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CHARACTERISTICS OF MILLENNIUM MINORITY STUDENTS
AND THEIR STUDENT ORGANIZATION INVOLVEMENT

Joyya Pauletta Smith

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Characteristics of Millennium Minority Students and Their
Student Organization Involvement

A Thesis

Presented to

the College of Graduate Studies of
Georgia Southern University

In Partial Fulfillment
of the Requirements for the Degree
Master's of Education
In the Department of Leadership,
Technology and Human Development

by

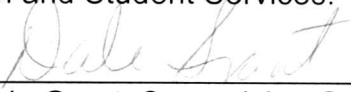
Joyya Pauletta Smith

December 2000

November 30, 2000


To the Graduate School:

This thesis, entitled "Characteristics of Millennium Minority Students and Their Student Organization Involvement," and written by Joyya P. Smith is presented to the College of Graduate Studies of Georgia Southern University. I recommend that it be accepted in partial fulfillment of the requirements for the Master's Degree in Higher Education and Student Services.



Dale Grant, Supervising Committee Chair

We have reviewed this thesis
and recommend its acceptance:



Stephen Jenkins, Committee Member

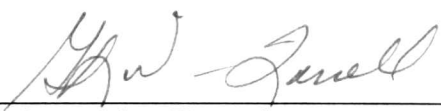


Leon Spencer, Committee Member



Randy Gunter, Committee Member

Accepted for the College of Graduate Studies



G. Lane Van Tassell
Dean, College of Graduate Studies

Dedication

Dedicated to all of the people who encouraged me to do my best:
Dr. Dale Grant, Dr. Stephen Jenkins, Dr. Leon Spencer, Dr. Randy Gunter, Mrs.
Renata Newbill-Jallow, and the Multicultural and International Student Center.

Most importantly, I dedicate it to my family for their love and support.

ABSTRACT

Characteristics of Millennium Minority Students and Their Student Organization

Involvement

December 2000

Joyya Pauletta Smith

B.A. Georgia Southern University

M. Ed. Georgia Southern University

Directed by: Professor Dale Grant

The climates of many colleges and universities are changing to accommodate the needs of the millennium student. For African American students who enroll in predominantly white institutions, the need for programming to alleviate the concerns of non majority students is still a factor in leading students to greater rates of retention. Peer mentoring programs are coordinated to assist in student adjustment to campus as well as the establishment of connections with their campus. Student organizations have also been key in helping students become comfortable within their new environments. For the Minority Advisement Program(MAP), at a Southeastern University, student participants show evidence of belonging to the millennium generation and also show signs of high levels of involvement. The types of organizations that student participants of MAP are engaging in are special

interest groups and those that focus on leadership development. The information provided within this body of research, indicates that students are generally interested in becoming involved in areas that promote positive student development.

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INTRODUCTION

Colleges and universities around the nation have faced several new challenges in their preparation for meeting the needs of incoming students. According to the Digest of Education Statistics, for 1999, post secondary enrollment has increased 18% since the 1970s. Within this increase of college students is Generation Y, also called millennium or echo boomer generation. This group of students have brought several different dimensions to campuses everywhere (Neuborne, 1999). Not only are these students bringing technological advances and other skills with them to campus, they are also bringing an array of different cultures and experiences. Most of their experiences are tied to heavy exposure to media, little free time, deficiencies in physical activities and contact with multiculturalism (Neuborne, 1999; Altschuler, 2000). Student affairs professionals have been charged with the task of finding ways to attract and retain students of all backgrounds.

A large sub population of millennium students are African American students who attend predominantly white institutions, who have major concerns with retention and establishing campus connections (Credle & Dean, 1991). Other research shows that supportive environments that include support groups, outreach programming, and other institutional initiatives that are multicultural, contribute to environments where students persist and grow (Gloria, et al., 1999). In the new millennium where student perceptions, ideas, and trends constantly

change, what remains the same for all students is the need to connect with their campus. Examining the characteristics of the millennium generation will aid student development practitioners with information they can incorporate into strategies that assist students in having positive outcomes in academic and social areas (Evans, Forney, & Guido- DiBrito, 1998).

Even with the technological advances and information overload, students are still plagued with general first year concerns. First year students are also prone to stress due in part, to transitional concerns (Towbes and Cohen, 1996). Since stress can contribute to academic and social detriment, campus staff should promote stress management through involvement in student organizations.

Joining extracurricular activities during the first semester allows students to network with students of similar interest and goals (Altschuler, 2000). Student affairs professionals can use their resources to capture first year minority students to make them aware of the services available on campus and to provide opportunities for students to connect. Student organizations can provide proactive outlets to combat stress, develop leadership skills, and empower students inside and outside of the classroom. Most organizations can further enhance student development by concentrating on goal setting, goal attainment, interpersonal interactions, and leadership. Most importantly, creating offices and quality programs that cater to the needs of minority students becomes necessary for African American student retention. By relating students' involvement to their

future involvement interest, institutions can prepare its staff and resources to meet student needs.

REVIEW OF LITERATURE

The rise in minority students at predominantly white colleges and universities has increased the need for services that assist in minority student development, transition, and retention (Schwitzer, et al, 1999; Ginter and Glauser 1997; MacKay and Kuh, 1994). It appears that even though minority enrollment is increasing, the retention rate is at unacceptable rates, where more than 66% of African Americans depart from predominantly white institutions (PWI's) before graduation (Steel, 1992; Schwitzer, et al., 1999). By the year 2015, minority students will account for a 19% increase in enrollment compared to 1995. Although African American undergraduates are not the only minority, there will be 2.1 million college students by the year 2015 (Manzo, 2000). Other minorities, Hispanic and Asian students, will help to increase the total college population nationwide and will impact all institutions with their cultural influences. With this dramatic increase of various cultures, programs that ensure smooth integration or transition into the normative campus climate will continue to be a necessity for campuses (Stone & Archer, 1990). Perhaps, in years to come, the climate of campuses will change its norms to meet the needs of all incoming students.

For years, counseling centers have been given the mission of attending to the needs of a diverse campus clientele, with their expertise in interventions and endless promotion of healthy student development in the form of student's

feeling a sense of connection with their institution (Ancis, et al., 2000). Today their efforts have been supported by the work of minority or multicultural centers and other student activities (Palmer & Shuford cited in Rentz et al., 1996).

Minority offices have a mission that is threefold: 1) support underrepresented groups based on assessment: 2) provide multicultural education for all students and 3) promote systematic change that incorporates multiculturalism into all aspects of campus life. The last element of the mission for multicultural offices takes time and effort. To ensure that steps are made to carry out the mission or incorporate multiculturalism into the campus, student organizations and other outreach programming are implemented in various forms, inclusive of mentoring programs and other activities (Kuh, et al., 1991; Ancis, et al., 2000). For example, multicultural offices provide most of their services, with the intent of creating awareness of multicultural themes through programming aimed at incoming students. Multiculturalism serves to empower all students to become involved and contribute to their respective campuses.

