a series of individual decisions and choices. An individual "takes the responsibility for choice and affirmation in...life." Commitment as a way of life is the capstone of the Perry scheme.

Many studies have indicated that counseling services can increase persistence. Noel (1976) pointed out that the first six months is a critical period during which the intervention of counseling services can play a decisive role. Grites (1979) summarized several studies showing how counseling programs improved retention. However, not all specially designed counseling programs report success. Rossmann (1968) found that giving faculty release time for counseling did not affect attrition, GPA or satisfaction with the college, although students seemed more satisfied with their advisors. Rothman and Leonard (1967) found that a semester-long orientation program did not improve persistence.

Evidence from the literature of the past two decades shows that access to higher education does not

necessarily mean academic success. Today Black male students have more access to colleges of their choice, but there is a high probability that they may not complete their course work nor attempt more advanced programs. Miller and O'Connor (1979) state that success and survival can be measured by the number of Black male students who realize their ability potential and who achieve high enough grade point averages in college to remain there. According to Lester Foster, president of Tuskegee Institute, "a lot of white colleges are letting blacks in but they are not graduating them. It is not just because they are not able to do good work."

The concern for graduation is not as great in some of the white colleges as it is at the Black Colleges. It seems that white colleges have been primarily concerned to increase the number of Black male students to show a credible body count. But many Black male students have been lost in the void between entrance and completion. Therefore, where the admission criteria will determine the acceptance to college for any given individual, most educators agree that additional counseling services are necessary. Counseling is an important factor in the success of students in an education. (1982, p. 32).

Rousseve (1970) states that counseling should make Black male students aware of "the rules of the game" in relation to four major areas that concern their needs: (1) personal responsibility which includes attending class, doing assignments, studying effectively, and achieving a balance between study and leisure; (2) in-

stitutional rules including understanding course requirements, course dropping procedures, cumulative grade point averages, and academic probation and dismissal; (3) bureaucratic rules involving financial aid and registering for courses; and (4) developing perceptual skills that enable the student to cope with the demands (as well as the intricacies) of what is going on in class, including the professor's expectations and individual personality inconsistencies.

Rousseve (1970) further states as a comparative note, that the white student has certain psychological resources that are part of his ego-structure due to his history of prior successes.

The Black male student, however, does not possess this "built-in" support for an attitude that working for success will necessarily produce success; that is, he still believes that he will be held down by other factors. This phenomena causes an "alienation syndrome," which results in intellectual listlessness and overindulgence in social and recreational pursuits and an underlying attitude of depression, and, at times, hostile defeatism. The Black male student, says Rousseve (1970), "is avoiding the ambiguousness and the uncertainty of the demands placed on him by the institution." The counselor's role then should be to establish personal rapport with the student, help the student give a name to

the problem that he is facing and define the total nature of it, as well as to help the Black male student find strategies to cope with the problem.

To counter the difficulties of Black male students, many institutions are making special efforts to retain Black male students. At Prince George's Community College in Maryland, for instance, an English professor has started a program to provide Black men with mentors and tutors to improve their study skills. Some 50 men are now in the program. "Nobody wants to admit that they're having problems," says a student who is in the program. "But you have to ask questions, and get help. That's the only way you're going to make it." The English professor also holds seminars for the college's faculty members, many of whom describe their Black male students as troublesome. A Black male student indicated that "we were going to become an endangered species on college campuses" (The Chronicle of Higher Education 1987).

According to the Chronicle of Higher Education, two students at George Mason University concerned about the problems Black men face in college, formed a new campus group called "The Association for the Advancement of Black Men." "There is a lot of pressure on Black men on college campuses," says the president of the organization, "and we tend to think that we're pretty much on our

own. It's very hard for us to go and say we need help." "The group promotes academic excellence and entrepreneurship," says its vice president. "A lot of guys here grew up with a lot of negative images of Black males. They've never heard anything positive about Black males. We're trying to encourage them to become leaders, to become independent." Black males face a lot of pressure to support themselves, says the coordinator of minority-student retention at George Mason. "Black men often don't see college as a direct road to income. We try to show them by bringing in speakers that there is a tie-in with what you learn at college and what you will do in the future."

Cosgrove (1986) conducted a longitudinal study at the University of San Diego in which freshmen participated in a Mentoring-Transcript Program for Freshmen. The fundamental purpose of this program was to provide students, through association with an assigned mentor, with information regarding various aspects of university life, and opportunity to discuss concerns in virtually any area of their lives, and assistance in becoming more intentional in their choices of extracurricular activities. The program was designed to provide students with tools to enable them to set goals, make decisions, and solve problems. Of the 10 developmental areas tested, the two in which students demonstrated

significantly increased confidence were in their perceived abilities to set and achieve goals and to solve problems and make decisions. This fact suggests that the program was effective in achieving its fundamental purpose.

Chickering (1969) stated that, "although sense of competence does depend somewhat on how competent one is, it also influences performance and the extent to which development of competence is vigorously, persistently, and fruitfully pursued." Chickering's conclusions suggest that student participants in the student development mentoring-transcript program who increased their sense of competence are likely to vigorously pursue other aspects of their development.

The results of Chickering's study of individual development within the college setting in a systematic way suggest that the role of mentors has the potential of being powerful and productive for faculty and staff members in their relationships with students. This study validates previous research (Chickering), which suggests that personal contacts between students and mature faculty and staff members promotes the development of college students. Moreover, the positive results found seemed to be a result of only three to four meetings of mentors and students over the course of the academic year. These findings make it reasonable for universities

to consider offering the mentor-transcript program to a large portion of the student population without placing unreasonable demands on its faculty and staff.

Financial Support Related to Achievement

Equally important in the eyes of many Black male students was the change in the philosophy underlying federal student aid programs since President Ronald Reagan took office in 1981. More emphasis was placed on self-help and repayable loans, with less emphasis on outright grants. The shift from grants to loans forced many students to accumulate large debts. Financial aid officers have tried to overcome this situation by using a packaging philosophy: grants and scholarships first, work study second and, if there is still a need, low-interest loans. Loans are usually the last type of aid added to a package.

Before the Social Security education benefits were phased out by the Reagan administration beginning in 1981, students received money for college if a parent were disabled, retired or dead. "A high proportion of low-income families, especially Black families, were receiving benefits from that program," Dr. John Lee, a higher education consultant, said. He further said that the maximum Pell Grant had not kept up with inflation, as

it had been assumed it would. "In order to buy the same amount of college, it should have gone up to over \$3,000. It now buys a third less college than it did when it first was introduced" (Lee, 1987).

People at the bottom of the economic ladder, said Reginald Wilson of the American Council on Education Office of Minority Concerns, did not move from grants to loans. They did not have the resources to pay them back so they didn't go to college. The earning power for Blacks is 56% that of whites (Evans, 1985a); thus, the capability of Blacks to finance higher education is reduced comparatively. Historically, Blacks and Hispanics have been awarded more financial aid than whites. Today, the difference in financial aid usage between Blacks and whites is significantly reduced as middle-class groups gain access to this financial pool and Black students are receiving less financial aid. "White students met 13.3 percent more of their costs using departmental aid in 1983 than in 1978" (Lee, Rotemund, and Bertschman, 1985). During the same period, Blacks met 6.4% more of their college expenses through financial aid than in 1987 (Lee et al., 1985). Blacks lost money in terms of both family income and access to student financial aid between 1978 and 1983 (Lee et al., 1985).

Considerable study has been conducted at colleges and universities to determine the effect of student employment and financial aid on attrition. With regard to employment, Astin (1975c) reported that part-time employment correlates positively with persistence-- especially when (1) the job is under 25 hours per week, (2) the job is on campus, (3) the student starts such work as a freshman, and (4) the student receives minor support or no grant or loan support. Astin also found that major support from parents and participation in federal work-study programs generally increased student persistence. Scholarships and grants increased persistence slightly, a finding that corresponded to Hughes' study (1985) that controlled for student ability. This study also found that the amount of the scholarship or grant related positively to persistence. Reliance on loans generally decreased persistence. Astin's longitudinal study (1982) clearly demonstrated that "the lower the family income, the poorer a minority student's prospects in higher education," and, among Blacks, "parental income is positively related to undergraduate persistence and satisfaction."

The Urban League's report (Williams, 1986) portrays a comparative status of Blacks and whites. The study revealed that the 27.9 million Blacks in the United States

(1) suffer an unemployment rate of 15% compared to 6% for whites;

(2) have the highest poverty rate (Blacks comprise almost 36% of the poverty groups, although Blacks account for only 15% of the U.S. population);

(3) have 56 cents to spend for every \$1 for white families;

(4) depend on single mothers in 37% of all Black families, and

(5) are in the most severely depressed economic condition for Blacks since the Vietnam War ended in 1975.

