To the Graduate Council:

I am submitting herewith a dissertation written by Marsha Parks Provost entitled "A Study of Environmental Factors Which Influence the Persistence of Black Students at The University of Tennessee at Chattanooga." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

Fred Venditti, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:

Vice Provost
and Dean of The Graduate School

A STUDY OF ENVIRONMENTAL FACTORS WHICH INFLUENCE THE PERSISTENCE OF BLACK STUDENTS AT THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Marsha Parks Provost

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DEDICATION

This project is dedicated to my parents, Forrest J. and Bernetta L. Parks, for their loving support and encouragement.

To my husband, George H. Provost and my son, Geoffrey, I am eternally indebted for their personal sacrifices during the course of this endeavor.

I am especially grateful to the many mentors in my life thus far, including my extended family, especially Ms. Doris P. Cherry and Mr. and Mrs. J. C. Moultrie; my godmothers, Mrs. Kathryn Peddrew and Mrs. Catherine Barbour; my teachers in the Greensboro Public School System; and the Faculty and Staff at Hampton University.

And finally I dedicate this effort to the students in this study and others, for whom, in the words of the Hampton University Alma Mater, "my life has done and will do the singing," in hopes that invisible barriers may be made visible and thus removable, so that more of God's given talents may be placed in service of mankind.

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ABSTRACT

The participation of black students in higher education is declining even though the number of black students graduating from high schools is increasing. Other researchers have linked the difference in persistence of black students at white and black institutions to elements in the environment.

This research focused on elements in the environment of an historically white, public university to determine the extent to which factors in the environment such as availability of mentors, peer group, involvement in campus organizations, residence, ethnicity, and work site influence satisfaction or alienation with the institution and therefore influence persistence of black students. The study included 169 black students enrolled full-time during the Spring, 1988, semester at The University of Tennessee at Chattanooga. The survey instrument consisted of the College Student Satisfaction Questionnaire, the University Alienation Scale, and original questions formulated by the researcher. It had 128 items to be answered using a five-point Likert scale. The instrument also asked students to list five things they felt made the University attractive and five things they would change to make it more attractive to black students.

Findings show students were generally dissatisfied with the environment. No correlation was found, using the Pearson product moment coefficient, between satisfaction and grade-point average, low grade-point average and alienation, or satisfaction and membership in

campus organizations. Statistically significant correlations were: negative correlations between alienation and academic compensation and alienation and academic integration and a positive correlation between satisfaction and hours spent on campus.

Analysis of variance was used to test for significant differences in satisfaction among students with and without mentors, various types of peer groups, residences, and gender. No significant differences were found.

In their original comments, students stated they would change the environment to have more black faculty, year-round events with black speakers, seminars and programs, and more courses on blacks. They found the campus facilities, athletics, and location in an urban area to be attractive features.

Recommendations are offered for retaining black students in college.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	The Problem	9
	Purpose of the Study	11
	Importance of the Study	11
	Assumptions	15
	Limitations and Delimitations	16
	Definition of Terms	18
	Organization of the Study	23
II.	REVIEW OF LITERATURE	25
	Background	25
	History	29
	Theory	31
	Environmental Factors	39
	Alienation	39
	Satisfaction	42
	Ethnicity	46
	Work Site	47
	Mentoring	48
	Curriculum	50
	Peer Relationships	51
	Number of Faculty and Staff	52
	Intent to Go	52
III.	METHOD	53
	Hypotheses	53
	Additional Responses Which Show Student Perceptions of the Environment	54
	Subjects	55
	Survey Instruments	55
	Procedures	58
IV.	ANALYSIS OF DATA AND DISCUSSION OF FINDINGS	61
	Introduction	61
	Purpose of Study	61
	Selection of Setting	62
	Design of the Study	62
	Collection and Analysis of Data	63
	Chapter Organization	64
	Data Related to Research Hypotheses	64

CHAPTER PAGE

Data Related to Environmental Factors 70
Work Site 71
"Intent to Go" 72
Ethnicity 74
Elements Which the Students Find Attractive and Unattractive 76
Incidental Findings 78
Patterns of Membership in Organizations 78
Correlation of Satisfaction and Academic Integration . 80
Summary of Findings 80
Discussion of Findings 82

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 93

Summary 93
Conclusions 96
Recommendations 98

LIST OF REFERENCES 101

APPENDIXES 109

Appendix A 110
Appendix B 112
Appendix C 121

VITA 127

LIST OF TABLES

TABLE		PAGE
1.	Correlations for the Six Research Hypotheses UTC--1988 .	65
2.	Difference in Satisfaction of Resident and Nonresident Black Students--UTC 1988	67
3.	Analysis of Variance Results to Determine the Difference in Satisfaction of Black Students With and Without Mentors--UTC 1988	68
4.	Frequency Responses for Black Students Having Mentors--UTC 1988	69
5.	Analysis of Variance Results to Determine the Difference in Satisfaction of Students Based on Peer Group Affiliation	70
6.	Difference in Satisfaction of Black Students by Gender--1988	71
7.	Frequency Distribution of Location and Hours of Employment Reported by Participants	72
8.	Percentage of Black Students Responding to Statements Regarding Bean's Intent to Go	73
9.	Percentages of Black Students Responding to Statements Regarding the Presence of Elements of Afrocentric Culture in the UTC Environment--1988 . . .	75
10.	Aspects of the University of Tennessee at Chattanooga Which Black Students Find Attractive	77
11.	Aspects of the University Which Black Students Would Change About The University of Tennessee at Chattanooga to Make It More Attractive to Black Students	77
12.	Membership of Black Students in Campus Organizations at UTC--1988	79
13.	Memberships Held by Black Students in Historically Black Organizations and Mainstream Organizations at UTC--1988	80

CHAPTER I

INTRODUCTION

Black Americans have viewed education as the primary vehicle by which they move into and advance in mainstream America. Yet in the decade of the 1980s, numerous reports including Arbeiter (1987), Heller (1986), Hirschorn (1988), and Wilson and Melendez (1984) have emerged indicating that the rate of participation of black Americans in higher education is rapidly declining. This trend has ominous implications for black Americans as individuals, as members of the largest minority group in American society, for other minority groups, and for the whole of American society.

The trend is significant in that fewer blacks are entering professions and acquiring skills needed for full participation in an increasingly technological culture. Likewise, the trend is alarming, since it occurs less than a generation after the occurrence of one of the major human rights struggles in history which was waged to enable full access for blacks and other minorities to educational, economic, political, and social institutions in the United States.

Not only has education been viewed as a mechanism for inclusion in America and its "dream," but also it has been the essence of a deeply rooted value for black Americans. For much of their three hundred year existence in this country, blacks were denied even the opportunity to learn to read. They have had to struggle against social oppression,

social custom, loss of heritage, and the law itself to acquire the opportunity to pursue education. Since it had been illegal in some states and considered unnecessary in other states to educate blacks, post-Civil War America had few resources or institutions where the newly emancipated slaves might seek learning opportunities. Therefore, in the late 1800s schools had to be created to accommodate the overwhelming need and desire for education on the part of blacks. (Watson, 1979)

Despite repressive, recalcitrant, and resistant attitudes in the majority population, blacks managed in less than a century to move from being a nonliterate to essentially a literate population. Having acquired basic skills and desiring to pursue the further academic experiences which would lead to opportunities for advancement in mainstream sectors of American life, blacks again challenged the system in the 1950s for access to mainstream educational institutions. (Rowan, 1985)

Now, not quite forty years later, with legal access to mainstream educational institutions, the success of blacks in acquiring an education is diminishing. The majority of blacks who seek a college education are enrolled in historically white institutions. The issue for blacks in the late 1980s is, thus, one of persistence in and graduation from these institutions.

Current conditions are incongruous with regard to black participation in higher education. More blacks are graduating from high school, yet fewer enter college (Wilson and Melendez, (1984). Richburg (1985) reported the findings of AASCU as follows:

> A report this year from the American Association of State Colleges and Universities (AASCU) found that between 1975 and 1981, although the number of blacks graduating from high schools increased by 29 percent, the percentage of those college eligible blacks going on to college dropped 11 percent. (p. 9A)

The number of blacks in four-year higher educational institutions at the undergraduate and graduate levels is down from a high in 1978. Eighty percent of blacks now attend predominately white institutions, yet it is historically black institutions which grant over 34 percent of the baccalaureate degrees conferred on them. In the article "National Research Council Shows Tuskegee Produces More Doctorates," (1986) Black Issues in Higher Education reported the leading institutions which granted the baccalaureate degree to minority doctoral recipients over the period 1920-84. The leading institutions for blacks were all historically black colleges and universities. The situation for blacks at historically white institutions has been described as a revolving door (Francisco, 1983).

The seriousness of the failure of black students to survive in higher education has implications far beyond the families who would choose for their children to have a college education. Education has been valued by blacks as a vehicle for social and economic mobility and freedom. In addition to the desires of this minority populace, it is beneficial to the society at large to have educated, employable, and productive citizens rather than pay for sustenance and/or support through various penal, rehabilitative, or welfare systems. Richburg (1985) stated:

> There is a broad consensus from students and educators that a problem exists. And because higher education has come to be viewed as the best avenue for any group trying to escape the cycle of poverty, the declining numbers for blacks could lead to what Poussaint called a "permanent black under-class". (p. 9A)

According to Cartwright (1987), there are economic implications for the nation with the decline in black enrollment.