Ancis, et al. (2000) studied student perceptions of campus cultural climate by race and found that students of color at PWI's experience campus environments that are unsupportive and unwelcoming to minority students. To combat these perceptions, these researchers suggest that more proactive intervention strategies be incorporated. They should include outreach programs, mentoring and interactions between faculty, administrators, and students (Pascarella & Terenzini, 1991). These suggestions are not enough, Ponterotto (1991) agrees that more efforts should be made to create a better interethnic

and interracial campus community. In a study conducted by Gloria, et al. (1999), three variables: social support, university comfort, and self - beliefs, were examined to determine if a relationship exists between these variables and African American student persistence at PWI's. The results indicate that all constructs predicted persistence decisions, but university comfort and social support were the strongest predictors. This study supports the idea that students who are comfortable at their institution will persist to graduation. Mack and Tucker (1997) have researched the comfort levels of student interaction with different ethnic groups. Their study examined several ethnic groups on several campuses and found that political correctness and general uneasiness in ethnic interchanges have become a barrier to inter-ethnic relations on campus. Colleges and universities provide great opportunities for developing inter-ethnic relationships in classrooms, in residence halls, during social events, or anywhere students socialize.

Under the auspices of student affairs, campuses nationwide have discovered that the assessment of their product or package of both academics and student life is a vital process for recruiting and retaining students. Based on the current trends, the majority of students entering colleges and universities are a part of the millennium generation. This group of students, also called Echo Boomers or Generation Y, is described as being children born between 1979 and 1994 (Newborn & Kerwin, 1999; Polta, 2000). Polta (2000) notes that millennium students, who make up 70 million people in the population, have their own unique set of characteristics. They have already begun to matriculate

through institutions of higher learning and are culturally diverse; with one in three being minorities. They come from untraditional family situations (e.g. single parent homes) and have been exposed to various forms of information technology. These savvy consumers are comfortable with technology and are interested in taking full advantage of various technical or health related job opportunities.

The millennium generation is heavily involved in structured events that take up 75% of their time compared to the past generations who participated in structured events that took up 41% of their time. Obviously, involvement rates can be high with the millennium student. With this in mind, it is important to know the types of organizations in which these students are interested in membership and which type of organizations help them to develop as they matriculate through college life. Academically, college bound students are entering colleges and universities with more math and science courses, higher grades, and higher academic and higher career aspirations than those who took the SAT 20 years ago (College Board, 2000). This shows that students appear to graduate from high school more prepared and are ready for the academic challenges provided by institutions of higher learning.

For African American students entering colleges in the new millennium, according to Nettles (1997), larger numbers of African American women attend college than African American men. Nettles' suggests that the 24% discrepancy in rates of attendance may result in the breakdown of family systems and ultimately contribute to stress in African American men. Since there are several

factors that contribute to low rates of Black male enrollment at PWI's, Ross notes that a key element to retaining Black men who are enrolled is to nurture them by encouraging them to "stay on track" (1998, p.66) For students across the board, providing support and helping them to establish campus connections are among the elements that promote student persistence (Ross, 1998).

Chickering's Theory on Student Development has contributed to much of the research on student persistence and retention (Evans, Forney & DiBrito, 1998). This theory comments on the following areas: interpersonal interactions, ethical dilemmas, intellectual aspects and emotional management that all contribute to developing a "whole person". For students who attend college, Chickering says that they pass through seven vectors which build on each other. These vectors include: developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose and developing integrity (Chickering & Reisser, 1993; Evans, Forney, & DiBrito, 1998). The opportunity to pass through the vectors and grow through exposure is completed in part through campus involvement.

Students who become involved are students who learn, is the main point of Astin's Theory of Involvement (Pascarella & Terenzini, 1991; Astin, 1985). Astin contends that institutions that afford students the opportunity to participate in their own development through out of class interactions and other learning situations presented by their campus, have higher levels of retention. For students in the new millennium, participation in extracurricular activities will

continue to unite students with their campuses and their future careers. The support found through involvement aids in the creation of student - campus connectedness and personal development. In later research, Astin (1993) also found that involvement in curricular and extracurricular opportunities that are related to multicultural issues show widespread beneficial effects to students' cognitive and affective development. This form of involvement translates into positive student development in the form of leadership, cultural sensitivity, citizenship, meaningful life philosophies, and commitment.

Another theorist that comments on student retention based on campus connections is Vincent Tinto (Tinto, 1987; Pascarella & Terenzini, 1991). Tinto's Theory of Departure (1987) recognizes that students enter college on varied developmental levels, with factors ranging from academic preparedness or underpreparedness to student involvement or non-involvement. Tinto suggests that students who are satisfied with their campus experience are those who persist to graduation. These students are also those who effectively integrate into their campus norms and values (Pascarella & Terenzini, 1991; Tinto, 1975). The term integration in this instance refers to the formal or informal level at which students claim ownership of their environment or the subgroup where they are members. For African American students and all other minority groups, belonging to the campus community through the assistance of the institution is vital to obtaining high rates of persistence.

Nettles (1997) has found that minority students who succeed at PWI's are those who are comfortable socially and academically and above all, are able to

integrate into the campus system without feeling discriminated against. Carroll (1998), in her survey of African American students at the University of California at Berkley (UCB), found that levels of stress among African American students at PWI's are high, when they feel unsupported and unvalued. In addition, by surveying general student sentiment at PWI's, Carroll (1998) was interested in finding out whether students were aware of the services designed for their assistance. She found that 63% of the students had jobs in addition to class work, which made using the services difficult. Even after two to three years of attending UCB, the services were still unused. One of the major findings based on this research shows that students must be introduced to the services early and that the functional areas should radiate a welcoming environment that is "user friendly" and convenient.

Bean's (1984) study on the degree of environmental fit and persistence suggests that the "most critical" period for student transition is during the freshman year. After the freshman year or first year experience, the importance of staying at their current institution decreases, meaning that students who do not connect with the institution within the first semester generally depart. For African American freshman students, it may be important that they are introduced to the campus services within the transition period and upgrade their connection with the campus by joining a campus group in order to be retained effectively. Students' investment of time and effort in organizations contribute to their overall personal development and help them strike a balance between feelings of inclusion versus feelings of separation (Kuh, et al., 1991).

As found in Pascarella and Terenzini's research (1991; Pascarella, 1985), it was demonstrated that the social involvement of students showed that commitment to extracurricular events enhanced persistence among students who had low levels of institutional goal attainment. In further examination of extracurricular involvement, students who participated in student organizations obtained more degrees beyond their bachelor's degree, proving involvement and commitment may extend beyond college experiences.

Predominantly White Institutions were primarily integrated during the late 1950s and today approximately 75% of African Americans attend these institutions (Levey, 1998). Although African Americans have been enrolled at many PWI's for the last 50 years, there are still many concerns that plague students interested in attending PWI's. The concerns vary from adjusting to the environment, encountering hidden or overt racism, interacting with role models, and combating low levels of retention (Levey, 1998). Student affairs professionals should be capable of meeting the challenges faced by this population outside of the classroom through careful and continuous assessment, planning and evaluation.