A number of policies begun in the 1960s and early 1970s have greatly increased educational opportunities for Black students, and educators are just beginning to see the fruits of these efforts. Federal funding for compensatory education and school finance reform that equalized assistance for higher education are among these beneficial changes. It is important not to lose the ground gained in public education by relying on trickle-down policies that stop short of meeting the needs of Black students.

Academic Achievement

Several research studies revealed the many ways demographic (i.e. sex, age) characteristics interacted to

predict Black male students' academic success in college. Sampel and Seymore (1971) concluded that for Black males neither of the predictor variables Cooperative School Ability Test (SCAT) or High School Rank (HSR) showed significant correlations with the college freshman year GPA. The variable was academic success measured by the individuals cumulative grade point average. Kohen (1976) reported that Black males were more likely to drop out at every stage of undergraduate study and concluded that certain factors are important to understanding academic success.

Serious questions have been raised (Austin, 1975, 1977; Cross, 1976; Gordon, 1976) about the predictive validity of traditional individual characteristics (i.e. high school average, SAT scores) of probable collegiate success of students, especially Blacks whose talents have not been previously realized. Gordon (1976) contended that the traditional predictors were insufficiently sensitive predictors of Black students' success or failure in college because most studies depended on strand variables and quantitative measure (i.e. SAT scores) to the neglect of the process variables and qualitative analysis of behavior, circumstances and conditions (i.e. family background, role models). Gordon reported that they also failed to address crucial evaluation procedures, such as questions of per-

formance/impact (i.e. student-faculty interactions); of adequacy and of process/explanation. Therefore, some of the research findings regarding the causes of Black students' lack of academic success may be attributed to the inadequacy of the measurement technology.

Tinto (1976) contended that it was institutional characteristics such as institutional type and quality, its structural arrangements, its resources, facilities and the composition of its members that placed limits upon the development and integration of students within the institution. These characteristics led to the development of academic and social climates or pressures, which students had to come to grips with in order to produce academic success or failure in college. It is suggested, therefore, that institutional characteristics and their complex interactions with individual characteristics must be examined more closely.

Institutional characteristics reflecting the relationships of academically successful and unsuccessful students indicated that the harmony between student and institution varied considerably from college to college, and the studies illuminated the many ways that students and college environments were not complimentary (Astin, 1977). First, in regard to student composition, colleges recruited students selectively, not randomly. Second, student selection was based on a variety of student back-

ground characteristics. Since many of the student characteristics related to academic success or dropout behavior in college, differences in graduation rates reflected more accurately the differences in the types of students recruited than differences between types of institutions.

Summary

The selected review of the literature attempts to establish the importance of the relationship of social support, academic support, counseling support, and financial support to the academic achievement and success of Black male students. The information herein indicates that the social, academic, counseling, and financial support that appear to be associated with achievement of Black male students in higher education. In fact, it is through their perception of support systems that Black male students make the conscious decision as to whether they will even attempt to achieve academically and master the demands of the situation and, if they will make the effort, how long they will persist in doing so.

CHAPTER III

METHODS

Research Design And Methodology

The purpose of this study is to identify the relationships among social, academic, financial aid and counseling factors that appear to be associated with achievement for Black male students enrolled at Southern Connecticut State University. The data was abstracted from archival records and collected by the administration of a highly structured survey questionnaire. Qualitative data was collected by interviewing a sample of students. Regression analysis was performed on the data to describe the relationship between the academic achievement of Black male students and explanatory factors and to estimate the contribution of each factor to academic achievement.

Institutional Context

Southern Connecticut State University, an urban, multipurpose comprehensive state university, founded in 1893 as the New Haven Normal School, is a fully accredited institution of higher education authorized by the Connecticut General Assembly to offer courses and programs leading to bachelor's and master's degrees in

the arts and sciences and in various professional fields. Southern also offers a sixth year diploma in several special areas.

Located in New Haven, Southern functions both as a regional institution involved in the economic and social development of the southern part of the state through quality academic offerings, public service efforts, continuing education programs, and also as an institution that serves the entire state by providing educational activities and programs for the citizens of the state.

Subjects

The population for the study is Black male students enrolled at Southern Connecticut State University. At this University, many Black male students are primarily first generation college students from five Connecticut towns and New York State. Additionally, most of these students come from families where the parents have received less formal education than the parents of white students at Southern Connecticut State University.

Measurements

Factors and Variables

Five factors and twenty-two variables will be considered in this study:

I. Social Support Factor

Variables:

- a. Clubs and organizations
- b. Fraternities
- c. Athletics--intercollegiate
- d. Athletics--intramural
- e. Peers and friends

II. Academic Support Factor

Variables:

- a. Scheduling
- b. Hours spent studying
- c. Registration assistance
- d. Faculty-Black male student interaction
- e. Tutorial program

III. Counseling Factor

Variables:

- a. Number of visits
- b. Number of hours
- c. Career planning
- d. Personal problems
- e. Academic problems

IV. Financial Factor

Variables:

- a. Scholarships or grants
- b. Financial assistance from parent
- c. Work off campus
- d. Work study support
- e. Loans

V. Academic Achievement

Variables:

- a. Cumulative grade point average (CGPA)
- b. Cumulative credits earned (CCE)

Null Hypotheses

The following null hypotheses are formulated and are stated in the null form in order to facilitate statistical analysis. The level of significance will be established at .05.

1. There is no significant relationship between academic achievement and the social support system for Black male students' achievement.

2. There is no significant relationship between academic achievement and the academic support services for Black male students' achievement.

3. There is no significant relationship between academic achievement and the counseling support system for Black male students' achievement.

4. There is no significant relationship between academic achievement and the financial aid support for Black male students' achievement.

Data Collection

Data were collected during the spring 1987 and fall 1988 academic semesters. The multiple method of data collection utilized archival records analysis, a standardized questionnaire and interviews. The multiple method will be triangulated for a fewer particular measurements. The purpose of triangulation as the method of data collection for a single measure will be to address questions such as these: Do Black male students have regular academic advisors? How many times have they visited their counselors? For a comparative analysis information will be collected from archival records on

the cumulative grade point average. The information collected by a questionnaire will be analyzed to answer certain questions. Table 1 identifies the methods of data collection for each variable within a factor. (See Methods of Data Collection on page 57).

The questionnaire will provide the structure for the study; the interview will seek in-depth answers to some of the questions and to stimulate discussion about opinions, feelings and experiences generated by these questions. The multiple method will be triangulated for a few particular measurements.

Statistical Analysis

The data collected will be analyzed with the Statistical Package for the Social Sciences (SPSSx). Multiple regression analysis is a statistical technique through which one can analyze the relationships between a dependent or criterion variable and a set of independent or predictor variables. Multiple regression analysis is best for this study to predict the academic achievement of Black male students. The specific SPSSx task procedures that will be selected include frequencing, con descriptive, Pearson corr and multiple regression (Nie, Hull, Jenkins, Steinbrenner and Bent, 1975).

Methods of Data Collection

Factor/Variables	Archival	1	2
	Records	Questionnaire	Interviewing
I. Social			
1. Clubs & Organizations		X	
2. Fraternities			X
3. Athletics- Intercollegiate		X	
4. Athletics- Intramural			X
5. Community Organizations			X
II. Academic			
6. Scheduling		X	
7. Hours spent Studying		X	
8. Registration Assistance			X
9. Faculty- Interaction		X	
10. Tutorial Program			X
III. Counseling			
11. Number of Visits		X	
12. Number of Hours		X	
13. Career Planning		X	
14. Personal Problems		X	
15. Academic Problems		X	
IV. Financial			
16. Scholarships and Grants		X	
17. Financial Assist. from Parent		X	
18. Working		X	
19. Work study		X	
20. Loans		X	
V. Academic Achievement			
21. C.G.P.A.	X		
22. C.C.E.	X		

1. Appendix A sample questionnaire

2. Appendix B sample of interview

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study is to identify the relationships among social, academic, counseling, and financial aid factors that appear to be associated with the achievement of Black male students enrolled in college. This chapter contains an overview of the data collected and the statistical treatment of the data. Specifically, it presents (a) descriptive data relative to the sample of population of Black male students and (b) the analyses of data upon which hypotheses were tested.