> Recent declines in minority enrollment in U. S. higher education, particularly for Black Students, will have a future economic impact on the nation. . . . By the year 2020 minorities are expected to comprise 35 percent of the total U. S. population. Blacks will make up 14 percent. (p. 1)

Several keynote speakers at "The Conference on the Decline of Black Enrollment in Higher Education: A National Dilemma" held in St.Louis, Missouri, February, 1988, made presentations that concurred with Cartwright's assertion above that by the year 2020 the United States population will be composed of at least one-third minority group members. Dr. Arnold Mitchem stated at the conference:

> In 1950, there were seventeen workers for each retiree. By 1992 there will be three workers for each retiree. Between 2010 and 2020, the "baby boom" generation will retire. Current trends and patterns show a disproportionate number of minorities are dependent on public resources. Unless something is done quickly, we will have a decline in living standard. (February, 1988)

Higher education itself is no less a victim. At a time when substantial turnover is predicted to occur in the professoriate in academe, the pipeline is sparsely populated with potential black candidates. Currently, when higher education personnel search for trained academicians in various subject areas, such as engineering, mathematics, and chemistry, few are found. When answers are needed for

pressing problems, such as effective means of educating black children and other minorities, only a few black persons are available to raise alternative ideas, conduct research, and put forth possible solutions. Cartwright (1987) wrote:

> Recruiting minority faculty and staff to higher education may also be difficult since the pool is shrinking. . . . Between 1975 and 1984 the number of doctoral degrees awarded to Black students actually declined from 1057 to 1049. (p. 1)

The debate about survival of minorities in higher education has been heightened with the excellence versus access issue. In this debate, many voices have refused to be silent and accept the exclusion of many blacks from higher education based solely on ACT and SAT scores and higher admission standards. There would otherwise have been tacit acceptance of the deficit explanation for failure of blacks in the system. The fact that blacks score lower than whites on standardized tests such as ACT and SAT is presumed due to low self-esteem, heredity, socioeconomic deficits, poor academic preparation, and cultural inadequacies. The validity of these instruments as somewhat exclusive predictors of success in academia has also been challenged.

> There is considerable evidence that traditional measures such as standardized tests and high school grades are not as valid for Blacks as they are for whites. . . . The negative outcomes in admissions for Blacks include being rejected for admission because of invalid measures or being accepted on the basis of lower standards that may result in reduced self-esteem of Black students and the increased probability that white students and faculty will stereotype Blacks as less able than whites. (Sedlacek and Webster, 1978, p. 487)

Popular during the 1950s and 1960s, according to Boykin (1986), the deficit model has been used as the theoretical basis for compensatory programs and teaching approaches. Emphasis has been placed on helping black students to overcome deficiencies of culture and child-rearing practices which were identified as different from commonly accepted "middle-classed" methods of socialization and acculturation. Likewise, until recently the failure of blacks to persist and successfully earn degrees in historically white institutions has been attributed to the deficiencies of culture, child rearing, and early education. Such results were rationalized as valid by the quantitative measures of ACT and SAT scores. Several authors have questioned reliance on these scores as the major predictors of success for blacks students. Allen (1986) further stated, "However, predicting black academic achievement proves more problematic on white than black campuses. . . . This is probably due to the many factors described above which negatively impact black students on white campuses" (p. 10).

Research has been conducted on the "environment" in higher education since the 1960s. However, the results have been targeted toward the student development and residential life aspects of colleges and universities. The relationship between this aspect of college life and academic achievement has been at best a very loosely coupled arrangement. However, the comment from Allen above and the research by Fleming (1984), Allen (1986), and others demonstrated that in the case of black students the environment is a key element which can enhance or impede academic success.

The environment in historically white institutions had not been the focus of scrutiny until researchers began to discover discrepancies in the success, persistence, and graduation rates of blacks in historically black institutions and blacks enrolled in historically white institutions. With admittedly fewer resources, money, facilities, and terminally degreed faculties, historically black institutions have produced substantially more graduates who successfully enter and function in the professions and who successfully compete in graduate programs often at historically white institutions. Previous research emphasis on the environment put the onus solely on black students in terms of lack of affiliation, poor social skills, lack of ability to assimilate into the mainstream, nonassertiveness, and poor self esteem. The need for institutions to examine their environment was the subject of a special conference in 1987. There Jaschik (1987a) noted that:

> Colleges must make radical changes in their structure, values, hiring practices and the way they treat students if they want to attract more minority students and professors. (p.1)

Contemporary research has uncovered other factors which seem to contribute to persistence. These factors involve the commitment by institutions to accept and incorporate blacks students, discover and implement appropriate learning systems, enhance the availability of mentors, and exhibit a willingness to assimilate blacks and their culture into the institutional environment. Cheatham (1988) has graphically showed the interface of Eurocentric and Afrocentric cultures which collide in the environment of historically white universities. (See Figure 1, Appendix A.) The findings of Allen (1986) indicate

"academic performance is, however, significantly related to student satisfaction and with involvement in college life" (p. 32). This conclusion is consistent with the findings of the Study Group on the Conditions of Excellence in American Higher Education (1984).

Several contemporary trends add to the urgency of this issue. Minority populations--blacks and Hispanics--are expected to increase with the next few decades. Problems are already evident with regard to success of these students in elementary and secondary schools. The current dropout rate and functional illiteracy rate is alarming. According to Wilson and Melendez (1984):

> The prospect of a population that may be 35 percent minority by 2020, coupled with the alarming statistics for minority educational attainment, makes it clear that we are headed for a crisis the consequences of which can be devastating to the country's continued prosperity and well being. (p. 18)

Job opportunities require at least basic academic skills. As the complexity of jobs increases, those jobs requiring minimal skills will decrease. Added technology will also be a crucial factor. Hence more education will be essential for the most basic of jobs.

The above scenarios intimately involve higher education in a number of ways. Higher education produces teachers and the majority of decision-makers in business, industry, government, and civic life. In addition, research in higher education provides the basis for many public and business policies and guidelines.

In summary, the crisis of blacks in higher education is also the crisis of some other minority groups. Unless resolved, it will be the crisis of an entire society.

I. THE PROBLEM

The recent reports of decline of numbers of black students enrolled in higher education have focused attention on why blacks fail in educational settings. Though much has been written about persistence of black students, until recently little attention has been directed toward environmental factors which contribute to the success of these students in higher education. Previously, the failure to persist had been attributed to poor background, lack of intellect, finances, and socialization. Environmental factors came to the fore when authors such as Allen (1985), Astin (1985b), Clewell and Ficklen (1986), and Fleming (1984) began to examine institutions where blacks are succeeding. More needs to be done in finding factors which promote success, particularly in predominately white institutions where 80 percent of blacks enroll for higher education.

From this perspective, results of a survey at The University of Tennessee at Chattanooga provided this researcher with an excellent opportunity to explore factors which may influence persistence of black students in an historically white institution.

In 1986, the Planning Council of The University of Tennessee at Chattanooga (UTC), commissioned a survey of various internal and external constituency groups and publics to determine their perceived image of the University. One of the constituent groups was black students enrolled at UTC. In response to the survey statement, "I would attend UTC again if I had to do it over" (Brodsky, Biderman, Kleiman,

and Smullen, 1986), black students were overwhelmingly negative in their response.

When report findings were presented to a meeting of the Council, this finding was noted as significant by the principal researcher. Several Council members also expressed concern at the strength of the negative response. The survey was not designed to elicit specific elements which would explain such a response. Yet without specific information about the factors which contributed to the negative response, no appropriate solutions for the problem of black students' negativism toward UTC could be developed. For example, there are several dimensions of this response which were left unclarified, such as the following:

1. Is the dissatisfaction widespread among all black students at UTC?
2. Is there alienation with UTC as an institution, or higher education as an experience?
3. Would disaffection cause students to drop out of college?
4. Or will disaffection promote transfers to other universities?

Therefore, the general problem for this research centers on the fact that although the total number of black students who are eligible to participate in higher education by virtue of high school graduation and rising SAT/ACT scores is increasing, the actual number who are participating is declining (Blake, 1987). New research is giving evidence that factors leading to the degree of satisfaction or

alienation with the university experience by black students may contribute to their persistence in higher education.

II. PURPOSE OF THE STUDY

The purpose of this study was threefold: First, it was undertaken to determine the degree of satisfaction and alienation among black students at UTC. Second, the study sought to determine the impact of the following environmental factors on the persistence of black students toward graduation: (a) involvement in campus organizations; (b) work site; (c) residential status; (d) campus peer group; (e) mentoring relationships; (f) commitment by the University; (g) presence of blacks in the curriculum; (h) opportunity to retain cultural heritage; (i) academic integration--degree of comfort in the classroom; (j) degree of affiliation with the University. Finally, it provided a way to have black students describe the University environment by indicating five aspects of the University which they found attractive and five aspects they would change.

III. IMPORTANCE OF THE STUDY

Black students persist less well and earn proportionately fewer degrees from historically white institutions than from historically black institutions. Predictive measures such as ACT and SAT help to explain the differential success of blacks at historically black

institutions but not at historically white institutions (Allen, 1986). Hence, research regarding black students and the environment of the historically white institution may provide vital information relative to the persistence of black students in such institutions. Using the framework of research on environment and psycho-social development, the study sought to determine the strength and relevance or irrelevance of the negative feelings expressed by black students at UTC and to gain some idea of whether these factors would contribute to persistence of these students in this institution.