To comment on the barriers faced by students entering an unfamiliar place, Carroll (1998) conducted a study using a sample of students in 1991 focusing on their perceived problems of adjustment. Sixty percent of the respondents felt that their adjustment issues were based on the students' inability to balance their social and academic lives. This particular sample lived off campus and felt that the large African American community (off campus)

assisted in their social activities, which were not centered around campus involvement. Sixty - eight percent of the same sample felt that talking and getting to know their professors on campus was difficult. Carroll's (1998) research points out that for particular populations who spent the majority of their time off campus, outreach programs would be more effective if they targeted students through mentoring and by promoting involvement (1998).

Mentoring is a major key in assisting students in their transition into a new environment. Mentoring relationships can involve the use of students, faculty, and staff. In the case of peer mentoring, upperclassmen are usually recruited and trained to work effectively with incoming students (King, 1997). Mentors become student leaders who provide others the chance to meet academic and social needs within their first year experience at their school (Office of Special Programs, 1996; King, 1997). In the case of African American students, Howard (1989) found that developing mentoring programs that bridge the gap between students and campus is essential to student survival. A challenge of mentoring is targeting students who feel they do not need the institution's assistance, since some students regardless of academic preparedness feel that they cannot benefit from mentoring relationships (Carroll, 1998). In the case of minority students who have high levels of academic ability, upon arrival at a PWI, they continue to excel academically but retreat from socialization that could weaken their social development (Fries-Britt, 1998). For the high academic achiever who does not develop socially, their academics could suffer as well (Steward, et al., 1990). These students also miss the opportunity to develop other social

skills. Lack of participation negates the value of contact with other students. On the other hand, Rice and Brown (1990) found that students who participate in mentoring are students who already have most of the skills the program is designed to form. Students with lower levels of self esteem and interpersonal interactions were the least likely to participate. Above all, coordinated mentoring relationships that match new students with ethnically similar students or staff, promote high levels of student adjustment and academic performance, beyond the first two years of program participation (Schwitzer, et al., 1999; Thile & Matt, 1995).

Persistence is influenced by academic and non-academic variables. The antecedents of college student success can be significant in determining the success of incoming students (Stange, 1999). Stange values the importance of identifying students' strengths and weakness in academic achievement (1999). Admissions offices, most of the time, base their admissions decisions on student SAT scores and high school grades (Camara and Echternacht , 2000). These scores and grades are used to predict college success in academics (Camara and Echternacht, 2000). The College Board (2000) provides helpful information regarding college bound students, including their previous academic achievement and their SAT scores. With this information, student affairs professionals are given some tools to develop programming that will meet the needs of the incoming class. The results of a study conducted by Camara and Echternacht (2000) indicate that SAT scores and high school grades together are significant predictors of achievement in college.

In the academic realm, students with high scholastic ability are usually considered to be students with high levels of academic motivation or “mastery - orientation” (Schraw & Aplin, 1998; Strange, 1999). These students are seen as capable of handling challenges and tend to enter college with personal academic motivation. On the other hand, students who do not differ significantly on GPA's but are fearful of failure and stress over their academics are referred to as “learned helpless students” (Schraw & Aplin, 1998; Strange, 1999). African Americans, just as all students, fall into both the mastery oriented and learned helpless student categories. The main advantage of knowing the academic framework for different students is that institutions can prepare to assist students with all academic motivation types.

In a study conducted by Rowley (2000), African American college students were assessed to determine the various types of educational utilities and performance levels that exist within this population. Education utilities in this case referred to the value a student places on doing well in school and getting a good education. Performance referred to the academic achievement of students. Out of this research, several student profiles emerged that proved diversity within the African American student population exists. The idealistic achievers and the idealistic low achievers were the most prominent profiles present in the study (Rowley, 2000). Idealistic achievers are described as students who feel education is useful and have above average academic records. Idealistic low achievers are described as students with low academic records but who maintain a positive outlook on education. However, academic

indicators regardless of performance levels do not tell the whole story about African American student success. It appears that students regardless of their academic achievement must have confidence in their abilities in order to be motivated to succeed. The value of having knowledge of the different profiles of students in levels of achievement and educational utility is that it assists student affairs professionals in developing programs that can continue to motivate students of all academic profiles.

Activities that broaden an African American student's access to networks of support through relationships tend to enhance student adjustment by helping the student develop a comfortable base (Hewitt, et al., 1990; Schwitzer, 1999). Student organizations provide opportunities for social integration and student development. As presented in a descriptive model, Schwitzer, et al. (1999) cites the following three elements that serve as barriers to African American student integration at PWI's: underrepresentedness, direct perceptions of racism, and difficulty approaching faculty. The value of knowing the three barriers to student integration is that they become targets of prevention, development, and consultation ideas for student affairs professionals. The entire campus through the help of Multicultural Offices can work together to improve campus life.

When looking at the impact of campus programs, which are in the form of student activities and organizations, Chickering found that the various components of involvement contribute to the development of student competence, autonomy and interdependence, interpersonal relationships, and humanistic concerns or volunteerism (Chickering, 1977; Evans, et al., 1998).

Researchers find it hard to determine whether students entering college with pre-college leadership skills and involvement, develop skills prior to college or develop them after they become involved (Kimbrough, 1998; Schuch & Laverty, 1983). In either case, millennium students can use participation in extracurricular activities to either obtain leadership skills or sharpen the skills they already possess to make them more marketable in the workforce.

In a study conducted by Chavous (2000), African American students were on average, members of two campus organizations. The researcher also found that of the two organizations in which African American students were involved, one was an organization based on ethnic principles. This demonstrates that minority students tend to join organizations with which they can identify. The need for ethnic organizations in PWI's is still strong because these organizations can provide student support and address belongingness. Not only do these organizations provide kinship, they also promote comfort for joining other organizations.

Other student organizations, such as Greek organizations, have provided enormous leadership opportunities (Horowitz, 1987; Kimbrough, 1998). Becoming a member of a Black Greek Organization seems to confirm the idea that students who become involved in an ethnic organization branch out and become active in other collegiate activities (Kimbrough, 1998). As a result of their participation, these students seem to gain more confidence and leadership practice. Unfortunately, compared to Greek Students, other non- Greek African

American students were less involved and perceived their own levels of leadership as being low.