Description of Population

This study was comprised of 89 Black male students. At this university, many Black male students are primarily first generation college students from five Connecticut towns and New York state. Eighty (80) of the students or 90 percent of them were from public schools and only eight (8) or 9 percent were from private schools. Twelve (12) of the students or 14 percent of them were in a college preparatory program in high school, while seventy-seven (77) students or 87 percent

of them were not in a college preparatory program in secondary school. Seventy-one (71) of the Black male students or 80 percent of them rated their high school preparation as very good to good, while eighteen students (18) or twenty percent of them said that their preparation was fair. Fifteen of the students or 17 percent of the sample attained college board scores between 1000 to 900, while the majority of the students had college board scores between 800 to 700. Sixty-nine (69) students or 78 percent scored in the 800 to 700 range. Five (5) students or 6 percent scored in the 600 range. Sixteen (16) students or 18 percent of the sample indicated that they entered college through the Summer Education Program. Seventy-three (73) students or 82 percent of them indicated that they entered the university through regular admission.

The data indicated that at least one parent of twenty-four (24) students or 27 percent of the sampled group attended college, while neither parent of the other sixty-five (65) students or 73 percent of the group attended college. Thirty-four (34) students or 38 percent of the surveyed group indicated that a brother or sister attended college. Fifty-five (55) students or 61 percent of them indicated that no brother or sister attended college. Two (2) students, representing 2 percent of the sample, were part-time-day or part-time-

evening students, while eighty-seven (87) students or 98 percent investigated were full-time-day students. Thirty-seven (37) students or 42 percent of them were freshmen and sophomores. Fifty-two (52) students or 58 percent of the group were juniors and seniors. Fifty-two (52) students or 70 percent of the surveyed group were 17 to 18 when they entered the university while, twenty-seven (27) students or 30 percent of them were 19 to 20 when they entered Southern. (See Table 1 on page 61).

Univariate Analysis

Social

Black male students have to have the opportunity to participate in the social life of the campus. They have to feel some affinity to on-going social happenings. In other words, there have to be opportunities to satisfy adolescent needs to belong, to participate, to be seen and to be recognized. According to Astin (1975c), Black male student involvement in campus activities stands as a key factor in their retention in higher education. He regards part-time employment on the campus, resident living, participation in student activities, and other campus involvements as positive factors contributing to the longevity of Black male students on college or university campuses.

Table 1
Survey responses of sample of Black male students on demographic data

Variables	Frequencies	Percentages
I. High School		
Public	80	90
Private	8	9
Voc. Tech.	1	1
II. College Preparatory Program		
Yes	12	14
No	77	86
III. Rate High School Preparation		
Very Good	27	30
Good	44	49
Fair	18	20
IV. College Board		
1000	2	2
900	13	15
800	40	45
700	29	33
600	5	6
V. Summer Educational Opportunity		
Yes	16	18
No	73	82
VI. Parents go to College		
Father	8	9
Mother	16	18
Neither	65	73
VII. Older sibling to college before you		
Yes	34	38
No	55	62
VIII. Student Status		
Part-Time-Day	1	1
Part-Time-Eve	1	1
Full-Time-Day	87	98
IX. Student Classification		
Freshmen	8	9
Sophomore	29	33
Junior	29	33
Senior	23	26
X. Age upon entry in Southern		
17	17	19
18	45	51
19	22	25
20	5	6

If close friendship ties were developed with other students having substantial academic orientations, then academic interest and endeavors would be positively reinforced. The above findings reveal that the quality of the relationship with student peers and the values of student peer groups were important factors relating to academic success or failure in higher education (Lavin, 1965, and Spady, 1970). For those Black male students involved in campus-wide groups and activities, however, the issue of isolation is not resolved. Practitioners in higher education also have to be sensitive to the specific cultural and social needs of Black male students and should address those needs by encouraging and including multicultural issues and programs as part of campus concerns and activities. Black male student involvement in social clubs and other campus organizations helps to integrate them into college life and contributes to their retention and success (Astin, 1984; Pantaghes and Creedon, 1978). It provides them with opportunities to interact with students, faculty, and staff members to become better oriented to the campus environment, and to feel a greater affinity for and sense of belonging to college life (Astin, 1984).

Table 2

Social data for Black male students

Survey responses of sample of Black male students on social data.

Variables	Frequencies	Percentages
I. Attend Orientation		
Yes	59	66
No	30	34
II. Clubs and Organizations		
Yes	83	93
No	6	7
III. Member of any Intercollegiate		
Yes	32	36
No	57	64
IV. Black Student Union		
Yes	83	93
No	6	7
V. I Live		
On Campus	51	57
Off Campus	38	43
VI. Friends		
Students	78	87
Teachers	1	1
Girl Friend	4	4
Others	6	7
VII. Social Life		
Increased	88	99
Decreased	1	1
VIII. People I Socialize		
Black Students	61	69
White Students	4	5
Team Members	16	18
Girl Friend	8	9

The responses to the questions on the questionnaire concerning social support indicated that fifty-nine (59) students or 66 percent of the sampled group attended

orientation while thirty (30) students or 34 percent of the statistical group did not. Eighty-three (83) students or 93 percent of the group and six (6) students or 7 percent of them indicated that they did not belong to a social club or any other kind of campus organization. Thirty-two (32) students or 36 percent of the total number were involved with intercollegiate sports, while fifty-seven (57) students or 64 percent of the same were not. Eighty-three (83) students representing 93 percent of the Black male students sampled indicated that they were members of the Black Student Union, with six (6) students or 7 percent of the studied group saying they were not. Fifty-one (51) students or 57 percent of them stated that they lived on campus, while the remaining thirty-eight (38) students or 43 percent of the group indicated that they lived off campus.

Seventy-eight (78) of the Black male students surveyed or 88 percent of them said they had other students as friends. Eleven (11) students or 11 percent of the sample indicated that girl friends, other students, and teachers were their friends. Eighty-eight (88) students or 99 percent of those queried said that their social life increased since coming to Southern's campus and one student or 1 percent of the students questioned indicated that his social life had decreased since entering college. Sixty-one (61) students or 60 percent of

the statistical group stated that they socialized most of the time with other Black male students, while sixteen (16) students or 18 percent of total said they socialized with other team members. The remaining twelve students or 14 percent of the sampled group stated that they socialized with white students and with girl friends. (See Table 3 on page 66).

Academic

Academic advisors can play a key role in easing the transition of Black male students to predominantly white campuses. In particular, when discussing incoming Black male students' academic needs, advisors can demonstrate sensitivity to their adjustment stress by encouraging them to discuss their expectations of college and career aspirations (Burrell and Trombley, 1981).

As advisors find out more about Black male students' involvement, commitment, and course selections, they will, in turn, become significant adults; as they become apprised of and gather certain information about Black male students, they will be better able to provide the kind of assistance needed to improve retention.

Twenty-six (26) of the Black male students or 29 percent of them indicated that they were majoring in business. Thirteen (13) students or 14 percent of the questioned group indicated that they were majoring in

Table 3

Academic data for Black male students

Survey responses of sample of Black male students on academic data.

Variables	Frequencies	Percentages
I. Major		
Business	26	29
Communication	13	15
Psychology	5	6
Phy-Ed & Rec.	12	14
Soc.-Soc. Work	13	15
Math.-Computer	1	1
Science	3	3
Education	7	8
Undesignated	9	10
II. Regular Academic Advisor		
Yes	74	83
No	15	17
III. Advice of and Academic Advisor		
Right courses	78	88
Advanced	7	8
Did not need	7	5
IV. Experience from Professors		
Help from Prof.	78	88
Difficult to get	11	12
V. Faculty Outside Class		
Yes	42	47
No	10	11
Sometimes	37	42
VI. Patient in listening		
Yes	45	51
No	6	7
Sometimes	38	43
VII. Accurate information about my Major		
Yes	78	88
No	11	12

communication. Five (5) students or 6 percent of the questioned group indicated that they were majoring in psychology. Twelve (12) students or 14 percent of the group said they were studying physical education and recreation, while thirteen (13) students or 15 percent of the total number indicated that they were in sociology and social work. One (1) student or 1 percent of the Black male students indicated that he was majoring in mathematics or computer science. Three (3) students or 3.4 percent of the studied group indicated that they were majoring in science. Seven (7) students or 8 percent of the sampled population said that they were education majors, while nine (9) students or 10 percent of those questioned indicated that they were undesignated in their major.

Seventy-four (74) students or 83 percent of the total number queried said that they had a regular academic advisor, while fifteen (15) students or 17 percent of the group said they did not have a regular academic advisor. Seventy-eight (78) students or 88 percent of the group stated that as a result of taking the advice of an academic advisor they had taken the right courses, while eleven (11) students or 12 percent of the sample said that after taking advice from academic advisors they took courses that were too advanced or that they did not need. Seventy-eight (78) students or 88 per-

cent of the total number questioned indicated that it was easy to get help from their professors. Forty-two (42) students or 47 percent of the sample said that professors were willing to spend time outside of classes. Forty-seven (47) students or 53 percent of the questioned group indicated that professors would only sometimes spend times with them outside of their classes. Forty-five (45) students or 51 percent of the total number studied said that faculty seemed interested and patient in listening to their problems, while forty-four (44) students or 49 percent of them indicated that faculty were only sometimes interested and patient in listening to their problems. Seventy-eight (78) students or 88 percent of the sampled group indicated that faculty provided them with accurate information about their study, against eleven (11) students or 12 percent of the questioned group who indicated that faculty did not provide them with accurate information.