The University of Tennessee at Chattanooga is a primary campus of The University of Tennessee system. It is an historically white institution which focuses on undergraduate education and selected graduate programs. In 1985 black students composed 12 percent of the student body and constituted the largest minority population on the campus (Gross, 1986, p. 13). As of Fall 1987, there were 779 black students at The University of Tennessee at Chattanooga, constituting 11 percent of the student body (Pinder, 1988). There are several factors which contribute to the significance of the study even though it focused on a single institution.

1. The University is included in the mandate of the 1984 Stipulation of Settlement in the case of Geier vs. Alexander. As a result of this settlement, higher education institutions in Tennessee made a commitment to develop and implement desegregation strategies to increase the percentages of black faculty, staff, and students at all state institutions.

2. In 1985 The University of Tennessee at Chattanooga raised its admissions standards. Research commissioned by the University indicated that this change could have a negative impact on the percentage of black students eligible to attend. (p. 13)

3. The University has developed definite strategies including the employment of minority personnel and the use of minority grants to enhance recruitment of black students. Yet during the past three years, (as indicated above) black student enrollment has declined at UTC.

Perhaps more specific strategies are needed to retain black students in addition to those outlined in the Stipulation. An examination of the environment at The University of Tennessee at Chattanooga from the perspective of currently enrolled black students may assist the institution in creating an environment which will help deter further decline. The compelling importance of ending the decline is stated in the primary purpose of the Stipulation:

> The primary purpose of this Stipulation of Settlement is the elimination of Tennessee's dual system of higher education. This purpose includes the maximization of educational opportunities for black citizens of the State of Tennessee and the improvement of educational opportunities for black citizens of the State of Tennessee. The parties agree that statewide access to public higher education in the State of Tennessee by black students and the degree of black presence in faculty and administrative positions statewide will not be decreased as a result of the implementation of the provisions of this Stipulation. It is the intention of the parties that the dismantling of the dual system shall be accomplished in such a way as to increase access for black students and increase the presence of black faculty and administrators statewide and at the historically white institutions. (Geier vs. Alexander, 1984, p. 2)

In view of the above factors specifically relating to The University of Tennessee at Chattanooga, this study should help in identifying factors which will help maintain the current enrollment of black students and enhance their persistence with respect to pursuit of a degree.

Another important contribution of this study will be its focus on newly discovered factors in the higher education environment relating to persistence of black students in higher education which have not been emphasized in the literature. According to Allen (1986):

> There is an urgent need to improve the lot of black students enrolled at these schools [predominantly white campuses]. General limitations in our knowledge about educational process in institutions of higher learning hamper efforts to improve black student experiences and outcomes. (p. 3) Of all the problems faced by black students on white campuses, those arising from isolation, alienation, and lack of support seem to be the most serious (p. 6).

Such factors involve significant relationships, perceptions of affiliation with the institution and commitment by the institution not just to recruitment, but to the retention of black students. Specifically, new emphasis is being placed on mentor relationships, assimilation of students and their cultures, and overt signs of commitment by institutions to the success of black student populations. This study may reveal the presence or absence of some of these factors and their relative importance to black students at The University of Tennessee at Chattanooga. Clewell and Ficklen (1986) and Richardson, Simmons and de los Santos (1987) have surveyed institutions which seem to retain black students to determine consistent trends and found that, while several

while several trends emerged, there was no universal set of trends common to all institutions. This research may also contribute to this emerging body of knowledge. Brodsky's, et al. (1986) finding, along with data from several other national studies showing a trend toward a decline in black student participation in higher education, make further research on this topic at The University of Tennessee at Chattanooga timely, relevant, and important to the institution. It also offers the possibility of contributing to the contemporary strain of research which is investigating the persistence of blacks in colleges and universities generally. Furthermore, the researcher considers the need for this investigation a way of addressing comments which have been made by black students and others to her in her professional capacity as a counselor. Yet, to the knowledge of the researcher, no formal research of this kind has been conducted at UTC with regard to the degree of satisfaction or alienation of black students within the institution.

IV. ASSUMPTIONS

The following assumptions were basic to this research:

1. Black students can learn and, therefore, can successfully participate in higher education.

2. Current compensatory programs have been built on the deficit model with regard to assimilating blacks into higher education.

3. Full participation of blacks in mainstream educational institutions has been a long-held and valued goal of the black community.

4. Factors which contribute to success in black institutions have relevance for black students and perhaps other minority groups in white institutions.

5. Black success in colleges and universities is of value to American higher education and the society at large.

6. There are research perspectives and research questions with regard to blacks in higher education which have not been fully explored and/or adapted for policies or program development.

7. Some faculty members are interested from one or more of the following perspectives in factors which contribute to success of black students: research, experiential, professional, teaching, or personal.

V. LIMITATIONS AND DELIMITATIONS

This study had three primary delimitations. The first was that the study considered the black student population of one historically white institution. The information elicited was expected to be of benefit to the planning and program development aspects of this campus. While a broader research base can be helpful, the researcher is unaware of any previous research on this population and its particular needs at this institution. Hence, the researcher believed the study would help to generate needed data about the black students at The University of

Tennessee at Chattanooga which could then be compared to studies of a broader nature.

The second delimiting factor was that all data gathered for this study project were obtained from black students. A substantial amount of research has been done on comparisons of black and white students. That research has established that there are differences among the two groups. According to Allen (1985):

> It [his study] argues for the within-group, comparative study of Blacks (and by inference other minorities) in educational settings. Effective policymaking requires knowledge about how the educational experiences of Black students differ. We have extensively studied Black-white differences but the record on Black-Black and Black-other minority differences is more limited. It is time to redress the imbalance. Until we do so, Black progress toward the goal of educational equity, and eventual social equality will be impeded. (p. 147)

In many instances, difference has been attributed to alleged black deficiencies or other alleged negative factors. The deficit model has failed to discern information about the natural attributes for blacks and to determine how these strengths can be utilized positively to achieve or accomplish tasks and goals or promote success in higher education.

The third delimitation is that the researcher chose to limit the pool of black students to those undergraduates who had been enrolled in the University for at least one semester. Attendance for at least one semester gives students a better perspective about the institution, unclouded by natural adjustment factors which accompany any change.

One limiting factor should be identified. The University of Tennessee at Chattanooga is currently in its 18th year as a

state-supported institution. In the preceding 82 years the institution was a private liberal arts institution. The heritage of both kinds of institutions remain prevalent in campus attitudes today. Therefore, some responses may have been influenced by this combination of historical events.

VI. DEFINITION OF TERMS

Academic compensation--This construct is used to describe the attitude of the student regarding the student's perception of the balance between the effort expended to achieve a particular academic reward and the actual reward received for that effort. An example would be the student's perception of the balance between how much effort was used in study for an examination and the reward (usually the grade) that the student received. In this study, the construct is measured by one of the scales of the College Student Satisfaction Questionnaire. (Betz and Menne, 1971)

Academic integration--This construct is used to describe the degree to which the student feels accepted by faculty and students at the University. In this study, the construct is measured by one of the scales of the College Student Satisfaction Questionnaire.

Affiliation--The Random House College Dictionary Stein (1967) provides two helpful definitions for the development of this concept: (1) to bring into close association or connection, and (2) to intimately unite in action or interest. The concept of affiliation in this study

refers to a type of bonding and identification with the total university. This would include customs, traditions, and atmosphere wherein students feel they belong and are accepted. Such an environment exists through implied or tangible commitments, allocation of resources, or other behaviors.

Afrocentric--This concept describes the philosophy, value system, and cultural identity of American people of African descent. Boykin (1983) and Cheatham (1988) have used this construct to explain the influence of African heritage on American blacks. This influence has been observed in the behaviors and belief system of black Americans and is being used to contribute to understanding of the "lack of fit" of blacks in some institutions. A comparison of Afrocentric and Eurocentric views appears in Appendix A in the form of a model authored by Cheatham (1987), which shows the impact of Afrocentric and Eurocentric views on black students in higher education.

Boykin (1983) describes the core values of the belief system for Afrocentrism as follows:

> This belief system has eventuated in a core set of values, the most discernible and important of which are (1) a rhythmic-music-movement orientation, (2) an emphasis on affect, (3) communalism, (4) expressive individualism, (5) a social time perspective, (6) orality, and (7) a person-to-person orientation. (p. 342)

Castelike Minority--John Ogbu (1986) differentiates minority groups into three categories: autonomous minorities (the Amish, Jews, and Mormons), immigrant minorities (Chinese, Filippinos, Japanese, and Koreans) and castelike minorities (blacks, Hispanics, native Americans,

Puerto Ricans). He uses the term "castelike" to indicate a social "stratification more rigid than class" (1986). Further, according to Ogbu (1986), castelike minorities were not incorporated into this country on a voluntary basis, but were instead relegated to menial positions, a situation that was sanctioned by "legal and extralegal devices" (p. 627). Social custom and legal differentiation separated these groups from the majority population. Distinct cultures developed which accommodate the above structure. Even after the removal of legal sanctions, the social behaviors and interactions remain similar to the former state. Ogbu also attributes the structure as contributing to limited aspiration levels of the minority group and, hence, failure to develop some traits present in the majority group as due to lack of opportunity. Castelike minorities exist in a number of countries and need not involve different racial groups. Ogbu has identified castelike minorities in Japan, Israel, Sri Lanka, India, Nigeria, and the United States.