When predicting African American student organizational involvement by type, Mitchell and Dell (1992) found that racial identity attitudes were more predictive of participation in cultural organizations than participation in non cultural ones. In research on racial or identity development, conducted by Phinney (1996), minority group members must examine and question pre-existing assumptions, ideas, and attitudes regarding their ethnicity prior to reaching identity achievement. Several models on ethnic development by Helms (1990), Cross (1991), and Phinney (1996), all suggest that ethnic identity is the combination of personal experiences or interactions with family, community, and society, which influence one's understanding of identity and ethnicity (Phinney, 1989; Phinney, 1996; Cross, 1991; Rentz, et al. 1998). For college students the ultimate goal or final step in ethnic and identity development is becoming secure and confident members within their ethnic group. Becoming comfortable, while interacting with students of other groups, is a goal of multiculturalism and overall human development (Phinney, 1996). Phinney (1996) found that there is a positive correlation between students with high levels of ethnic identity acceptance and high self esteem across all ethnic groups. Ethnic identity formation is relevant to student development because involvement in cultural and ethnic activities relates to attitudes and behaviors students carry with them as they interact with people from all groups in society (Phinney, 1996). This demonstrates that all students, including African Americans, who have high

levels of self esteem and are comfortable within their own ethnic identity become involved on campus.

The characteristics of the millennium minority student vary on elements such as previous academic success, leadership, involvement, and several others. When encouraging minority students to get involved on campus, through the use of mentoring relationships, African American students create networks that support their academic and social integration. Such efforts provide students with the opportunity to have their developmental needs met, which leads them to be persistent students who are retained by their institution.

Higher Education Institutions have utilized their student affairs departments to meet the needs of minority students through their programming. At Georgia Southern University (GSU), a public institution, the Multicultural and International Student Center serves to support minority students. GSU is a predominantly white institution with a growing minority population. The campus is located in Statesboro, Georgia, where the recruitment rate of African American students is about 24%. Along with the University of Georgia Board of Regents, GSU established the Minority Advisement Program (MAP) to address the needs associated with incoming minority students (King, 1997; Georgia Southern University Fact Book, 1996). This outreach program that targets freshman and transfer minority student concerns provides programming and support services that deal with study skills, essay writing, time management and other issues related to academic and general campus concerns. The mentoring element of the program trains upperclass minority students to work with incoming students.

The upperclass minority students are considered peer helpers (MAP Sponsors) who offer tips, opportunities for social connections, and any other information to incoming students. The mission of MAP Sponsors is to assist freshman or transfer minority students with their transition to campus life (King, 1997; Georgia Southern Fact Book, 1996). The main focus of the program is to introduce students to campus services and to provide an opportunity for new students to get to know others. The MAP participants for the current study are in two groups: MAPEES (freshman or transfer minority students) and MAP Sponsors (minority peer helpers).

This descriptive study will identify selected characteristics of the participants in the Minority Advisement Program and describe their organizational involvement by answering the following research questions:

- 1) What are the characteristics of MAP Participants based on their age, classification, major, and their college residence (on or off campus)?
- 2) Are the academic backgrounds of MAP participants characteristic of the millennium college student?
 - A) Are MAP Participants' SAT Scores different from the SAT scores of college bound seniors?
 - B) Are MAP Participants' high school GPA's different from high school GPA's of college bound seniors?
- 3) Does the organizational involvement of MAPEES differ from upperclassmen?

- A) Were MAPEES and MAP Sponsors highly involved during high school?
 - B) Were MAPEES and MAP Sponsors currently involved in organizations beyond the MAP Program?
 - C) Have MAPEES gotten involved within their first semester of college?
- 4) What types of organizations interest MAP Participants based on high school and college involvement?

METHODS

Participants

The sample attends a mid sized public university in the southeastern United States with a total student population of 14,184 (Fall 2000 Student Information Reporting System File). Undergraduate students are 89% of the total population (7722 females and 6462 males.) African American students are 26.3% of the total population (2278 females and 1458 males). Although the MAP Program is open to all minority groups, of the 1624 African American freshman students, 944 females and 680 males eligible for the program , 423 students are enrolled. For the current study, of the 423 African American students enrolled in the program, 53 or 13% participated, 35 female MAPEES and 18 male MAPEES. Of the MAP Sponsors used in the current study, 7 are male and 10 are female, or 17 out of a possible 20 Sponsors. The total number of participants is 70 students (53 MAPEES and 17 MAP Sponsors). Table I provides the gender breakdown for the participants in this study.

TABLE I

Number and Percentages of MAP Participants by Gender

	MALE		FEMALE		TOTAL	
	n	%	n	%	n	%
MAPEES	18	34	35	66	53	100
MAP SPONSORS	7	41	10	59	17	100

Instruments

The data collection instruments were a high school grade point average and SAT score release form and questionnaire that inquired about the student's past, current, and future student organizational involvement. The MAP Questionnaire, developed by the researcher, had three separate parts. The first part asked demographic information including: gender, age, classification, major, and residence.

The second part inquired about organization involvement in high school by type. The types available for high school involvement were: Student Government, Sports, Foreign Language Clubs, Music and Performance groups, Cheerleading and Pep Squads, Honor Societies, Student Media, Academic Clubs, and Other. Respondents were asked to identify the number of organizations in which they were participants during high school based on organization type listed in the first column.

The third part of the questionnaire asked the respondents to identify their current and future organizational involvement as college students. Participants were asked to put the number of organizations by type for the organizations they are presently members and for the organizations they plan to join in the future. The types of organizational types available in this section were Personal/ Leadership, Interest Groups, Greek Organizations, Honors and Awards, Academic/ Professional, Production and Performance, Recreation and Sports, Religious and Spiritual, Community/ Volunteer Service and Other. In the final column, the respondent was asked to write in the name of the organization(s).

Procedure

Approval from the Institutional Review Board was requested and received for the current study. During their first semester of enrollment for the 423 MAPEES, enrolled in MAP, a letter of consent accompanied by a questionnaire and grade/SAT release form were mailed to each student. Students under the age of 18 were asked not to complete the forms. The data were collected by return mail or by questionnaires and permission forms that were picked up during three separate MAP programs held in the Student Union. The final follow up data collection for MAPEES was done by telephone. MAP Sponsors were given the consent letter, permission form, and questionnaire to complete during one of their group meetings. High school grade point averages and SAT scores were provided by Banner, the student information data base, and the Multicultural and International Student Center with permission from the director of the center.

Data Analysis

Descriptive statistics were calculated using Microsoft Excel and Statistical Package for Social Sciences.

RESULTS

The descriptive research design used in this study addressed the research questions and provided information on selected student characteristics. Table II provides information for research question 1: What are the characteristics of MAP participants based on age, classification, major, and residence? MAP participants were representative of the millennium generation based on the information. Minority students involved in the MAP Program and in this study were 64% female. The mean age for the MAPEES was 18 years old, and 20 for the MAP Sponsors, showing that the participants of this program are traditional college age students. MAPEES were classified mostly as freshmen. Only 1 out of the total 53 students in the sample was a transfer student, indicating that most of the participants in the program were first time freshmen. Of the 17 peer helpers or MAP SPONSORS in this sample, 47 percent of them were classified as Seniors. Juniors accounted for the next highest with 29% and sophomores with 24%. Only 17% of MAPEES were undecided about their major and the majority of the students majored in programs in the College of Liberal Arts and Sciences (23%) and the College of Science and Technology (26%). All MAP Sponsors had declared a major, with the highest amount majoring in programs within two colleges: The College of Science and Technology (35%) and The College of Health and Professional Studies (24%). MAPEES tended to live on campus by 87%, while MAP Sponsors tended to live off campus by 70%.