Counseling

Black male students have to be made aware of the counseling rules of the game in relation to four major areas that concern their needs: (1) personal responsibility, which includes attending classes, doing assignments, studying effectively, and achieving a balance

between study and leisure; (2) institutional rules, including understanding course requirements, course dropping procedures, cumulative grade point averages, and academic probation and dismissal; (3) bureaucratic rules involving financial aid and registering for courses; (4) the development of perceptual skills, which enable students to cope with the demands (as well as the intricacies) of what is going on in classes, including the professor's expectations and their personality inconsistencies.

An important role of the counselor is to establish a personal rapport with Black male students, to be able to help them identify their problems and to define the total nature of them as well as to help them find strategies to cope with their problem. The fundamental purpose of a counseling program is to provide students with information regarding various aspects of university life, and opportunities to discuss concerns in virtually any area of their lives. The counseling service also has to provide Black male students with tools to enable them to set goals, make decisions, and to solve problems. (See Table 4 on page 70).

Nine (9) students or 10 percent of the black male students sampled indicated that they visited a counselor five times or more. Twenty-one (21) students or 24 per-

Table 4

Counseling data for Black male students

Survey responses of sample of Black male students on counseling data.

Variables	Frequencies	Percentages
I. Visited your Counselor		
Five times or more	9	10
Three times or more	21	24
One time or more	48	54
None	11	12
II. Personal Problem		
Yes	8	9
No	81	91
III. Discuss Career Concerns		
Yes	74	83
No	15	17
IV. Major Course of Study		
Yes	67	75
No	22	25
V. Campus Issues		
Yes	58	65
No	31	35
VI. Listening to Problems		
Yes	76	85
No	13	15
VII. Problems and Concern		
Yes	69	78
No	20	22

cent of the studied group said that they visited a counselor three times or more. Forty-eight (48) students or 54 percent of those investigated stated that they visited a counselor one time or more, while eleven (11) students or 12 percent of the sample questioned indicated that they never visited a counselor. Eight (8) students

or 9 percent of the Black male students sampled indicated that they contacted a counselor about personal problems, while eighty-one (81) students or 91 percent of the group studied said that they did not contact counselors about personal problems. Seventy-four (74) students or 83 percent of the Black male students queried stated that their counselors provided them with opportunities to discuss career concerns, while fifteen (15) students or 17 percent of the sampled total indicated that their counselors did not provide them with such opportunities. Sixty-seven (67) students or 75 percent of the studied population said that their counselors provided them with accurate information about their major course of study, while twenty-two (22) students or 25 percent of the statistical population said that their counselors did not provide them with such information.

Fifty-eight (58) students or 65 percent of the Black male students indicated that their counselors provided them with opportunities to discuss and resolve campus issues, while thirty-one (31) students or 34 percent of the questioned group indicated that their counselors did not provide them with such opportunities. Seventy-six (76) students or 85 percent of those surveyed stated that their counselors seemed interested and patient in listening to their problems and concerns, while thirteen (13) students or 14 percent of those

questioned indicated that their counselors did not seem to exhibit such interest and patience. Sixty-nine (69) students or 78 percent of the Black male students investigated stated that their counselors helped them resolve problems and concerns, while twenty (20) students or 23 percent of the sampled group indicated that their counselors did not help them resolve problems and concerns.

Financial Aid

A lack of adequate financial resources is frequently cited by Black male students as a reason for dropping out of school. Astin (1975) finds that dependency upon loans adversely affects the persistence rate for Black male students, particularly if Black male students were forced to borrow during their freshman year. Astin's findings also suggest that Black male students from lower income families are far more likely to view loans as a negative factor associated with completing their degrees than are Black male students from higher income families.

The impact that financial aid has on achievement for Black male students has received far less attention than it should at most predominately white colleges, in spite of the fact that one of the most frequent reasons

cited by Black male students for dropping out of college is financial aid difficulties. Astin stated that major support from parents and participation in federal work-study programs generally increased student persistence. Scholarships and grants increased persistence only slightly, a finding that corresponded to Hughes' (1985) study that controlled for student ability. This study also found that the amount of a scholarship or grant related positively to student persistence, while reliance on student loans generally decreased persistence. (See Table 5 on page 74).

Seventy-six (76) students or 85 percent of the Black male students investigated indicated that they received grants and scholarships. Three (3) students or 3 percent of the sampled population stated that they were on work study. Ten (10) students or 11 percent of the studied group said that they did not receive financial aid. Seventy-five (75) students or 84 percent of the Black male students queried said that they received help from their parents, while fourteen (14) students or 16 percent of those questioned stated that they did not receive financial support from their parents. Twenty-one (21) students or 24 percent of the students questioned said that they received enough money, while sixty-eight (68) students or 76 percent of the sampled total said

Table 5

Financial aid data for Black male students

Survey responses of sample of Black male students on financial aid data.

Variables	Frequencies	Percentages
I. University Financial		
Grant	76	85
Work Study	3	3
None	10	11
II. Help from Parents		
Yes	75	84
No	14	16
III. Receive enough money		
Yes	21	24
No	68	76
IV. Do you work		
Yes	52	58
No	37	42
V. Receive loan from bank		
Yes	70	79
No	19	21
VI. Largest share of financial aid		
Family	5	6
Grants	44	49
Work study	8	9
Loans	32	36
VII. Continue without financial aid		
Yes	5	6
No	84	94

that they did not receive enough money to meet their academic needs.

Fifty-two (52) students or 58 percent of the Black male students of the sample indicated that they worked, while thirty-seven (37) students or 42 percent of the same sample said that they did not work. Seventy (70) students or 79 percent of the studied group stated that they received loans, while nineteen (19) students or 21 percent of the questioned group stated that they did not receive loans. Five (5) students or 6 percent of the Black male students surveyed stated that their family provided a small share toward their education. Forty-four (44) students or 49 percent of those studied indicated that they received their largest share of aid from scholarships and grants. Eight (8) students or 9 percent of the total sample indicated that their second smallest share of aid was work study. Thirty-two (32) students or 36 percent of the Black male students investigated said that they received student loans. Five (5) students or 6 percent of the questioned population said that they could continue their education without financial aid, while eighty-four (84) students or 94 percent of the Black male students studied said that they could not continue on with their education without financial assistance.

Achievement

For the purposes of this study, Black male students who are progressing in college with a 2.00 or higher grade point average are considered academic achievers, including freshmen, sophomores, juniors, and seniors. This achievement suggests that these students explored their academic interests, career aspirations, and the desired outcomes of the college experience. Their academic achievement also implies that these students learned to identify or clarify their career interests and academic preparedness, mastered the study skills they needed, became involved with social activities and had the opportunity to become campus leaders. (See Tables 6, 7, 8, on page 77).

For the credits earned (C.E.) by Black male students at Southern Connecticut State University for the years 1987-88: the mean of the credits earned was 63, the standard deviation was .027, the S.E. skew was .267 to the right of distribution, and the median credits earned was 63. Also, the mode for credits earned was 30. (See Table 9 on page 78).

Table 6

Achievement of Black male students
cumulative grade point average

Data results for cumulative grade point average.

Mean 2394.160	Std Err. 58.747	Median 2234.000
Mode 2053.000	Std Dev. 525.719	S.E. Skew .267

The cumulative grade point average (CGPA) for Black male students at college for the 1987-88 semester. The mean for the students was 2.394, the standard deviation was .525, the S.E. skew was .267 to the right of distribution, the median was 2.234. Also, the mode was 2.053.

The cumulative grade point averages for Black male students was slightly lower in the first year of college but improved as the students advanced in college.

Table 7

<u>Inter-Quarter</u>				
Q1	Q2	Q3	Q4	
1.981	1.981-2.232	2.234-2.678	2.705-3.757	

Table 8

Cumulative Credits Earned

Data for cumulative credits earned.

Mean 63.012	Std Err 3.025	Median 63.000
Mode 30.000	Std Dev. 27.226	S.E Skew .267

Table 9

<u>Credits Earned by Quarter</u>				
Q1	Q2	Q3	Q4	
<31	32-59	60-85	86-118	

BivariateTests of Hypotheses

The four hypotheses of this study were tested using oneway analysis of variance for one independent variable. Oneway is used to determine if two or more group means differ significantly. In the case of two group designs, it yields the same probability level as the T-Test procedure. An F ratio is the statistic that is calculated by oneway, and a significant F indicates that at least two group means differ.