Deficiency Approach--This term describes a philosophy that permeated research according to Boykin (1986) and Scott (1978) from about 1930 through the 1960s. It presumed to account for differences between black and white children as the result of some inadequacy in heredity, culture, or social functioning. As a result, many of the educational and social programs were built on removing the deficit in black children's lives. This approach was especially critical of child-rearing practices of blacks. It ignored positive aspects of black culture and essentially found it inferior to the majority culture.

Environment--According to The Random House Dictionary (Stein, 1967), environment is "an aggregate of surrounding things, conditions or influences, especially as affecting the existence or development of someone or something" (p. 477). In the higher education environment, there are procedures, rules, customs, guidelines, behaviors, and traditions which define, regulate, motivate, or sanction the interactions and behaviors of persons within the collegiate setting. There are many environmental forces which affect student persistence. For the purposes of this study, environmental factors specifically focus on the following: (1) involvement in campus organizations; (2) work site; (3) residential status; (4) campus peer group; (5) mentoring relationships; (6) commitment by the University; (7) presence of blacks in the curriculum; (8) opportunity to retain cultural heritage; (9) academic integration degree of comfort in the classroom; and (10) degree of affiliation with the University.

Intent to Go--This concept is adapted from the work of John Bean (1982, 1985) on the "drop out syndrome." It identifies behaviors which describe the likelihood of the student's departure from college prior to earning a degree.

Involvement--This concept has been developed by Alexander Astin in his work Achieving Educational Excellence (1985a). It is also advanced as follows in the report of the Study Group on the Conditions of Excellence in American Higher Education (1984):

> By involvement we mean how much time, energy, and effort students devote to the learning process. There is now a good deal of research evidence to suggest that the more time and

> effort students invest in the learning process, the more intensely they engage in their own education, the greater will be their growth and achievement, their satisfaction with their educational experiences, and their persistence in college, and the more likely they are to continue their learning. (p. 17)

Measurable activities which show involvement include: participation in campus organizations/activities; employment on campus; campus residence; interaction with faculty both in and outside the classroom; interaction with student peers; and devotion of considerable time to study.

Mentor--Gysbers and Associates (1984) describe a mentor as a "knowledgeable and experienced person who helps a less knowledgeable and less experienced person" (p. 330). The guide (mentor) encourages, corrects, enlightens, and supports the novice. The guide promotes growth and development in the novice. The term "mentor" encompasses that of role model but extends beyond that, implying personal interaction, personal commitment, and personal inspiration between the guide and the novice. The mentoring relationship promotes growth on the part of the mentor as well as the novice.

The term originates from the mythological character, Mentor, in whose charge Odysseus had left his family. Mentor was guide and confidant for Telemachus, the son of Odysseus. The Random House College Dictionary (Stein, 1967) describes the mentor as a wise and trusted counselor. The mentor relationship has existed in many forms in higher education--between faculty members, faculty and graduate assistants, and faculty members and students. Recently, it has also regained prominence as a relationship helpful in the world of work outside academia.

Noncognitive variables--These are factors exclusive of academic performance which contribute to the adaptation and persistence of students in higher education. Tracey and Sedlacek (1985) identified ten such variables which promote persistence and are particularly predictive for black students on white campuses: (1) global, positive self concept; (2) realistic self appraisal; (3) an understanding of and ability to handle personal and institutional racism; (4) ability to work toward long-term rather than short-term goals; (5) availability of persons who are supportive of academic goals; (6) previous successful experience in a leadership capacity either in an organization or informal group; (7) community service or involvement such as in church or community agencies; (8) academic familiarity or coordination of extracurricular interests and activities with academic interests and goals. Using the Noncognitive Questionnaire, Tracey and Sedlacek have established these factors as valid predictors of persistence of black students in higher education.

VIII. ORGANIZATION OF THE STUDY

This study is organized into five chapters. Chapter I includes an introduction, the problem, purpose of the study, importance of the study, assumptions, limitations and delimitations, definition of terms and organization of the study.

Chapter II is a review of the literature and includes background, history, theory, and environmental factors.

Chapter III describes methodology used in the study and includes hypotheses, additional responses which show student perceptions of the environment, subjects, survey instruments, and procedures.

Chapter IV, an analysis of data and discussion of findings, includes purpose of the study, selection of setting, design of the study, collection and analysis of data, chapter organization, data related to research hypotheses, data related to environmental factors, elements which students find attractive and unattractive, incidental findings, summary of findings, and discussion of findings.

Chapter V presents a summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF LITERATURE

I. BACKGROUND

The decline in the number of black students in higher education has been widely reported in both academic and popular literature. Arbeiter (1987), Blake (1987), Cordoza (1986), Ebony (1985), Richburg (1985); Schwartz and Wingert (1987); Williams, Crawford, Yonce, Allen, Brooks, and Spitzer (1987), Wilson and Melendez (1984), and the Ebony article "Experts have mixed views on how blacks in various fields will fare by 2000" (1985) were representative of the variety of sources which have reported the decline. The Carnegie Foundation for the Advancement of Teaching (1985) reported research on enrollments of minority groups at the undergraduate, graduate, and professional levels from 1976 to 1984. It indicated "the most serious declines have been experienced by blacks" (Carnegie Foundation, 1985, pp. 35-36). The report showed black undergraduate enrollment at 865,147 in Fall, 1976, rising to 932,055 in Fall, 1980, thus showing a 7.7 percent increase for the period. By 1984, enrollment had declined to 830,986--a 10.8 decline from 1980. From 1976 to 1984, there was a net decline of 3.9 percent.

Several of the above sources agreed with the trend of the Carnegie Foundation. Arbeiter (1987) cited several other demographic sources and concluded: "Black enrollments in colleges are falling. . . . There may

be questions about the accuracy of some of the data, but the trend for black college enrollment in the 1980s is down, no matter which data base is utilized" (p.14). The trend was further described by Blake (1987):

> From 1970 to 1977, black enrollment in higher education nearly doubled from 522,000 to 1.1 million, but was still 25 to 30 percent below parity. After 1977, enrollment increases leveled off in the 1980s; enrollment began to decline in all sectors, with graduate enrollment down by 19 percent since 1976.
>
> We have seen no similar declines for other minorities--in fact, women and other minorities continued to increase their gains. No demographic reasons lie behind this decline. The absolute number of blacks aged 18 to 24 increased. The proportion of black high school graduates increased as did their absolute numbers. (p. 10)

Other authors also related that the decline in black participation occurred despite other growth factors such as increased population in the 18 to 24 age cohort group, increased graduation from high school, and increased population in other minority groups in higher education.

Cordoza (1986) stressed the implications of the decline:

> Minorities represent a growing segment of the college age population, but their presence on campus is declining. Colleges are going to have to look at this group of students and how to retain them, or they'll go out of business. (p. 8)

A more ominous view was reported by Richburg (1985) as he quoted psychiatrist Dr. Alvin Pouissant:

> And because higher education has come to be viewed as the best avenue for any group to try to escape the cycle of poverty, the declining numbers for blacks could lead to what Pouissant called a permanent black underclass. (p. 9A)

Wilson and Melendez (1984) and Blake (1987) indicated that the decline in black students at the undergraduate level was having an

impact on graduate school enrollments. James Blackwell, professor of James Blackwell, Professor of Sociology at University of Massachusetts/ Boston mwas quoted in the article "The Downturn in Black Doctorates" in Change Magazine (1987) as follows:

> In 1978, the 61,923 black graduate students represented 6.2 percent of total graduate enrollment. By 1980, both the absolute number and percentage of black graduate enrollment had dropped to 60,138 and 5.5 percent. . . . It is currently estimated by the National Center for Educational Statistics that blacks constitute less than 4.8 percent of all enrollment in our nation's graduate schools. (p.18)

The downward trend in production of black professionals (who require graduate education) was also noted by, Wilson and Melendez (1984), and in "Experts have views on how blacks in various fields will fare by the year 2000" in Ebony (1985).

A further confounding trend was the discrepancy of graduation rates between black students in predominately white and predominantly black institutions. Allen (1987), Ebony (1985), and Fleming (1984), and the article "Black students at which colleges: Learning to Cope" in Ebony (1985) indicated that 75 to 80 percent of all black students enrolled in four-year institutions were in predominantly white institutions. Yet only 60 to 66 percent of all degrees earned by blacks were granted by historically white institutions. Further, when researchers examined the baccalaureate institutions of black doctoral level students, the majority have been historically black colleges. This trend indicated that though black students were admitted to white institutions, their chances of graduation were seriously limited.

The "revolving door" dilemma was noted as a primary concern in a report issued by the State Higher Education Executive Officers. Jaschik (1987b) quoted T. Edward Hollander, chair of the committee which prepared the report:

> I think all of us were surprised by the recent declines in black enrollment. . . . He stresses that efforts to recruit more minority students would fail unless retention rates were also improved. We need to improve these students' chances of survival.
>
> Minority students' chances of receiving a degree are from one half to two thirds those of white students. . . . Those odds are not good enough for most minority students to make the tough academic and financial decisions and to face a sometimes hostile campus environment. (p.22)

Allen (1987) indicated that the revolving door at historically white institutions was actually affecting better prepared black students not necessarily disadvantaged students. Fleming's (1984) findings concurred with Allen's results.