Table II

Summary Measures of MAP Participant Demographic Characteristics

Age Means	MALE	FEMALE	TOTAL
MAPEES	18yrs.	18yrs.	18yrs.
MAP SPONSORS	21yrs.	20yrs.	20yrs.

MAPEES	MALE		FEMALE		TOTAL	
Classification	n	%	n	%	n	%
<i>Freshmen</i>	18	100	34	97	52	98
<i>Transfer</i>	0	0	1	3	1	2

MAP SPONSOR	MALE		FEMALE		TOTAL	
Classification	n	%	n	%	n	%
<i>Sophomore</i>	1	14	3	30	4	24
<i>Junior</i>	3	43	2	20	5	29
<i>Senior</i>	3	43	5	50	8	47

MAPEES Major	MALE		FEMALE		TOTAL	
By College	n	%	n	%	n	%
College of Business	3	17	6	17	9	17
College of Education	0	0	3	9	3	6
College of Health & Professional Studies	0	0	5	14	5	9
College of Liberal Arts & Social Sciences	2	11	10	29	12	23
College of Science and Technology	8	44	6	17	14	26
Undecided	5	28	4	11	9	17

MAP SPONSOR Major	MALE		FEMALE		TOTAL	
By College	n	%	n	%	n	%
College of Business	0	0	2	20	2	12
College of Education	0	0	2	20	2	12
College of Health & Professional Studies	2	29	2	20	4	24
College of Liberal Arts & Social Sciences	1	14	2	20	3	18
College of Science and Technology	4	57	2	20	6	35

Research question 2 asked if the academic backgrounds of MAP Participants were characteristic of the millennium college student? MAPEES academic record indicated that they were more a part of the millennium generation than MAP Sponsors. High School Academic records were obtained using high school GPA's and SAT scores. This information is provided in Table III and shows that SAT scores are representative of the millennium generation for MAPEES. The average SAT score for MAPEES is 965 with a standard deviation of 104.6. The national average of African American college bound seniors who took the SAT in 2000 is 860 and 1019 for all college bound seniors (College Board, 2000). This indicates that MAPEES had SAT scores that are above the national mean for African American college bound students and slightly below the mean for all college bound students (54 points difference). The high school GPA's for MAP participants were different from the national average. The average GPA for all college bound seniors who took the SAT in 2000 is 3.26. The mean high school grade point average for MAPEES is 3.11 with a standard deviation of 0.43. The mean high school grade point average for MAP Sponsors is 2.94 with a standard deviation of 0.41. Both groups had high school GPA's that were slightly below the national average of college bound seniors.

The third research question examined the organizational involvement of MAPEES to see if their participation differed from upperclass minority students. Table IV provides the average number of organizations MAPEES and MAP Sponsors participated in during high school. It also provides the average number

of organizations MAP participants currently participate in and the average number of organizations they plan to join in the future.

Table III
Means and Standard Deviations of SAT Scores and GPA's.

SAT Scores	Male		Female		Total	
	M	SD	M	SD	M	SD
MAPEES	984	102.7	955	105.8	965	104.6
MAP SPONSORS	880	69.1	937	93.2	914	86.7

High School GPA	MALE		FEMALE		TOTAL	
	M	SD	M	SD	M	SD
MAPEES	3.00	0.41	3.20	0.45	3.11	0.43
MAP SPONSORS	2.81	0.32	3.02	0.43	2.94	0.41

Note. GPA's are on a 4.0 grade scale.

Table IV

MAP Participants' Average Number of Organization Involvements For High School and College

MAPEES				MAP SPONSORS			
	Male	Female	Total		Male	Female	Total
Average # of H.S. Organizations	3	6	5	Average # of H.S. Organizations	4	5	4
Average # of Current College Organizations	1	1	1	Average # of Current College Organizations	3	5	3
Average # of Future College Organizations	3	3	3	Average # of Future College Organizations	1	1	1

MAP participants were involved in extracurricular activities in high school. On average, MAPEES participated in one more student organization than MAP Sponsors. Currently, both groups were currently involved in activities beyond the MAP program, where MAP Sponsors participate in two more activities than MAPEES. MAPEES have gotten involved on campus within their first semester. In the future, MAPEES are interested in joining an average of three more organizations. MAP Sponsors are not as interested in joining more organizations in the future.

The fourth research question asked what types of organizations interest students in the MAP Program. The focus of this question is on: the types of organizations students were a part of in high school, the types of organizations that students have current membership, and the types of organizations they would like to join in the future. Tables V-VII all present the types of organizations students were either a part of or are willing to join.

High School Involvement Interest

MAP Participants were involved in the following types of organizations: student government, honor societies, sports, music and performance, and foreign language clubs. Currently, MAP participants are interested in joining special interest groups, production and performance groups, and personal or leadership groups. Table V provides information regarding MAP participant high school involvement. Combined, the MAP participants, MAPEES and MAP Sponsors, participated in sports at rates of 57% and 59% respectively. Both groups participated in literary groups (23% MAPEES, 12% MAP Sponsors),

cheerleading (13% MAPEES, 30% MAP Sponsors) and academic groups (32% MAPEES and 30% MAP Sponsors) the least. MAPEES were most involved in sports during high school and a variety of other activities not mentioned on the questionnaire. Students did not indicate the names of the other organizations where they were members. They only indicated the number of organizations they were a part of for the other category. Male MAPEES participation in sports was the highest high school area of participation with 67% and music and performance was the next highest with 56%. Twenty-one out of thirty-five female MAPEES participated in activities that were not listed on the questionnaire. Their next highest involvement areas were sports, music and performance and honor societies, all with 49% involvement.

Sixty-five percent of MAP Sponsors participated in honor societies. This group of peer helpers also had 59% participation in sports and 53% in student government during high school. Sixty percent of female MAP Sponsors participated in student government, while 80% of female MAP Sponsors participated in honor societies. They participated in literary groups and academic clubs the least. Seventy-one percent of male MAP Sponsors participated in sports activities and 43% in honor societies.

Current College Involvement Interest

Table VI provides information regarding MAP Participants' current student organizational involvement. Most MAPEES are currently participating in student organizations within their first semester of college. Twenty-six percent of all MAPEES, currently involved in campus organizations, were involved in

production and performance groups. The second highest group of MAPEES currently involved on campus, were a part of special interest groups, like NAACP and Black Student Alliance. The involved MAPEES were least likely to be current members of personal/ leadership groups(6%), Greek Life (0%), honors/ awards (0%) , community/ volunteer service (8%), and academic or professional organizations (8%).

MAP Sponsors were currently members of special interest groups at the rate of 59%. They were also involved in personal and leadership development groups (53%), academic and professional organizations (41%) and community / volunteer service (35%). MAP Sponsors were least likely to be currently involved in recreational/ leisure activities (6%), and other activities not mentioned on the questionnaire (6%). When looking at both groups of MAP participants, the only current student organization in which both had levels of involvement were special interest groups with a total 22 out of 70, or 31%.