Analysis of Variance for Academic Achievement by
Social Support System.

Null Hypothesis 1

There was no significant relationship between social support system and the Black male students' academic achievement.

The first null hypothesis (social) could not be rejected at the ($p < .05$), level with the cumulative grade point average (CGPA) and cumulative credits earned (CCE). There were significant differences between (1) independent variables Clubs and Organizations, (2) independent variables Fraternities, (3) independent variables Athletics--intercollegiate, (4) independent variables Athletics--intramural and (5) independent variables Peers and Friends, by dependent variables Cumulative Grade Point Average (CGPA), and dependent variables Cumulative Credits Earned (CCE).

Variables under the Social Support factors indicated that Black male students were involved with college activities and fraternities. Many Black male students indicated that they participated in intramural sports. The majority of the students studied indicated that Black students were their friends. Although there was no statistically significant difference based on achievement under Social Support factors, Black male students showed steady achievement in their (CGPA) and (CCE).

A large proportion of Black male students were associated with clubs and organizations. Ninety-six percent said that they were members of clubs and organizations. It seems like the Black Student Union provided opportunities for Black male students to develop communication and leadership skills to be able to participate in

other clubs and organizations. The data indicated that full-time-day Black male students socialized more with Black students 70 percent of the time. There was a moderate association, 17 percent, between team members. A small proportion of Black male students, 13 percent, evidenced a casual association with white students and girl friends. A moderate association among Black Student Union members and others in the university is reflected in the contingency coefficient 0.36534. It was observed that 2/3 of the Black male students who were not members of the Black Student Union associated with team members who were not Black. Hypothesis 1 was not confirmed.

Analysis of Variance for Academic Achievement
by Academic Support Services

Null Hypothesis 2

There was no significant relationship between academic support services and the Black male students' academic achievement.

In regard to the second null hypothesis (academic support services) there was a statistically significant difference at the ($p < .05$) level. There were significant differences between (1) independent variables scheduling, (2) independent variables hours spent studying, (3) in-

dependent variables registration assistance, (4) independent variables faculty-Black male students interaction, (5) independent variable tutorial program, and dependent variables Cumulative Grade Point Average (CGPA), and dependent variables Cumulative Credits Earned (CCE).

Variables under the academic support factors indicated that scheduling, registration and academic advisors for Black male students had an impact on the improvement of the (CGPA) and (CCE). However, it was observed that the (CGPA) and (CCE) were not significant for the interaction of Black male students as indicated by the data. The majority of Black male students stated that they did not utilize the tutorial program.

Thirty-eight Black male students indicated that it was easy to receive help and to discuss issues with their professors outside of the class room. But 51 Black male students indicated that it wasn't easy to receive help from their professors. Their professors were not willing to spend time with them outside of the class room. The results indicated that 79 percent of the Black male students had a regular academic advisor and received advice about taking courses. Twenty-one percent of the students indicated that some of the courses were too advanced and were not necessary for their programs. A higher proportion of Black male students said they received help from their professors in their major compared to a lower

proportion of Black male students who are having difficulty getting help. Hypothesis 2 was not confirmed.

Analysis of Variance for Academic Achievement
by Counseling Support System

Null Hypothesis 3

There was no significant relationship between counseling support system and the Black male students' academic achievement. (See Table 10 on page 83)

For the third null hypothesis (counseling factors), there were no statistically significant differences between (1) independent variable number of visits, (2) independent variable number of hours, (3) independent variable career planning, (4) independent variable personal problems, and (5) independent variable academic problems, and dependent variables cumulative grade point average, and dependent variable cumulative credits earned.

Variables under the counseling factors and the CGPA indicate that Black male students who visited their counselors were in academic trouble and had low CGPA ($F=3.3355$, $df=3$ ($p<.05$)). The Black male students were apparently seeking help after they had experienced academic difficulties. The evidence showed that Black

Table 10

Cumulative grade point average
by number of visits with counselors

Analysis of Variance

Source	D.F.	Sum of squares	mean squares	f ratio	f prob.
Between	3	2572001.225	857333.7416	3.3355	.0237
Within	77	19791515.69	257032.6713		
Total	80	22363516.91			

group	count	mean	standard deviation	standard error	min	max
grp 1	9	2171.111	299.4284	99.8095	1835.000	2785.0000
grp 2	19	2139.000	346.2685	79.4394	1578.000	2945.0000
grp 3	45	2522.266	583.4497	86.9755	1753.000	3757.0000
grp 4	8	2530.500	526.2485	186.0216	1938.000	3350.0000
Total	81	2394.1605	528.7192	58.7466	1578.000	3757.0000

male students with the lower CGPAs visited their counselors more frequently; Black male students who had higher CGPAs saw a counselor once or not at all.

Seventy-one percent of the Black male students indicated that counselors provided them with opportunities to discuss career concerns and a major course of study.

Twenty-nine percent indicated that they did not receive opportunities to discuss career concerns and a major course of study with their counselors. The results indicate that a higher proportion of Black male students age 17 to 20 did not contact their counselors to discuss personal problems, while a lower proportion by age did. Seventy percent of the Black male students indicated that they received accurate information, and counselors listened to their problems and concerns, but 30 percent of the Black male students indicated that they did not receive accurate information and that the counselors weren't interested and patient in listening to their problems.

Analysis of Variance for Academic
Achievement by Financial Aid Support

Null Hypothesis 4

There was no significant relationship between financial aid support and the Black male students' academic achievement.

For the fourth null hypothesis (financial aid support) there was a statistically significant difference at the ($p < .05$) level between cumulative grade point average and cumulative credits earned by financial aid.

There were significant differences between (1) independent variable scholarships or grants, (2) independent variable financial assistance from parent, (3) independent variable working, (4) independent variable work study, and (5) independent variable loans and dependent variable cumulative grade point average and dependent variables cumulative credits earned.

An analysis of variables under the financial factor indicates that six percent of the Black male students received financial aid from parents. A higher proportion of Black male students received grants and only a moderate percentage of Black male students was assigned to work study. Some Black male students received no financial support from the university. The largest sources of financial aid were grant and loans: 87 percent of the Black male students received a combination of the two, but more Black male students received grants than loans. The majority, 87 percent of Black male students, indicated that they could not continue in college without grants or loans.

Anecdotal Analysis

Interview Questions

While the questionnaire provides the structure for the study, the interviewer sought in-depth answers to

some of the questions and attempted to stimulate discussion about the students' opinions, feelings and experiences generated from these questions. The objective was to analyze the interview questions in order to better understand how these factors contributed to the academic success of Black male students.

Thirty-five Black male students participated in the interviews.

Of the participants, ninety percent indicated that they had participated in intramural sports. Many of them felt that they had been fairly good in high school, but that they could not compete on the college level, saying frequently that the sport required too much of their time. Several of the students had previously been on Southern collegiate teams.

Eighty-three percent of the students studied said that they were not members of a fraternity. Many of the students would have liked to join a fraternity but there were no Black fraternities on campus. Several students said that Black fraternities and other Black organizations were very helpful in their socialization and participation in campus life. A majority of the Black male students, 77 percent, said that an academic advisor assisted them in registering for classes, and twenty-three percent said a friend helped out. Several of the

Black male students said that they really had no idea about what was going on in selecting classes. The classes were selected for them and they did not understand the selection or purpose of some of the classes. This could be one reason they failed some of their classes. Some of the Black male students said that they were not comfortable with the procedures for taking classes.

As a group, the Black male students indicated that they spent between 10 to 20 hours a week studying. They also said that they put in additional hours of study for hour examinations and quizzes. Many of the students indicated that they had to learn how to study, because in high school they had not studied and it was a whole new learning experience for them. A majority of the Black male students received assistance from support services. Those who did not said that the reason they did not seek this aid was (1) because people would look down upon them, (2) because of peer pressure, and (3) because they did not want to admit having academic problems. Many of them said they should have gone to support services for help. The Black male students felt pressured to perform by themselves without receiving study help from others. This was perhaps an attempt to prove that Black male students were not inferior and that they could persist in college without special academic assistance.

A majority of the Black male students stated that they knew the Black advisors to the Black Student Union, but that they did not know other Black faculty members on Southern's campus. A majority of the students did not discuss academic concerns or campus issues with Black faculty.

Some of the students did not seek advice and assistance from their professors because they feared being viewed by their peers as begging for points or trying to be teacher's pets, and, thus, not having much pride as Black male students. Some of the students said that they had to look for Black faculty members and that a majority of the time they could not find them. So, therefore, they went to white faculty members for assistance and also because they usually had white faculty members as instructors.