Allen (1985) said of this recent trend:

> Far too little research is available about the consequences and implications of this rapid societal change [movement by majority of black students to white institutions]. (p. 134)

Allen (1987), Astin (1985b), Cheatham (1987), Fleming (1984), Hughes (1987), Maynard (1980), and Parker and Scott (1985), have indicated the negative affect on persistence in settings where students do not feel included or involved. Recent research by Allen (1985), Fleming (1984), Hughes (1987), and Sedlacek and Webster (1978) indicated that environmental factors can be significant contributors to

the success or failure to persist of black students in historically white institutions.

II. HISTORY

To blacks, the decline described above was much more than a statistical blip or a numerical cycle. The decline represented a loss for contemporary generations, a threat to future generations, and a breach of faith with past generations. Full participation in the educational system was used by blacks as a buttress against loss of freedom and personhood, access to the American system, and a group value for which many have confronted the system, defied the law, and suffered loss of prosperity and life. An example of the prominence of the quest for education was be discerned from a survey of the persons reported in the article "Forty Who Made A Difference" (Marshall, 1985). Approximately one third of those listed had some linkage with the twentieth century struggle for education for blacks.

Brubacher and Rudy (1976), Franklin (1987), Rowan (1985), Watson (1979), and Wharton (1986) are among those who recounted the historical relationship of blacks and education. The following comment by Watson (1979) summarized the denial of opportunity, yet the sustained value, which blacks have accorded to education:

> Black Americans have always had a love affair with education. Even during the days of slavery, when severe punishment was meted out to those who dared teach slaves to read and write, some blacks acquired literacy and passed their knowledge on to others. In the difficult years following the Civil War, blacks

> saw education as a means of building dignity and respect as well as the skills needed to gain control over their lives. (p.24)

Wharton (1986) indicated the deep rootedness of the value of education in this comment: "The quest for educational opportunity has been largely indistinguishable from the quest for freedom and justice" (p. 1).

Since blacks were barred, first legally, then by social custom, from educational opportunity, confrontation of the system has been a continuing occurrence. Watson (1979) pointed out, "It was no accident that the NAACP placed its primary emphasis on education following World War II" (p.24). The push for full inclusion in that system continues today.

As in the past, the stakes are very high if blacks are not successful in the quest for education in the 21st century. Astin (1982) characterized the current situation: "Currently America's racial and ethnic minorities are grossly underrepresented in higher education and in almost all occupational fields that require a college education" (p.1).

The future imperatives were described in the article, "Experts have mixed views on how blacks invarious fields will fare by 2000," in a special edition of Ebony (1985) which focused on blacks in the future:

> In this increasingly technological world, Blacks are vastly underrepresented in science, mathematics, and technology. Without a continuing interest in Black academic achievement, the year 2000 will find an American society more sharply divided along class and racial lines than today. (p. 130)

Jacobson (1986), The Study Group on the Conditions of Excellence in American Higher Education (1984), and the Carnegie Forum Task Force

(1986) spoke to the need for educational systems to address the needs of minority groups. According to the Carnegie Forum Task Force:

> We do not believe the educational system needs repairing; we believe it must be rebuilt to match the drastic change needed in our economy if we are to prepare our children for productive lives in the 21st century. It is no exaggeration to suggest that America must now provide to the many the same quality of education presently reserved for the few. The cost of not doing so will be a steady erosion in the American standard of living. (p. 44)

III. THEORY

Previous research regarding the persistence of black students has focused extensively on cognitive, psychological, social, or economic issues of those students. Failure to achieve was attributed to poor academic ability and preparation, socioeconomic status which had not provided early educational experiences, or negative self concept. In fact, the preponderance of programs designed to address the entry of blacks into historically white schools has concentrated on correcting some deficiency in the black student. Scott (1978) reported the results of a trend analysis which determined the following:

> The largest percent of research was classified under the categories of disadvantaged. . . . This fact reflects a tendency of educational researchers to focus upon those factors internal to the black student (e.g., poor reading skills) rather than focus on those factors external to the student (e.g., biases within the curriculum). (p.63)

Boykin (1986) and Scott (1978) indicated that the deficiency approach has been used to explain the poor performance of black students in academic settings. This model reinforces the notion that

blacks are different from whites and faults blacks for the difference. Boykin (1986) added the following perspective about the "deficit" approach:

> Most important for our present purposes, the deficiency approach really does little except find fault with Afro-Americans and their life experiences; it does not illuminate the real cultural basis of their orientation to academic settings and tasks. (p.60)

Boykin and Scott found this perspective failed to account for the many aspects of the experience of black Americans which Boykin (1986) described as "The Triple Quandary." "Black Americans must negotiate three realms of experience: the mainstream, the African Rooted Black culture, and the status of being an oppressed minority" (p. 58).

Scott found that the orientation toward finding differences or deficits dominated educational research in the 1970s. Hence much program development, particularly in higher education, centered around correcting deficits. By focusing only on the problems of the individual, however, the intervention strategies failed to address the larger social system which also contributed to the situation of black students (Boykin, 1983).

Some sources--Braddock and McPortland (1981), Parker and Scott (1985), Scott (1978), and Spaights, Kenner, and Dixon (1986)--have mentioned the university environment as a factor in persistence. However, until recently it has been considered of secondary importance with regard to black students. A new focus on the environment emerged as the result of comparative studies focusing on the persistence and development of black students in historically white and historically

black universities. The studies of Allen (1986, 1987), Fleming (1981, 1984), and Nettles, Thoeny, and Gosman (1986) were notable examples.

The study of the interaction of students and the higher education environment became the focus of several researchers during the late 1960s and early 1970s. Huebner (1981) noted that several models which described various person-environment fits for interactions were developed by Stern, Pervin, Moos. The examination of the interaction of students and environment led to the development of several assessment instruments which measure degree of satisfaction. Simply stated, these instruments were used to identify the student perception of the environment and how the environment should be ideally. According to Huebner (1981), some of the instruments which evolved from this framework include the College Characteristic Index, Organizational Climate, and College and University Environment Scales (CUES). Other measures of university climate which focused on faculty and administration views included the Institutional Functioning Inventory and Institutional Goals Inventory.

Corazzini (1981) provided a perspective about the university environment and student success:

> More recently, there has been a greater appreciation for the effect environments have on people. Environments have certain characteristics and are major factors in a student's educational success or failure. When student needs and campus resources effectively match, the probability of dysfunctional stress is reduced. When the environment is mismatched with student needs, stress and frustration usually increase and the environment must adapt. (p. 351)

Corazzini was among several researchers--Aulepp and Delworth (1976), Conyne (1975), and Huebner (1981)--who investigated the impact of the environment on students. Corazzini developed a model to institute environmental redesign. The AIDE model identified a three-part process: assessment, intentional design, and evaluation.

The ecosystem model was recently used by Biggers and Viney (1988) to assess the perceptions of minority students at the University of Wisconsin at Platteville. These authors found the model effective in identifying issues which affected these students and in producing both quantitative and qualitative data useful in problem identification and program development.

Several authors such as Allen (1987), Fleming (1984), Maynard (1980), Nettles et al. (1986), and Spaights et al. (1986) have indicated the impact of environment as a factor in the lack of persistence of black students, particularly in historically white institutions.

According to Braddock and McPortland (1981), "They [educators] also need to be fully cognizant of how different attributes of the colleges themselves affect student persistence" (p. 404).

Since universities are also social systems and often microcosms of the larger society, the impact of customs, traditions, beliefs, and interactions of the larger society would be expected to exist in the university environment. Along those lines, the sociological perspective of John Ogbu (1986) provided important insights into systemic social factors which were operative in the university environment and which may

affect the persistence of black students. This view was important in establishing the context of this research.

It was the conclusion of Ogbu that many of the problems which black students encounter which have been attributed to such factors as lower intelligence and socioeconomic status were actually the result of the impact of a caste system of behaviors learned and implemented by majority and minority group members. Ogbu stated (1986):

> The performance of black Americans on IQ and other tests is not a true measure of their intellectual ability or knowledge. . . . Nor is it due merely to differences between blacks and whites in selected cultural traits. Rather . . . it is the product of black subordination in the caste system; it is partly the result of generations of lack of opportunity for blacks to participate in activities that require and promote certain cognitive and other attributes that, in turn, facilitate higher test performance and school success; it is also the result that certain blacks have made treatment under the caste system treatment that makes it difficult for blacks "as smart" as or "as intelligent" as whites to perform as well as their white peers. (p. 50)

Ogbu studied minority groups in Japan, Israel, Nigeria, India and the United States. In comparing research from these countries, he found the following:

> Most people know about the existence of castes in India, Pakistan, and Sri Lanka; but many may not know that castes and castelike groups also exist in other societies, both nonindustrial and modern industrial societies. Most people probably do not know either that wherever such groups exist and tests have been given, the lower caste groups usually have lower IQ test scores and lower academic achievement than the dominant groups. (p. 31)

He found that the impact of the caste system occurs both within and across racial groups:

> The castelike minorities are also underrepresented in higher educational attainment and in higher education institutions.