Table VII provides information regarding the future organizational involvement for MAP Participants. MAPEES were most interested in joining personal or leadership development groups at 74%. They were also highly interested in joining the following type groups: recreation and sports (45%), community/ volunteer service groups (42%), special interest groups (42%), and production and performance groups (32%). Male MAPEES were the most interested in joining recreation or sports teams at 67% and special interest groups and academic and professional groups the least (6%). For female MAPEES, they were the most interested in joining special interest groups at

60% and personal and leadership development groups at 57%. Female MAPEES were the least interested in joining honors and awards groups at 31%.

MAP sponsors were not as interested in joining other student organizations, besides MAP compared to MAPEES who were interested in getting further involved on campus (ratio of MAP Sponsors to MAPEES who want to participate in other groups 6 to 26). Forty-six percent of all MAP Participants are interested in joining other organizations.

MAP Sponsors were most interested in joining the following types of organizations: Greek organizations (33%), special interest groups (18%), honors and awards groups (18%) and recreation, leisure and sports groups (18%). MAP Sponsors were the least interested in joining additional personal and leadership development groups (6%), academic or professional groups (6%), production and performance groups (6%), and religious/spiritual groups (6%). Female MAP Sponsors were most interested in joining Greek organizations (40%), and least interested in joining academic or professional groups (0%). Male MAP Sponsors were the most interested in joining Greek organizations (29%) and least interested in joining all the other organization types listed.

Table V
MAP Participants' High School Involvement By Organization Type

MAPEES	MALE		FEMALE		TOTAL	
Organization Type	n	%	n	%	n	%
<i>Student Government</i>	1	6	15	43	16	30
<i>Sports</i>	12	67	17	49	30	57
<i>Foreign Language Clubs</i>	3	17	18	51	21	40
<i>Music and Performance</i>	10	56	17	49	27	51
<i>Cheerleading (Pep Squad)</i>	0	0	7	20	7	13
<i>Honor Societies</i>	3	17	17	49	20	38
<i>Literary (Newspaper, Yearbook)</i>	0	0	12	34	12	23
<i>Academic (Math, Science, Social)</i>	4	2	13	37	17	32
<i>Other</i>	5	28	21	60	26	49
MAP SPONSORS	MALE		FEMALE		TOTAL	
Organization Type	n	%	n	%	n	%
<i>Student Government</i>	3	43	6	60	9	53
<i>Sports</i>	5	71	5	50	10	59
<i>Foreign Language Clubs</i>	1	14	4	40	5	30
<i>Music and Performance</i>	2	29	4	40	6	35
<i>Cheerleading (Pep Squad)</i>	0	0	5	50	5	30
<i>Honor Societies</i>	3	43	8	80	11	65
<i>Literary (Newspaper, Yearbook)</i>	0	0	2	20	2	12
<i>Academic (Math, Science, Social)</i>	2	29	3	30	5	30
<i>Other</i>	1	14	4	40	5	30

Table VI
MAP Participants' Current College Involvement By Organization Type

MAPEES	MALE		FEMALE		TOTAL	
	n	%	n	%	n	%
<i>Organization Type</i>						
<i>Personal / Leadership</i>	0	0	3	9	3	6
<i>Special Interest</i>	1	6	11	31	12	23
<i>Greek Life</i>	0	0	0	0	0	0
<i>Honors/ Awards</i>	0	0	0	0	0	0
<i>Academic/ Professional</i>	0	0	4	11	4	8
<i>Production/ Performance</i>	1	6	13	37	14	26
<i>Recreation/ Sports</i>	4	22	6	17	10	19
<i>Religious/ Spiritual</i>	1	6	9	26	10	19
<i>Community/ Volunteer Service</i>	0	0	4	11	4	8
<i>Other</i>	1	6	3	9	4	8

MAP SPONSORS	MALE		FEMALE		TOTAL	
	n	%	n	%	n	%
<i>Organization Type</i>						
<i>Personal / Leadership</i>	3	43	6	60	9	59
<i>Special Interest</i>	3	43	7	70	10	59
<i>Greek Life</i>	2	29	0	0	2	12
<i>Honors/ Awards</i>	1	14	3	30	4	24
<i>Academic/ Professional</i>	3	43	4	40	7	41
<i>Production/ Performance</i>	1	14	1	10	2	12
<i>Recreation/ Sports</i>	1	14	3	30	4	24
<i>Religious/ Spiritual</i>	1	14	0	0	1	6
<i>Community/ Volunteer Service</i>	3	43	3	30	6	35
<i>Other</i>	0	0	1	10	1	6

Table VII
MAP Participants' Future College Involvement By Organization Type

MAPEES	MALE		FEMALE		TOTAL	
	n	%	n	%	n	%
Organization Type	n	%	n	%	n	%
<i>Personal / Leadership</i>	6	33	20	57	26	74
<i>Special Interest</i>	1	6	21	60	22	42
<i>Greek Life</i>	2	29	15	43	17	32
<i>Honors/ Awards</i>	3	17	11	31	14	26
<i>Academic/ Professional</i>	1	6	12	34	13	25
<i>Production/ Performance</i>	2	29	15	43	17	32
<i>Recreation/ Sports</i>	12	67	12	34	24	45
<i>Religious/ Spiritual</i>	0	0	14	40	14	26
<i>Community/ Volunteer Service</i>	7	39	15	43	22	42
<i>Other</i>	0	0	4	11	4	8

MAP SPONSORS	MALE		FEMALE		TOTAL	
	n	%	n	%	n	%
Organization Type	n	%	n	%	n	%
<i>Personal / Leadership</i>	0	0	1	10	1	6
<i>Special Interest</i>	1	14	2	20	3	18
<i>Greek Life</i>	2	29	4	40	6	33
<i>Honors/ Awards</i>	1	14	2	20	3	18
<i>Academic/ Professional</i>	0	0	1	10	1	6
<i>Production/ Performance</i>	0	0	0	0	1	6
<i>Recreation/ Sports</i>	0	0	1	10	3	18
<i>Religious/ Spiritual</i>	0	0	1	10	1	6
<i>Community/ Volunteer Service</i>	1	14	1	10	2	12
<i>Other</i>	0	0	0	0	1	6

DISCUSSION

MAP participants in the new millennium are representative of other college bound students with their academic records. In high school they were highly involved in extracurricular activities and have continued their involvement in college. MAP participants were most active in groups that were related to sports, performance, and student government. Currently, MAP participants are interested in activities that promote leadership and personal development and special interest, which includes ethnic based groups. MAP participants have progressed from performance and sports related activities to activities that contribute to personal development.

The demographic information provided by the questionnaire shows that most of the participants in the MAP program are female. This is consistent with the literature that of the African American students on predominantly white campuses most are females. The other demographic information provided by the questionnaire indicates that MAP Participants are living on campus and are interested in majors related to Science and Technology. This information is consistent with millennium students, and their proposed majors. Among college bound students, 49% of the students who took the SAT in 2000, indicated that they were interested in majoring in Science or Technical areas (Digest of Education Statistics, 1999). The age of the participants indicates that the program is serving a traditional age population, or students under the age of 25.