The majority of Black male students in the study hoped that they could complete their education within five years. Several of them really did not know what they were going to be doing five years from now. Many of the students said that they were going to be working.

The majority of the Black male students said that they had taken from one to three courses in their major. Several of them stated that they were half way through taking courses in their major. Many of the Black male

students felt that they liked the major course of study that they had undertaken.

Summary

This chapter contains an overview of the data collected and the statistical treatment of them with respect to the original hypotheses which sought to explain the possible relationships that existed among social, academic, counseling and financial aid variables that contributed to academic achievement, determined by cumulative grade point average and cumulative credits earned. Data collected from 89 Black male students enrolled at Southern Connecticut State University were used to test the four hypotheses. The results have been reported in descriptive data analyses and tables which indicate relevant statistical findings of the study.

A discussion of the implications of these results for educational administrators and practitioners, as well as recommendations for future research and conclusions drawn from the data, are presented in the following chapter.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The intent of this chapter is to present (1) a summary of the purposes and procedures, (2) a discussion of this study's major findings, (3) conclusions, and (4) recommendations for future studies.

Summary

The purpose of this study was to identify the relationships among social, academic counseling and financial factors that appeared to be associated with academic achievement for Black male students enrolled at a college.

There was reason to expect that Black male students encountered more problems than white students in adjusting to a predominantly white university. According to Pitts (1975), Black male students on predominantly white campuses found themselves in a world drastically different from the one from which they had come. Consequently, Black male students on such campuses had to adapt to the environment or meet with failure. In a survey of the Black experience at a predominantly white university,

Kleinbaum and Kleinbaum (1976), Allen (1984) and Fleming (1984), reported that Black students felt the university had to understand that Black students had special problems, not only of a financial character, but also in the area of social well being. Black male students who came from urban high schools where they were the majority, often expressed feelings of isolation, failed to engage in social activities, sought information less frequently, and had less contact with fellow students (National Board of Graduate Education, 1976).

Buckley (1980) suggested that faculty members held the key and had to make a commitment to the retention of Black male students. Applewhite (1971) had written even earlier that Black male students had to know that they were wanted and accepted if schools were to recruit, retain and graduate more Black male students. In his study of 1980, Turner identified the following factors which had the greatest influence on Black male student retention: recruitment, student orientation, admissions and transfer criteria, financial aid, relevant curriculum, faculty and staff, other Black male students, outreach efforts progress and performance monitoring, and institutional commitment.

Beal and Noel (1979) determined that retention was influenced by several factors, including student-faculty contact, support services, and the attitudes of faculty,

counselors, and staff. In their study, a "caring attitude" on the part of the faculty and staff was ranked highest among positive factors associated with retention.

In the present study, the two dependent variables cumulative grade point average and cumulative credit earned, provided the framework for an analysis of the hypothetical relationships among the independent variables, such as social factors, academic experience, counseling, and financial aid. Did successful Black male students utilize the social support system available at the university? Did successful Black male students utilize the academic support system available at the university? Did successful Black male students utilize the counseling support system at the university? Did financial aid or support contribute to the academic achievement of these students?

Summary of Procedures

Decisions concerning research methodology were based on the consideration of the implications found in previous theoretical and empirical research in the area of student achievement. The subjects in this study were eighty-nine Black male students enrolled in a predominantly white university during the spring and fall semesters of 1988. The selection procedure was planned to provide

a sample whose characteristics were representative of the population from which it was drawn. The investigator for this study was the advisor for the Black Student Union, and also the academic advisor to student athletes at this university. The research instruments were administered to Black male students by the investigator following two meetings with the Black Student Union and Black student athletes, where Black subjects were randomly selected.

Data were collected by using archival records and by a highly structured survey questionnaire. The questionnaire was designed to develop a picture of the success of the Black male students at the predominantly white university and to determine those factors of achievement that Black male students at this university perceived as affecting their persistence towards earning their degrees. Qualitative data were collected by interviewing a sample of Black male students. The data were analyzed to describe the relationship between the academic achievement of Black male students and explanatory factors, and to estimate the contribution of each factor to academic achievement.

Summary of Major Findings

The four hypotheses of this study were tested using oneway analysis of variance for one independent variable.

Oneway is used to determine if two or more group means differ significantly. In the case of two group designs, it yields the same probability level as the T-TEST procedure. An F ratio is the statistic that is calculated by oneway, and a significant F indicates that at least two group means differ. All relationships were assessed at the .05 level of significance.

Null Hypothesis 1: There is no significant relationship between the social support system for Black male students and their academic achievement.

The social support system for Black male students at this university was not considered a major academic achievement factor for the Black male students surveyed. Of the eighty-nine students questioned, 93 percent of them indicated that they belonged to a club or organization, with 93 percent saying that they were members of the Black Student Union. Sixty-six of the students surveyed said they attended orientation, while 32 percent indicated that they were involved with intercollegiate sports. Fifty-seven percent of the students questioned said that they lived on campus while 43 percent revealed that they lived off campus.

Eighty-eight percent of the respondents identified race as a significant factor in choice of friends or social activities. Sixty percent said that they social-

ized most of the time with other Black students. Eighty-eight percent of the students queried said that their social life had increased since they had entered college.

It is important to understand the social context in which the education of Black male students takes place on a predominantly white college campus. Although the majority of respondents rated their overall college experience as satisfactory or somewhat satisfactory, and rated most white students as friendly, statements made during in-depth interviews revealed that some Black male students were lonely and felt alienated. These Black male students perceived the university as a hostile place in which their relationships with white professors and white students were often demoralizing. According to one respondent, "It's bad enough keeping up with the academic pressures here, and, on top of that, these white folks are playing with your mind every day."

The data indicated that some Black male students were more involved with college activities and fraternities than with academic studies. Many of the students participated in intramural sports. The majority of the students questioned indicated that Black students were their friends. Although there was no statistically significant difference based on achievement under social support factors, Black male students showed steady achievement in their CGPA and CCE.

The results of the study suggest that the Black Student Union provided opportunities for Black male students to develop leadership skills and also to participate in other clubs and organizations. The data indicated that full-time Black male students socialized most often with Black students. A moderate number of students socialized most often with Black students. A moderate number of students, 17 percent, said that they associated most often with sports team members. A smaller proportion of the questioned group, 13 percent, indicated a casual association with white students including white female students. A large segment of the studied said that they had a strong association with the Black Student Union. Black male students interviewed appeared to associate primarily with other Black students. This "grouping together" was seen by these Black male students not so much as a reflection of Black cohesiveness, but as a necessity for survival.

In interviews with first-time freshmen Black male students, it was noted that their attitudes had evolved dramatically in a short time. In many ways, these students appeared to feel the pains of college life. Also, the interview indicated that, while respondents were satisfied with the academic program at this university and with their overall college experience, their responses were conditional. They expressed some reser-

vations about the quality of race relations on the campus. But despite these misgivings, it is worth noting that most respondents still maintained a positive attitude toward their education at this university.

Null Hypothesis 2: There is no significant relationship between academic support services and Black male student academic achievement.

Academic support factors were not strong achievement factors for Black male students at this university. Of the students interviewed, the majority of them had not discussed academic concerns with Black faculty members. Many of them stated that they knew the advisors of the Black Student Union, but did not know many other Black faculty. Some of the students said that they had had to look for Black faculty members and most of the time could not find them. As a result, they had to go for assistance to white faculty members who had been their instructors.

Survey results showed that 83 percent of the respondents had regular academic advisors, while 17 percent indicated that they did not have regular academic advisors. Eighty-eight percent of those who followed the advice of an academic advisor said that they had selected the right courses, while 12 percent said that after taking advice from academic advisors, they found the courses selected too advanced, or that they did not need

them for their degrees. Eighty-eight percent indicated that it had been easy to get help from their professors. Forty-seven percent stated that their professors were willing to spend time with them outside of classes. Fifty-one percent indicated that faculty seemed interested in them and demonstrated patience in listening to their problems, while 49 percent said that faculty were sometimes interested in them and sometimes showed patience in listening to their concerns. Eighty-eight percent responded that the faculty had provided them with accurate information about their studies, while 12 percent indicated that the faculty did not provide them with such information.

Quality interaction between faculty and Black male students is recognized as one of the most important factors in academic achievement. Black male students who had significant encounters with faculty were much more likely to express satisfaction with the university. Faculty have to be made aware that their interaction with Black male students has meaning, and that they should be encouraged to make themselves available to Black male students.

If this university were doing all it could to help Black male students maximize the value of their university experiences, and if Black male students were seeking

to attain the same result, it is doubtful that more than one-half of all the respondents of the survey would have felt isolated from supplementary contact with faculty members.