> These differences remain when minority and dominant group members are of similar socioeconomic background. What is even more significant is that the gaps in IQ test scores and in academic achievement exist when castelike minorities and dominant groups belong to the same race (e.g., in India, Israel and Japan) as they do when minorities belong to different races (e.g., in Britain, New Zealand and the United States). (p. 32)

Ogbu defined castelike minorities as those minority groups whose historic incorporation into a society was involuntary and who were relegated to "menial positions through legal and extralegal devices" (p. 27). In the United States such groups were identified as black Americans, American Indians, Mexican Americans, native Hawaiians, and Puerto Ricans. Castelike minorities had the following characteristics:

1. Status was acquired at birth and retained throughout life.
2. Castelike members were discerned and treated by the dominant group as inferior. There was resistance to association by the dominant group with the castelike minority in housing, employment, or in the educational system.
3. Castelike minorities did not have political power.
4. Economic subordination served to exacerbate powerlessness.
5. A job ceiling existed for castelike minorities.
6. A pervasive ideology of the dominant group rationalized the menial status of the castelike minority, the economic, political, and social subordination of the castelike minorities. (pp. 39-46)

The civil rights legislation of the 1960s and subsequent affirmative action procedures were presumed to have corrected the last

vestiges of segregation in this country. Yet, Ogbu noted that the removal of the legal barriers which affect castelike minorities did little to change the behaviors of the dominant and minority groups. Ogbu found that with similar castelike minority groups in India and Japan, when legislation officially removed the caste status (India in 1947 and Japan in 1871), the behavior of the dominant groups toward the minority groups did not significantly change.

> However, the formal abolition of the pariah status of these two minority groups [Harijans in India; Burakumi in Japan] has not significantly changed the way their members are perceived and treated by members of the dominant groups of their societies--the Brahmin and other high-caste groups in India and the Ippan dominant group in Japan. In general, the Harijans and Burakumi are still relegated to menial social and economic roles on the basis of traditional conceptions of their caste status. (p. 31)

The relevance of the caste analogy presented by Ogbu to the persistence of black students in higher education was identified in the following ways:

1. The legal barriers preventing the education of blacks and the system of dejure and defacto segregation represented a caste for black Americans.
2. The existence of this historic system shaped how whites perceived and behaved toward blacks and how blacks perceived themselves.
3. Although the legal enforcement of dejure and defacto segregation has been removed, black Americans are still affected by the social systems of customs, whites' perception

of potential, and blacks' perceptions of themselves which are by-products of the previously enforced caste. (p. 29)

The following excerpt from a Rowan (1985) editorial eloquently paralleled the castelike model of Ogbu:

> Why have so few of the blacks really made it? Why have ethnic groups like the Irish and Italians done so much better?
>
> There can be no proper answers to such questions without understanding that blacks are the only major group in America who came here unwillingly, dragged in chains during the slave trade. . . . But it is not just the lingering wounds of slavery that hold blacks back. For more than 350 years now America has been caught up in debates over such fundamental issues of identity as:
>
> Are black people citizens of this country?
> Should blacks be allowed to vote?
> Should blacks be educated?
>
> South Carolina passed a law in 1834 making it a crime to teach either free or slave Negro children. Until the 20th century most Southern states prohibited or discouraged efforts to educate blacks, and the issue of where and how to deliver education to black children is still highly emotional. (p. A7)

Higher education officials have recognized the importance of environmental interactions with black students. This topic was the subject of a meeting sponsored by the National Center for Postsecondary Governance and Finance and the American Council on Education and Education Commission of the States. Jaschik (1987) reported excerpts from that meeting:

> Colleges must make radical changes in their structural values, hiring practices, and the way they treat students if they want to attract more minority students and professors to their institutions. (p. 1)

IV. ENVIRONMENTAL FACTORS

The research of Astin (1985) (1985a, 1985b), Bean (1982), Clewell and Ficklen (1986), Fleming (1984), Richardson et al. (1987), and the Study Group on the Conditions of Excellence in American Higher Education (1984) identified factors in the environment of higher education which influence persistence. The following environmental factors were considered for investigation as potential variables for this study: alienation, satisfaction, ethnicity, mentoring, curriculum, peer relationships, number of faculty and staff, and "intent to go."

Alienation

The concept of the relationship of alienation with the success of black students was a discussion that recurred in the literature. The concept of alienation was formulated by Durkheim (Claerbaut, 1978). His research on alienation and suicide has been used as the model for numerous other investigations. Alienation, as a concept, represented estrangement, social distance, or lack of affiliation by an individual or group of people with groups, institutions, or other kinds of social relationships with which the group would be expected to be a part.

Since the term alienation has been utilized in numerous social settings and is sometimes a global term, it was important to find instruments which could measure degree of alienation relative to a specific institution. When Burbach (1972) tried to measure alienation in student populations in the 1970s, his results were influenced by the

use of the Dean Alienation Scale which measures alienation in the larger society. The research failed to take into account the fact that populations alienated in the general population could reside in higher education, yet this instrument would not reflect the alienation within and specific to the institution. Accordingly, Burbach developed a scale to measure alienation in college populations, the University Alienation Scale.

Several authors have identified alienation from the university environment as an obstacle to black student success. Allen (1987) stated:

> Not surprisingly, black students' educational development is negatively affected when they are treated as unwelcome aliens. Their intellectual growth is undermined by inhospitable conditions where their every action is scrutinized for evidence to support the foregone conclusion that blacks are not qualified and really don't belong at the university. (p.30)

Maynard in a 1980 article stated "the stress of an alien cultural and social environment leads to more frequent academic and other problems for Black students attending predominately white institutions." Cheatham (1988) indicated that black students report higher scores than white students on indices of alienation, powerlessness, and isolation. He indicated that a receptive institutional climate is indispensable to matriculation and graduation from higher education for blacks.

In research with high school students, Moyer and Motta (1982) found that alienation is associated with academic achievement. They found a statistically significant inverse relationship between alienation and

grade-point average. Another finding indicated an inverse relationship between alienation and social involvement. Because Motta and Moyer did not find a statistically significant difference in the scores of black and white students, they could not conclude that alienation was more prevalent among black students. However, they stated that their data suggested that the consequences of the experience of alienation is "more wide reaching for blacks." (p.28). They indicate further:

> When comparisons were made between highly alienated and non-alienated students, highly alienated blacks showed significantly more social and behavioral adjustment problems than did alienated whites. (p.28)

Suen (1983) also studied the relationship between alienation and attrition among black students at a predominately white university. Using the University Alienation Scale (Burbach, 1972) he found that blacks scored higher in alienation than did whites. The scores were statistically significant on the social estrangement scale which defined feelings of loneliness. With regard to attrition, he found that blacks dropped out at a rate of 48 percent compared with a rate of 20 percent for whites. Further, he found a significant correlation among the total alienation score, meaningless scale score, and attrition rate for black students.

Claerbaut (1978) studied black student alienation involving black students from six midwestern, small, liberal arts colleges. His findings indicated that black females scored higher in the cultural estrangement scale which showed social opportunities (dating) were more limited for

them than for black males. Both sexes scored at significant levels on social estrangement.

Smith (1981) quoted findings of Nieves with regard to student alienation:

> In his review of the literature on minority experiences on white campuses, Nieves found feelings of nonentitlement to a college education, loneliness and isolation, withdrawal, and cultural alienation as characteristic of minority students. (p.300)

Satisfaction

The measure of student satisfaction, for many years, has been intertwined with studies in academic achievement and academic persistence. Tinto (1975) was one of the first theorists to analyze the dropout problem as involving more than the grade-point average.

Nettles, et al. (1986) conducted a comparative analysis of black and white students at universities of various sizes and racial composition. Student satisfaction was one of the interactive variables. They found student satisfaction as a significant predictor of achievement for black students. They also found that "high satisfaction has shown a consistent relationship to persistence" (p. 308).

Earlier Betz, Klingensmith, and Menne (1970) discovered the need to measure satisfaction with the campus environment. Contemporary research of that time was focusing on environmental congruence as a predictor of satisfaction. They developed the College Student Satisfaction Questionnaire (CSSQ) as a result.

Fleming (1981) found that satisfaction for black students came from academic achievement, positive interpersonal relationships, extra-curricular activities, and family related activities. She concluded:

> The results suggest that [black] students in a white urban university may divert energy away from intellectual mastery toward filling the interpersonal void created by the alienation and loneliness of being black on a white college campus. (p. 318)

Pervin (1968) found satisfaction a key variable to research by way of investigating individual environment fit. He quoted Sanford with regard to the importance of academic performance and satisfaction: "An environment must be suited to the species. If it isn't the organisms die or go elsewhere" (p. 59).

Among the authors who have reported research dealing with satisfaction and its impact on attrition were Allen (1987), Bean (1982), Clewell and Ficklen (1986), Hardeman (1983), Jones (1979), Lenning (1982), Nettles et al. (1986), Scott (1978), The Study Group on the Conditions of Excellence in American Higher Education (1984), Suen (1983), and Tracey and Sedlacek (1985). The variables which have been utilized in identifying the satisfaction of black students included the following: (1) relevance of the curriculum to minority students; (2) ethnicity--whether the minority group must forsake its own culture in favor of majority customs; (3) institutional commitment; (4) involvement in campus life; (5) mentoring; (6) peer relationships; (7) satisfaction with the number of minority faculty and staff members employed at the university; (8) hours of work per week; (9) work site--on- or off-campus; (10) isolation; (11) positive/negative

attitude; (12) degree of assertiveness, (13) cultural or psycho-social shock; (14) freshmen year GPA; (15) parental support; (16) commitment to graduation; (17) goal orientedness; (18) self-concept; (19) self appraisal; (20) study habits; (21) leadership experience in high school; (22) dedication of campus staff to minority groups; (23) coping strategies; (24) academic performance; and (25) academic competition.