Although in recent years, the Digest of Education Statistics (1999) has found that the number of older students has increased, just as the rate of traditional aged students has risen by 6%.

In order to engage students with their campus and get them involved in campus programs, it is important to examine their access to campus facilities and resources (Gloria, et al., 1999). The majority of MAPEES in the sample live on campus and the Sponsors tend to move off campus as they matriculate and become more comfortable with their environment. It appears that for the MAPEES living on campus, they are within reach of social activities provided through the residence halls and student union.

The current participants in the MAP program have academic backgrounds, as shown by their SAT scores and GPA's, that are representative of the millennium generation. MAPEES in particular have SAT scores and high school GPA's that are closely related to the general population of college bound students. Knowing the academic backgrounds of all student populations, especially special populations, that have programs designed to fit their needs can be helpful in establishing tutoring programs, and any other academic related programming that becomes a tool for the University to use. In order to retain African American students at PWI's, it is important to have a recruiting tool, such as the Minority Advisement Program that aids in college transition. According to a study conducted by Fleming and Garcia (1998), standardized tests are not the best predictive tool in understanding African American persistence. They

suggest that in some instances, standardized tests predict academic performance for white students better than they do for minorities. With this idea, they concede that when recruiting students of all races and backgrounds, an effort should be made to use other means to identify students who would have a better academic fit at their institution or develop ways to examine possible adjustment problems faced by all students (Fleming & Garcia, 1998). The MAP participants appear to have the academic ability that allow them to succeed at GSU and seem to also be highly motivated to become involved on campus.

The second phase of this study focused on MAP participant organizational involvement. MAPEES have gotten involved on campus within their first semester at college in high rates. Other than participating in the MAP program, they are getting involved in Production and Performance groups (theater, choirs, and bands) and Special Interest groups. The special interest groups that were named most frequently on their questionnaires were the National Association for the Advancement of Colored People and Black Student Alliance. These two groups can also be considered cultural groups or civil rights organizations that are easily identifiable to most students. In order to connect with campus, students tend to be drawn to organizations that will provide social support in the form of ethnic or special interest groups. Joining these groups are known to produce high levels of student satisfaction that hopefully translates into student retention (Brown, 2000).

All of the MAP Sponsors participated in other student organizations. Like the MAPEES, they participated in Special Interest groups. The majority of

current college participation on the part of the MAP participants, was a continuation from high levels of high school involvement. Students were members in an average of four organizations in high school and wish to join at least three organizations in college.

The final focus of the current study was to examine the variety of campus organizations that MAP participants were interested in joining. The majority of MAPEES were interested in joining Personal Development or Leadership groups, Community or Volunteer groups or Recreation and Leisure groups. This may suggest that the millennium student is excited about developing personal leadership skills that they can use in the future in their careers. Most of the programs that allow students to develop leadership skills are those that have a peer education or training component (Badura, et al., 2000). Leadership seems to improve through training and through practical experience dealing with other students. MAPEES also show that recreation and leisure is important to them, along with serving the community. Most of the respondents demonstrated a large interest in joining the Habitat for Humanity group, which is a very visible group. The groups that they plan to join later in their college career seem to move away from special interest groups. As for MAP Sponsors, as they near graduation, their focus on organizational involvement decreases. They were most interested in joining Greek organizations that tend to develop arenas for stronger bonds with family and peers (Kimbrough, 1995). It seems likely that Greek Organizations are important groups to join in the future, for all students.

According to Kimbrough (1995), Greek life can increase student motivation and performance and overall add to student satisfaction.

By knowing that students are interested in helping others and developing personal leadership skills, student affairs professionals can use this information to design programs, student groups, and departmental workshops. Student organizations can become a student's home away from home, and it is important that these groups are healthy environments that promote student development. Strengthening student interaction and leadership development will be a benefit to our campuses and the nation.

Limitations

The major limitation for this study was participation rate and resulting sample size. Considering there were 423 MAPEES in the program, it would have been better to have a higher return rate on the questionnaires. For the sample used, it would have been better to choose students who are not involved in the MAP program to determine the levels of their involvement as minority students.

Results of the current study were also limited by the MAP Questionnaire. The questionnaire was constructed by the researcher and used information that was completely self reported. There was no test pilot administered for this questionnaire and it had not been tested for validity or reliability.

Implications for Practice

Minority students are entering college with characteristics similar to other entering freshmen. With mean SAT scores that are higher than the national average, students are predicted to have high levels of academic success. Tutoring services should not be eliminated, but increased. Students should also be given more opportunities to join organizations that promote social integration. The results of this study are consistent with the literature that says African American students are interested in joining special interest or ethnic organizations within their first semester in college. Student organizations can have a positive effect on students' campus connection, leadership development, and stress management or overall wellness. They need access to groups that they can initially identify with and find social support. Student affairs professionals should advertise their available services and make them appealing to students so they do not go unused.

Kuh, et al. (1988), suggests that since cultural experiences shape students' lives regardless of their expectations, needs and aspirations, productive opportunities must be provided for student attachment. As mentioned earlier, multicultural programming can be a strong component to leadership and personal development. With a focus on leadership, it is important for student affairs professionals to integrate training or learning opportunities dealing with life issues outside of the classroom. All members of the campus community can benefit from the varieties of cultures present, through organizations and programs that unite groups. Above all, learning the types of organizations

minority students were apart of in high school can help both student organization coordinators and multicultural offices facilitate growth within student groups. Student organization coordinators and multicultural offices can work together to monitor competence levels, encourage interpersonal interactions, increase levels of commitment which will all cultivate student interdependence (Chickering, 1977; Evans, et al., 1998).

Student affairs professionals should also pay attention to racial identity development theories as they assist students in full student development. Tatum (1992; Evans, et al., 1998) suggests that when student affairs professionals and faculty encourage students to learn more about their racial and ethnic development, it improves the entire campus climate. Campus faculty and staff should also make an effort to improve their services by researching and implementing elements of racial and ethnic theories when they work with students of various backgrounds.

African American male college enrollment is low in the sample of MAP participants and in most colleges and universities. African American male role models among faculty and staff are also few in number (Schwitzer, et al., 1999). This makes finding African American male mentors available for mentoring programs difficult to find. Despite this shortcoming, the presence of Black Greek Letter Organizations can help combat the lack of campus role models. These organizations are also important to retention and persistence for this sub-population because they promote kinship and leadership.

Future Research

Informational interviews that asked more in depth questions about student involvement interest and reasons for joining particular organizations over their college life could be used in follow up studies about minority student involvement. Longitudinal research design could also be helpful. By observing students from enrollment to graduation and assessing their organizational involvement, we can gain information on involvement trends. Rowley (2000) has found longitudinal studies to be useful in determining academic and social gains throughout student developmental periods.