The interviews conducted indicated concern about another problem: that there were very few Black faculty or administrators at this university. According to the respondents, this lack of Black faculty and administrators disturbed them particularly as they came to identify with the university and felt that they needed more positive role models.

Of the Black male students' cumulative grade point averages, 27 percent had an academic average between 1.57-2.00 while 73 percent stood at 2.00-3.75. Freshman Black male students had not received grades when the study was being conducted, and, therefore, their grade averages were not known and could not be included in the statistical distribution.

Twenty-nine percent of the student respondents were business majors; 14 percent were in communication; 6 percent were psychology majors; 14 percent were in physical education and recreation; 15 percent were studying sociology and social work; 1 percent were in mathematics or computer science; 3 percent were in science; 8 percent were education majors, and 10 percent were pursuing no major course of study.

Those Black male students interviewed indicated that they knew what to major in before starting college. Other students interviewed took classes in an area before deciding on a major. Some of the students changed their majors upon the advice of their instructors or counselors. Several of the students had completed courses in their majors prior to the survey. Many of the students said that they liked the major course of study they were pursuing.

The majority of the Black male students interviewed were undertaking a variety of major courses of study. But it is to be noted that very few of the students interviewed showed an interest to major in mathematics, computer science, or science.

The secondary academic preparation factor was not significant for the academic achievement of Black male students at this university. Of the students surveyed 14 percent indicated that they had been in a college preparatory program, while 86 percent said that they had not been in such a program. Eighty percent of the students rated their high school preparation as very good to good, while 20 percent said that their secondary preparation had been fair. Eighteen percent of the students surveyed entered the university through the Summer Education Program, while 82 percent of them followed the standard admission procedures.

Variables among the academic support factors indicate that scheduling, registration and academic advisors for Black male students helped to improve their CGPA and CCE. However, it has to be observed that these variables did not significantly improve the CGPAs and CCE of the Black male students as indicated by the data. The majority of Black male students disclosed that they did not utilize the tutorial program.

Generally speaking, most Black male students at this university have both the intellectual ability and the academic skills to succeed in academic work but demonstrate having had little prior experience with rigorous academic requirements, and or with the ruthless peer attitudes and practices that they experienced on campus. The immediate task upon entry into the university for Black male students is to learn how to "master the university." The faster they learn the language, the behavioral codes, the academic expectations, and the other nuances of the university community, the quicker and smoother will be their adjustment to the academic environment.

Null Hypothesis 3: There is no significant relationship between the counseling support system and Black male students' academic achievement.

Data indicate that Black male students who visited their counselor were in academic trouble and had low CGPAs ($F=3.3355$, $DF=3$ ($p<.05$)). The Black male students were apparently seeking help after they had experienced academic difficulties. The evidence for this is that the lower their CGPAs, the more frequently the Black male students sought help. Black male students who had higher CGPAs saw their counselors once or not at all. Ten percent of the students visited counselors five times or more; 24 percent visited them three times or more; 54 percent visited them once or more often, and 12 percent did not visit counselors at all.

Counseling effort was chosen as a major factor affecting the academic achievement of Black male students at this university. The data suggest that the university is ignoring the areas of greatest Black male student need: advising, counseling, and tutoring. Since 66 percent of the respondents indicated that they did not need special counseling help, it was assumed that the university had probably admitted Black male students whose psychological strengths, academic preparation, and educational interests matched the differing demands and emphases of university life. Of those Black male students who had received counseling assistance, 71 percent said that counselors provided them with the opportunity to discuss career concerns and major courses of

study. Twenty-nine percent said that they had not received such help from their counselors. The results indicated that a large proportion of Black male students between ages 17 to 20 did not contact their counselors for personal problems, while a small proportion of the students did. Most of the Black male students of the survey received accurate information about academic studies, and counselors listened to their problems and concerns, but there was still a group of the questioned students, 30 percent, who indicated that they had not received accurate information about their academic studies and that counselors had not demonstrated interest and patience in listening to them and their problems.

In addition, many Black male students were not aware of the counseling services offered by the university. In order to meet the challenge of retaining Black male students, this university will have to improve counseling service efforts by making sure Black male students are apprised of their availability.

Null Hypothesis 4: There is no significant relationship between financial aid support and Black male students' academic achievement.

Analysis of data pertaining to this hypothesis indicated that the relationship was significant. In re-

gard to variables under the financial factor, six percent of Black male students received financial aid from parents. A larger proportion of the students received grants while only a small percentage of the students were assigned to work-study. Some students received no financial support from the university. The largest sources of financial aid were grants and loans: 87 percent of the Black male students received a combination of the two, although more students received grants than loans. The majority of the Black male students, 87 percent, would not have been able to continue without grants or loans.

Most Black male students will require financial aid if they are to remain in higher education. In light of the data obtained from respondents in the study undertaken on the question of the financing of their education, it is to be noted that only a small percentage of the students worked while attending the university. This may be the result of the Black male students' inability to carry the extra burden of the substantial commitment of time which work required, or of the university's lack of commitment of time which work required, or of the university's lack of commitment to provide adequate financial aid, or of the lack of supplemental funds from their families. Since most Black male students, 87 percent, relied on scholarships and loans from the

university, the latter has to continue to provide financial assistance and to make funds readily available to Black male students.

Since the majority of the Black male students interviewed indicated that they thought that Black male students as a group needed to receive more financial support, this university should address these problems as very real concerns of Black students. Institutional commitment should be the greatest over-all factor influencing Black male students' achievement and retention. Administrators and faculty alike must be convinced that there is a vested interest in retaining Black male students and having them graduate from the university. This commitment must go beyond mere recruitment. The university must become administratively as well as academically organized to provide the financial support that Black male students will need. Interest has to be not only in the Black male students' academic achievements, but also in their personal and cultural enrichment as well. As administrators, we must look at the total development of Black male students by providing them with the assistance in college that is related to their overall goals and aspirations. Without this assistance, Black male students will find it difficult to persist and graduate from colleges or universities.

Conclusions

The major findings of this study indicate that a majority of Black male students who visited their counselors were in academic trouble and had low cumulative grade point averages. These students were apparently seeking help after they had experienced academic difficulties. The evidence for this is that the lower their CGPAs, the more frequently Black male students sought out counselors. Black male students who had higher CGPAs saw their counselors only once or not at all.

There was also a clear pattern of factors associated with extremes of satisfaction or dissatisfaction. These factors were primarily academic rather than social. More specifically, the factors involve receiving help from their professors. Many of the professors were not willing to spend time with Black male students in class or outside of the class room.

Most Black male students required financial aid if they were to remain at the university. The students could not continue without financial support. This university must continuously make financial assistance available to Black male students.

With a majority of the Black male students in the survey identifying these matters as problems, this

university has to address these problems as real concerns of its Black male students. When Black male students are admitted to the university they must be retained. We must make sure they persist and graduate.

Recommendations

Implicit in this study are the factors that contribute to the achievement of Black male students at a predominantly white university.

In addition, the responses obtained from the survey and interviews suggests that Black male students chose to enroll in and remain at this university because they were convinced that the educational benefits to be derived from their experiences at this university were worth any extra effort, struggle, or consideration required. In response to that commitment, it is necessary that the university commit itself to meeting the needs identified by Black males students. The reputation of this university alone may not continue to attract and retain Black male students if the quality of life for those students is not adequate.

Most Black male students require financial aid if they are to remain in higher education. The failure of institutions to supply needed amounts of financial assistance beyond the freshman year accounts for a substantial

portion of the dropout rate among Black male students at predominately white institutions (Turner, 1980).

An important financial factor to be addressed is the effect loans have on the achievement of Black students. According to Turner (1980), loans become a disincentive to stay in college. The longer students remain in college, the more debts they accumulate. If Black male students must work, work-study jobs would be more appropriate for them. These programs offer financial aid, and would augment the chances of Black male students completing a college education (Astin, 1975).

None of us can afford to sit idly by and fail to counsel Black male students when academic or other difficulties occur in their higher educational experience. University and colleges will better meet the challenges of Black male students if they plan, coordinate and implement programs around areas of greatest Black male students' greatest needs. University and colleges have to be able to anticipate periods of student anxiety and frustration (i.e., beginning of the year for freshmen, mid-term and finals) and help meet the needs of Black male students before difficulties occur or become serious problems.

Direct and implied evidence from the survey and interviews conducted suggest that a first step in meeting the needs of Black male students in higher education is

to seek greater involvement of Black male students in campus activities and programs. For the predominantly white campus, Black male students are a source of ideas and energies that can be tapped in formal and significant ways by all students, faculty, and administrators.

Special efforts have to be made to ensure Black male student representation in planning activities designed for general campus participation and specifically for Black males students. In many instances, the involvement of Black male students requires direct solicitation of their input and support, while in other cases it might simply mean giving them the chance "to do their own thing." Under no circumstances should it appear that Black male students are being denied opportunities to contribute to or participate in campus programs.