Many studies have found that residence on the campus tended to support affiliation with campus and, hence, higher grades. Fleming (1984) found that at the University of Houston the opposite effect occurred. She found at this urban commuter campus that black nonresident students showed better cognitive development. Her conclusion was as follows:

> For one thing students who commute may have more opportunity to escape the negative influences of daily campus life, influences that extract their toll quietly beneath awareness. . . . If many students at UH are able to leave the campus and return to a family atmosphere supportive of their goals, they may react defensively to racism and isolation but retain the ability to gain something from the classroom. (p.88)

Fleming's group of blacks at the University of Houston was described as high achievers by standard criteria and from higher socioeconomic groups than the comparison groups at Texas Southern. Allen (1987) found that the high achievers were more alienated than lower achievers in his study.

Nettles et al. (1986) reported findings which were consistent with the positive influence of on-campus residence. This was particularly true where there was structured emphasis on study and where low

aptitude students were paired with roommates who were of high aptitude but similar in personality types.

Astin (1985b) used the term "involvement" as the focal point of his theory of student success in higher education. The Study Group on the Conditions of Excellence in American Higher Education (1984) of which Astin was a member also cited involvement as a key variable in student success. Further, the Study Group indicated ways in which students showed the commitment to involvement: "by devoting considerable energy to studying, by working on campus rather than at off-campus jobs, by participating actively in student organizations, and by interacting frequently with faculty members and student peers" (p. 17). Lenning (1982) identified a significant set of variables related to attrition and retention studies in higher education called interaction variables. Among the interaction variables were student satisfaction, social integration, institutionally generated student development, commitment to college and graduation, extracurricular involvement, comfortable environment, and academic program involvement and success. Many of these variables further delineate the concept of involvement as introduced by Astin and the Study Group. Lenning reported all the above factors as pertinent measures in the study of attrition, retention, or persistence of college student groups.

Scott (1978) related several issues and questions which had been neglected in the research on black students to that point. Among the neglected areas were some which relate to student involvement:

1. Cultural and psycho-social conflict akin to culture shock with regard to housing, food, and extra-curricular activities;
2. The increasing importance of black social groups such as sororities, fraternities, social clubs, and informal cliques;
3. Experiences of black athletes;
4. Differences by gender which uniquely impact black males and black females. (p.64)

Interviews of black students which appear in the Ebony article, "Black Students at White Colleges: Learning to Cope" (1985), also pointed to involvement in student organizations on campus as one of four recommendations for successful persistence in white colleges.

Bean (1982) has done extensive research in the area of college student attrition and persistence. He listed among his "organizational variables" membership in campus organizations, close friends, regulation of life at school, participation in decision making, and leisure activities. He defined organizational variables as "indicators of the students' interaction with the organiation" (p. 26). One consistent measure of involvement has been membership in student organizations or activities.

Ethnicity

A part of acceptance in the environment was not having to sacrifice one's heritage or culture to gain acceptance by the institution. Lenning (1982) and Astin (1982) indicated that it was important to study individual racial and ethnic subgroups of the college populations. They viewed the term "minority" as too broad to allow focus on the needs of each group and each group's interaction with the college environment.

Astin stated that to achieve equal opportunity and access to higher education none of the targeted groups (blacks, Hispanics, Puerto Ricans, and American Indians) "should give up their cultural distinctiveness, languages, or values in the process of gaining full access to higher education, and full social and economic participation in U.S. life" (p. 3).

Maynard (1980) explained the conflict between ethnicity and university environment as follows:

> The system has norms for student behavior as well as standards for judging behavior. Emphasis is placed on conformity in dress, lifestyle, and communication patterns. Those who differ from the majority are considered different, difficult or even defiant. Many ethnic minority students cannot easily fit into these norms of behavior. Those who live in campus housing find they must change their life styles to conform. . . . Such stressful conditions certainly can affect academic performance. (p. 399)

Work Site

Much of the research which dealt with work sites of college students was done prior to the drastic shift in federal and state funding guidelines. Increasingly, the sources of funding have moved toward loans rather than grants. With the reluctance of many students to complete college with a major debt, more have moved toward increased work hours in settings away from campus. In the report of the Study Group on the Conditions of Excellence in American Higher Education (1984), work site was presented in the context of students having viable choices between on-campus and off-campus employment. The shift in loan

vs. grants from state and federal sources has lessened the above choices.

The impact of off-campus vs. on-campus employment was still an important factor for study and one which had major implications for how class schedules and university services could be organized in the future. The premise of the Study Group was that on-campus employment promoted affiliation with the institution by increasing time spent on campus. Bean (1982) also identified job as an organizational variable. Organizational variables are measures of interaction with the university environment.

Mentoring

Mentoring was defined as frequency of contact between students and faculty as well as a special relationship between a novice and experienced guide. Fleming (1984) identified the availability of mentors in historically black colleges as one of the key findings in her research. In her keynote address in March 1987, at the annual national meeting of the American College Personnel Association, Fleming expounded upon the importance of the mentoring relationship and its value with regard to black students in white institutions. Other researchers, such as Allen (1986), Scott (1978), The Study Group of the Conditions of Excellence in American Higher Education (1984), and Tracey and Sedlacek (1985) have discussed the importance of mentors for black students.

Hall and Sandler (1983) identified the value of mentors in academia:

> . . . the sometimes lifelong relationship that can develop between an undergraduate or graduate student and a "special" professor. Ideally, the professor takes the novice under his or her wing helps the person set goals and standards and develop skills; protects the novice from others in a way that allows room for risk and failure; facilitates the novice's successful entry into academic and professional circles. . . . (p. 3)

Hall and Sandler indicated that the need was acute for black students to have mentors. Black students tended to drop out or stop out more frequently than whites and came from environments which were less familiar with and capable of supporting persons pursuing academic endeavors. They concluded, "thus minority women often have a crucial need for persons who will foster their sense of belonging in the profession" (p. 3).

While many support service programs were designed to feature advisors and peer counselors, mentors were needed in the faculty for black students. This change would place the needs and interests of these students in the heart of the institution, not on the periphery. Power to influence the academic environment has always derived from faculty members, not from support staff. Turner (1980) indicated that the availability of minority faculty and staff to provide role models for black students was a crucial part of retaining black students into the next century (p. 204). To this end, Allen (1987) found that relationships between black students and white faculty were better at historically black colleges that at white institutions.

Cooper (1985) indicated that mentoring has been a historically successful educational method: "Throughout history it has been

demonstrated that younger persons learn best with the assistance and encouragement of skilled, caring adults" (p. 115). She went on to say that black professionals, business persons, and "especially educators" must assume accountability for future generations by assuming responsibility for skill development and competency development of black children (p. 115).

Curriculum

The absence of research and representation relative to minority groups was often cited as one of the causes for the development of departments and courses on Afro-American studies, Women's Studies, and various ethnic cultural centers in higher education. According to Dejoie:

> The contributions of Blacks, the study of Blacks as a group, is not an integral part of the discipline but has been separated and placed in a category, a department of its own--Black Studies. This is done out of necessity--a move to emphasize the discipline and to assure exposure of the subject matter. (1988, p. 37)

The lack of information or presentation of issues related to black Americans has also been indicated as a retention issue by Scott (1978) and Turner (1980). Dejoie (1988) further stated: "The omission of Black subject matter not only distorts historical facts, but for the Black student defies personal identification. It influences his self perception, dignity, and respect" (p. 37).

Bradley and Stewart (1982) reported that positive effects in terms of positive self concept can emanate from curricular offerings: "It has

been shown, for example, that Black children who were provided with Black Studies tended to develop a more positive self concept than those not exposed to such a curriculum" (p. 120). They reported the findings of Banks (cited in Bradley and Stewart, 1982) with regard to university curricula: "Unfortunately research indicates that the typical college curriculum does little to change students racial attitudes and perceptions probably because this has not been viewed as part of the 'mission' of the university until very recently" (p. 120).

Peer Relationships

Psychological theories have consistently addressed the impact of peer relationships in the developmental stages of human beings. The power of these relationships has been researched and has been utilized in higher education for a variety of purposes. Peer counselors, peer tutors, and other peer helpers such as residence hall assistants are very common. This same phenomenon has been utilized in therapeutic settings through support groups.

In higher education, the use of support groups by black students has met with opposition in white institutions. The retreat into all black groups has been considered an affront to the implementation of integrated settings. Many authors such as Dejoie (1988) and Scott (1978) have noted the value of peer relationships as a defense against an often hostile environment for black students in higher education. Rather than utilizing the constructive possibilities of these interactions, peer group affiliation for blacks has become a polarizing situation wherein

black students must choose between participation in black peer groups or integrated groups. This choice has been extended to the choice of academic success or peer group acceptance.

Number of Faculty and Staff

The number of minority faculty and staff was often cited as part of retention plans for students (Scott, 1978). There were many reasons for this. Black students could see these persons as role models. They could have an impact on the system of academic governance through service on committees and interaction with colleagues. Finally, the number of faculty and staff was an indication of the commitment of the institution to create multicultural environments.