In future research on minority student organizational involvement and academic success, it would be best to distribute the questionnaires after first semester grades are received. By looking at first semester grades, researchers could observe how many organizations students joined and how well they performed academically. Other areas of interest for determining the ingredients for African American college student success can be discovered after examining the following factors: leadership skill development, kinship and support within ethnic student groups, stress management and over involvement, and the influence of personal goals and goal attainment on student organizations. Finally, student affairs professionals should collaborate in their efforts with other campus departments to ensure sub populations of students have access to organizations that promote interpersonal interaction and leadership opportunities.

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Appendices

Appendix A

IRB APPROVAL LETTER

Georgia Southern University Office of Research Services & Sponsored Programs Institutional Review Board (IRB)	
Phone: 912-681-5465	P.O. Box 8005
Fax: 912-681-0719	Ovrsight@gasou.edu Statesboro, GA 30460-8005

To: Joyya P. Smith
Leadership, Technology & Human Development

Cc: Dr. Dale Grant, Faculty Advisor
Leadership, Technology & Human Development

From: Mr. Neil Garretson, Coordinator
Research Oversight Committees (IACUC/IBC/IRB)

Date: October 9, 2000

Subject: Status of Application for Approval to Utilize Human Subjects in
Research

After an expedited review of your proposed research project titled "Characteristics of MAP Participants and their Organizational Involvement," it appears that the research subjects are at minimal risk and appropriate safeguards are in place. I am, therefore, on behalf of the Institutional Review Board able to certify that adequate provisions have been planned to protect the rights of the human research subjects. This proposed research is approved through an expedited review procedure as authorized in the Federal Policy for the Protection of Human Subjects (45 CFR §46.110(7)), which states: (7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

However, this approval is conditional upon the following revisions and/or additions being completed prior to the collection of any data: 1. Please revise the informed consent document to reflect the correct phone number for contacting the IRB Coordinator, 912-681-5465. If you have any questions, comments, or concerns about these conditions of approval, please do not hesitate to contact the IRB Coordinator. Please send a copy of all revised and/or additional materials to the IRB Coordinator at the Office of Research Services and Sponsored Programs (PO Box 8005).

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the exempted research protocol, you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, whether or not it is believed to be related to the study, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary you must notify the IRB Coordinator prior to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, please notify the IRB Coordinator so that your file may be closed.

Appendix B

STUDENT CONSENT LETTER

Dear MAP Participant:

My name is Joyya P. Smith, graduate student in the Higher Education Student Services Program. Currently, I am working on my thesis and I am very interested in obtaining your input for my research. My topic deals with describing the MAP Participants in the New Millennium and their Organizational Involvement. I would like to get your feedback on how MAP has affected your transition into college life. In order to complete this task, I need your help.

I am asking that you take 20 minutes or less to complete the attached questionnaire. I would also like your permission to obtain your Grade Point Average, again for the purpose of this study. Please do this by filling out the information attached to this letter. If you are under the age of 18, please do not complete the survey. All the information that you provide will be held in confidence and used solely for the purpose of this research. Also, know that you may refuse to answer any of the questions. This information will only be used for group analysis and will not be singled out by individual. Once the data has been analyzed for my thesis, it will be destroyed.

Please return the survey and "Permission to Obtain GPA" form to the drop box in the Multicultural and International Student Center, Rosenwald Building, as soon as possible. If you have any questions regarding this research project, please contact me at 681-2141, or at joyyasmith@email.com. If at any time you have concerns about your rights as a research participant in the study, you may contact the Institutional Review Board Coordinator at the Office of Research and Sponsored Programs at (912) 681-5565.

Thank you for your commitment to research. I really appreciate all of your contributions to information pertaining to the Minority Advisement Program. With this information, GSU will be able to better serve its students. If you would like to know the results of this study, please consult the GSU library.

Sincerely,

Joyya P. Smith

Appendix C

PERMISSION FORM

Permission to Obtain High School GPA and SAT Score

The Minority Advisement Program in the New Millennium: A Profile of Student
Participants

I am aware that by filling out this form, I have given my permission to be a participant in this study. As a participant, I will allow the researcher to obtain my High School GPA and SAT score for the purposes of statistical analysis. I understand that this information will be held in confidence and that I am releasing this information voluntarily. There is no penalty for my non - participation in this study. Finally, I understand that my Social Security Number will be used only to obtain and verify the correct GPA and SAT score.

Print Your Full Name Social Security Number

Signature

Date

**Please return the enclosed survey and permission form As Soon As
Possible!!! Thanks**

Appendix D

MAP QUESTIONNAIRE

Please complete the following form and return it as soon as possible.

Gender: ___ Male ___ Female Age: ___ Major: _____
 Classification: ___ Freshman ___ Sophomore ___ Junior ___ Senior ___ Transfer
 I live: ___ On Campus ___ Off Campus

Instructions: Please write the number of organizations you were a part of during High School for each organizational type. Please write the name of the organization in the space provided.

High School Involvement

Organization Type	# of Organization	Name
Student Government		
Sports		
Foreign Language		
Music and Performance		
Cheerleading or Pep Squad		
Honor Societies		
Literary (Newspaper, Yearbook)		
Academic (Math, Science)		
Other		

Instructions: Please write the number of organizations you are currently a member of and write the number of the organizations you plan to join in the future by type in the corresponding boxes. In the last box, please write the name of the organization.

College Involvement

Organization Type	Current	Future	Organization Name
Personal /Leadership (ex.SGA)			
Special Interest (ex. NAACP)			
Greek Life			
Honors and Awards (ex. Golden Key)			
Academic / Professional (ex. Biology)			
Production / Performance (ex. Umoja)			
Recreation / Leisure / Sports			
Religious / Spiritual			
Community Service (ex. Top Step)			
Other			

Appendix E

FINAL IRB APPROVAL LETTER

Georgia Southern University
Office of Research Services & Sponsored Programs

Institutional Review Board (IRB)

Phone: 912-681-5465

P.O. Box 8005

Fax: 912-681-0719

Ovrsight@gasou.edu

Statesboro, GA 30460-8005

To: Joyya P. Smith
Leadership, Technology and Human Development

Cc: Dr. Dale Grant, Faculty Advisor
Leadership, Technology and Human Development

From: Mr. Neil Garretson, Coordinator
Research Oversight Committees (IACUC/IBC/IRB)

Date: November 28, 2000

Subject: Status of Conditional IRB Approval to Utilize Human Subjects in
Research

The Institutional Review Board (IRB) Committee has received your revised and/or additional application materials for the approved research titled, "Characteristics of MAP Participants and their Organizational Involvement." You have satisfactorily met the conditions of your Institutional Review Board (IRB) approval, as detailed in the October 19, 2000 approval letter.

Please remember that this approval is in effect for one year (10/19/00 – 10/19/01) and if at the end of that time there have been no substantive changes to the approved methodology, you may request a one year extension of the approval period.

Good luck with your research efforts, and if you have any questions, comments, or concerns about the status of your approval, please do not hesitate to contact me.