Institutional officials would do well to bear in mind several conclusions emerging from this survey. It is clear that increasing the number of Black faculty, administrators, counselors, and Black students will help ease but not necessarily erase the feelings of isolation of Black male students. In terms of academic issues, faculty and staff must serve as positive behavioral models for their Black male students. In light of the fact that few important institutional issues are ever resolved without the support of a university's central administration and Board of Trustees, all programs,

policies, and practices established at an institution, either voluntarily or by federal insistence, must engage the full support of the central administration.

A retention program must be institution wide and have total campus support. Strategies that may help Black male student retention include administrative support and creation of the atmosphere for a positive institutional climate, staff development to design programs acceptable to all individuals and groups, and alternative instructional modes that take into account the differences in students' abilities and learning styles. A retention program must also help Black male students adapt to changes and from secondary to higher education help to improve the quality of their college or university experiences.

Finally, although the data for this study did not include all the solutions to the problem of academic achievement for Black male students at this university, additional implications for further helpful research have emerged. Longitudinal studies of Black students in various academic programs could provide data to assess the different perceptions and needs of such students as they matriculate at this university. Interviews with Black male students could provide greater insight in evaluating why such students do not remain at this institution. (1) A study of Black male students par-

ticipating in extracurricular activities: Are they better students. (2) Do Black male students achieve higher goals by being involved in the Black Student Union. (3) A study examining the financial aid of Black male students loans, scholarships, and grants. (4) A study of Black male freshman students versus white male freshmen. These studies could provide additional information for the analysis of Black male students' academic achievement.

At the very least, it is hoped that issues and questions have been clearly defined and answered by the data obtained through the survey and interviews. Although the particular findings are pertinent only to this university, the methodology used and the concerns expressed in this study are applicable to other institutions of higher education.

APPENDIX A

QUESTIONNAIRE CONCERNING THE ACHIEVEMENT
OF BLACK MALE STUDENTS AT SOUTHERN CONNECTICUT
STATE UNIVERSITY

The purpose of this study is to examine the factors that contribute to the achievement of Black male students at Southern Connecticut State University. During my tenure as an administrator and academic advisor at Southern I have encountered Black male students who experienced a wide range of academic achievement and success and failure. As a Black graduate student, I have experienced many of the same situations.

The questionnaire is completely confidential. It should take you about "fifteen to twenty minutes to complete.

Instructions

a. Most questions will require you to circle your response. In several cases, you will need to choose one of the five possible responses.

b. Your written comments about this questionnaire are welcome.

4. What was your College Board combined score?
- a. 1200
 - b. 1100
 - c. 1000
 - d. 900
 - e. 800
 - f. 700
 - g. 600
5. Were you in the Summer Educational Opportunity Program?
- a. yes
 - b. no
6. Did either of your parents go to college, even if they didn't graduate?
- a. both
 - b. father only
 - c. mother only
 - d. neither
7. Did an older brother or sister of yours go to college before you?
- a. yes
 - b. no
 - c. no, I have no older brother or sister
8. What is your student status?
- a. part-time-day
 - b. part-time-evening
 - c. full-time-day
 - d. full-time-evening
9. What is your student classification?
- a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
10. What was your age upon entry in Southern? _____

11. Did you attend orientation for Freshmen?
a. yes b. no

Social

12. Are you involved with clubs and organizations on campus? a. yes b. no
13. Are you a member of any intercollegiate team?
a. yes b. no
14. Are you an active member of the Black Student Union? a. yes b. no
15. I live
a. on campus b. off campus
16. My friends are
a. students
b. teachers
c. girl friend
d. others _____
17. My social life has
a. increased since I came to the university
b. decreased since I came to the university
18. The people I socialize with most of the time are
a. black students
b. white students
c. team members
d. girl friend
e. friends

Academic

19. What is your major? _____
20. Do you have a regular academic advisor?
a. yes b. no
21. As a result of taking the advice of an academic advisor, I have taken:
(circle all that apply)
a. the right courses I need
b. courses that were too advanced for me
c. courses I don't need
d. courses that were too easy, and not challenging
22. My experience has been that:
a. It is easy to get help from professors
b. It is difficult to get help from professors
23. Faculty were willing to spend time outside of classes to discuss issues of interest and importance to me.
a. yes b. no
24. Faculty seemed interested and patient in listening to my problems and concerns.
a. yes b. no
25. Faculty have provided me with accurate information about my major course of study.
a. yes b. no

Counseling

26. How many times have you visited your counselor?
- a. five times or more
 - b. three times or more
 - c. one time or more
 - d. none
27. Did you contact your counselor when experiencing a personal problem?
- a. yes
 - b. no
28. Counselors have provided me the opportunity to discuss career concerns.
- a. yes
 - b. no
29. Counselors have provided me with accurate information about my major course of study.
- a. yes
 - b. no
30. Counselors have provided me the opportunity to discuss and resolve a campus issue.
- a. yes
 - b. no
31. Counselors seemed interested and patient in listening to my problems and concerns.
- a. yes
 - b. no
32. Counselors have helped me to take action steps to resolve my problems and concerns.
- a. yes
 - b. no

Financial Aid

33. What kind of financial aid do you receive from the university?
(circle all that apply)
- a. grant or scholarship
 - b. work-study
 - c. none
34. Do you receive financial help from your parents or guardian?
- a. yes
 - b. no
35. Do you think you receive enough money (from all sources) to meet your academic needs?
- a. yes
 - b. no
36. Do you work?
- a. yes
 - b. no
- If you answered yes to #36, give number of hours you work per week _____
37. Did you receive a loan from a bank?
- a. yes
 - b. no
38. Which one source provides the largest share of financial aid?
- a. family
 - b. scholarship and grants
 - c. work-study
 - d. loans
39. Could you continue in college without financial aid? a. yes b. no

APPENDIX C

INTERVIEW QUESTIONNAIRE

1. Do you participate in intramural sports?
 - a. yes
 - b. no
2. Are you a member of campus fraternities?
 - a. yes
 - b. no
3. Who helped you register for classes first semester at the university?
 - a. an academic advisor
 - b. counselor
 - c. friends
 - d. registered by myself
4. How many hours do you spend studying a week?
 - a. 30 hours a week
 - b. 20 hours a week
 - c. 10 hours a week
 - d. 5 hours a week
5. Have you received assistance from support services?
 - a. yes
 - b. no
6. Have Black faculty provided you with the opportunity to discuss and resolve a campus issue?
7. How many times have you discussed academic concerns with a Black faculty member?
8. Do you know a Black faculty member?
9. What do you see yourself doing 5 years from now?
10. Have you picked a major?

11. How did you chose your major?
12. How many courses taken so far in your major?

APPENDIX D

WRITTEN CONSENT FORM

Factors that contribute to the achievement of Black male students.

To: Black male students
From: James L. Williams, Doctoral student, School of Education, University of Massachusetts, Amherst, MA 01003

You may know me as an administrator, the advisor to student athletes or the advisor to the Black Student Union at Southern Connecticut State University. I am currently in the process of completing the requirements for a doctoral degree in the School of Education at the University of Massachusetts. The purpose of this study is to identify the relationship among the social, academic, financial and counseling factors that appear to be associated with academic achievement for Black male students enrolled at Southern Connecticut State University.

You are being asked to be a participant in this study. I will be utilizing a survey questionnaire and qualitative data will be collected by interviewing a sample of Black male students. The focus of this survey questionnaire will be on demographic factors, as well as the social, academic, financial and counseling variables that have an effect on the academic achievement of Black male students. While the questionnaire will provide the structure for the study, the interview will seek to get greater in-depth answers and feedback to some of the questions and to stimulate discussion about your opinions, feelings, and experiences generated from these questions.

My goal is to analyze the materials from your questionnaire and interview in order to better understand how these factors contribute to the academic success of Black male students. I may use the information in journal articles or presentations, workshops, and possibly a book. However, I will not under any circumstances use your name or other identifiable information in the study.

You may at any time withdraw from the survey questionnaire and interview process. You may withdraw your consent to have specific excerpts used, if you notify me at the end of the survey questionnaire and interview session. If I were to use any materials in any way not consistent with what is stated above, I would ask for your additional written consent.

In signing this form, you are also assuring me that you will make no financial claims for the use of the material in the questionnaire and interview. You are also stating that no medical treatment will be required by you from the University of Massachusetts should any physical injury result from participating in this survey questionnaire or interview.

I, _____, have read the above statement and agree to participate in the survey questionnaire and interview under the conditions stated above.

Signature of participant

Signature of interviewer

Date

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