Intent to Go

Intent to go or leave an institution was a key factor in attrition studies. Bean (1982, 1985) dealt with this phenomenon and indicated measures which helped to predict persistence. Mallinckrodt (1988) has also done research using a scale measuring dropout intention. His questionnaire was positively correlated with the dropout behavior.

CHAPTER III

METHOD

I. HYPOTHESES

As stated in Chapter I, the problem for this research was:

> . . . Although the total number of black students who are eligible to participate in higher education by virtue of high school graduation and rising SAT/ACT scores is increasing, the actual number who are participating is declining. New research is giving evidence that factors leading to the degree of satisfaction or alienation with the university experience by black students may contribute to their persistence in higher education (Blake, 1987, p. 10).

The overarching research question addressed by this research was: To what extent have certain environmental factors contributed to the feelings expressed by black students toward The University of Tennessee at Chattanooga and to what extent do these factors affect their persistence? In order to answer this question, the researcher first formulated ten hypotheses to give direction to the investigation. These hypotheses were the following:

1. There will be a positive correlation between grade-point average and total satisfaction.
2. There will be a positive correlation between grade-point average and alienation.
3. There will be a positive correlation between membership in campus organizations and satisfaction.

4. There will be a negative correlation between alienation and "academic compensation."
5. There will be a negative correlation between alienation and "academic integration."
6. There will be a positive correlation between total satisfaction and the number of hours spent per week in on-campus and academically related activities.
7. There will be no difference in the amount of satisfaction felt by resident and nonresident students.
8. There will be no difference in the amount of satisfaction felt by those black students who have a faculty mentor and those without a faculty mentor.
9. There will be no difference in the amount of satisfaction felt by those black students with a predominately black peer group and those with an integrated peer group.
10. There will be no difference in amount of satisfaction felt by black male students and black female students.

II. ADDITIONAL RESPONSES WHICH SHOW STUDENT PERCEPTIONS OF THE ENVIRONMENT

The research sought to have the black students give their perceptions of the University environment. The students were asked to give responses to the following statements: (1) "List five things which you feel currently make UTC an attractive university for blacks," and

(2) "List five things you would change at The University of Tennessee at Chattanooga to make it a more attractive university for blacks."

III. SUBJECTS

Fifty-three percent of the 319 black students at The University of Tennessee at Chattanooga who were contacted initially agreed to participate in the study. This population represented all full-time black undergraduate students registered at The University of Tennessee at Chattanooga Spring Semester, 1988, excepted for first term freshmen. Therefore, the survey group included 169 UTC students, 61 males and 108 females. Of this group 37 were second-term freshmen, 37 were sophomores, 40 were juniors and 55 were seniors. There were 98 resident students and 71 nonresident students.

IV. SURVEY INSTRUMENTS

The total survey instrument consisted of two standardized instruments, College Student Satisfaction Questionnaire (Betz and Menne, 1971), the University Alienation Scale (Burbach, 1972), and additional questions formulated by this researcher.

The College Student Satisfaction Scale (CSSQ), developed in 1971 by Betz and Menne, consists of 70 items which respondents answer using a five-point Likert scale with responses ranging from "very dissatisfied" to "very satisfied." Scores can be tabulated for the entire instrument

to obtain a total satisfaction score. Scores can also be calculated for each of five subscales entitled and described as follows: (1) working conditions--physical surroundings; (2) compensation--amount of input or effort required relative to academic outcomes; (3) quality of education--opportunities to achieve social goals and participate in campus events; (4) social life--opportunities to meet people, make friends and participate in social activities on-campus; and (5) recognition--attitudes of faculty and students in acknowledging worth of each individual. The compensation and recognition scales were used in this research and were designated to measure academic compensation and academic integration respectively.

The University Alienation Scale consists of 24 items which respondents also answer using a five-point Likert scale ranging from "strongly disagree" to "strongly agree." Scores can be calculated for the entire instrument or for three subscales: powerlessness, isolation, and meaninglessness. This questionnaire was developed by Harold Burbach (1972).

The survey questionnaire developed by the researcher asked students about various aspects of campus life which have been prominent in the recent research by Astin (1985), Bean (1982, 1985), Brodsky et al. (1986), Clewell and Ficklen (1986), and Fleming (1984). Specifically, the aspects of campus life include availability of mentors, inclusion of blacks in the curriculum, perceived institutional commitment, affiliation with the commitment, peer relationships, classroom climate, and hours per week committed to on-campus and off-campus activities. The

questionnaire also included space for demographic information relative to residence, transfer history, current and former majors, and membership in campus organizations. Finally, students were asked for their own opinions about what makes UTC an attractive place for black students and what they would change about the institution.

The specific questions formulated by the researcher were based on a review of literature and examination of other questionnaires regarding student retention and persistence of black students. The questions were shared with a group of ten black students who indicated whether they understood the questions, assessed their relevance, and added issues not included in the original list. A revised questionnaire was evaluated by the researcher's committee and after further changes were made was field tested by 23 black students currently enrolled at UTC. These students were randomly selected and asked to complete the questionnaire. Instructions asked for written feedback concerning the format and readability of the instrument. Returned questionnaires had no comments and were completely filled out. After changes in wording, the final copy was prepared. The survey instrument excluding the College Student Satisfaction Questionnaire* is shown in Appendix B.

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*As of the date of submission of this dissertation, permission had not been obtained to reproduce this questionnaire. Information about it can be obtained from Nancy Betz, Ph.D., 2758 Kensington Place, West Columbus, Ohio 43202 (614-261-7444) or the publisher, Central Iowa Associates, Inc.

V. PROCEDURES

There were 319 black students registered as full-time students at The University of Tennessee at Chattanooga in the Spring, 1988, semester who were sophomores, juniors, seniors and second-term freshmen. These students were identified to form the pool of potential participants for this research. First-term freshmen students were not included in the pool, since many were still involved in transition issues and adjustment to college.

A census survey was performed near the end of the Spring term and early in the 1988 Summer term. The 319 students discussed immediately above were contacted by letter and asked to come to the UTC Counseling and Career Planning Center to complete the survey instruments. (A copy of the letter is included in Appendix B.) Follow-up activities included: sending a follow-up letter and reminder cards; making telephone calls; having faculty members, residence hall directors, and other staff members remind students about the survey; asking participants to remind their friends about it; and posting signs in the University Center and residence halls. In addition, the researcher employed group administration in settings where faculty, student groups, and organizations would permit. Ultimately, as stated above, 169 students, 53 percent of the 319 contacted initially, completed the survey instruments.

Those responding to the survey were stratified into two groups using grade-point averages and continuation standards. The two groups were called "persisters at risk" and "successful persisters." The UTC

continuation standards by class were as follows: second term freshmen, 1.0 grade-point average (gpa); sophomores, 1.5 gpa; juniors, 1.8 gpa; seniors, 2.0 gpa. The grade-point average, 2.5, is frequently used as a standard for entry into graduate programs. Since the continuation standard for seniors is 2.0, .5 point was added to the continuation standard for juniors and sophomores to differentiate "successful persisters" and "persisters at risk." Hence, the two groups were as follows: successful persisters--second term-freshmen with a 1.5 gpa or higher; sophomores with a 2.0 gpa or higher; juniors with a 2.3 gpa; and seniors with a 2.5 gpa or higher. Persisters at risk were second-term freshmen with a 1.49 gpa or lower, sophomores with a 1.9 gpa or lower, juniors with a 2.29 gpa or lower, or seniors with a 2.49 gpa or lower. There were 54 persisters at risk and 115 successful persisters.

Score data were generated from the College Student Satisfaction Questionnaire and the University Alienation Scale. Both instruments provided total scores for all questions as well as scale scores using parts of the instruments. Total scores and scale scores were used in the analysis of the data. Correlation (Pearson's product moment) was used to test hypotheses one through six and establish whether or not a relationship existed between satisfaction and such factors as grade-point average, membership in organizations, and number of hours spent per week in on-campus activities and to determine if there was a relationship between alienation and grade-point average, academic compensation, and academic integration. Hypotheses seven through ten were tested using *t*-tests and analysis of variance to determine if there

was a difference in satisfaction based on gender, residence, peer group affiliation, and availability of mentors.

Frequencies were reported by the students on the section of the survey instrument developed by the researcher. Data obtained with this part of the instrument were used to establish particular issues which consistently confront black students at UTC. The individual responses of the students relating to facets of UTC which they found attractive and facets which they would change were categorized and ranked in order of frequency of occurrence. These measures were employed to generate information about the amount of satisfaction that students feel with the environment at The University of Tennessee at Chattanooga.

CHAPTER IV

ANALYSIS OF DATA AND DISCUSSION OF FINDINGS

I. INTRODUCTION

Purpose of Study

There is a nationwide decline in the number of black students who are participating in higher education in the 1980s, although there has been an increase in the number of black students graduating from high schools, and entrance test scores of black students are beginning to rise. The loss of this pool of talent has implications for the nation economically, socially, politically, and educationally. Therefore, several studies have been initiated to investigate the causes and ramifications of this trend.

Recent research by Allen (1985, 1986, 1987), Cheatham (1987), Fleming (1984), and Hughes (1987) has established that there are elements in the environment of higher education institutions which tend to affect black-student persistence. This study was undertaken to explore the impact of certain environmental factors upon black students at a medium-sized, historically white university in the South and how those factors contribute to satisfaction, alienation, and, ultimately, persistence of those students toward graduation from the university.

Selection of Setting

The University of Tennessee at Chattanooga was selected as the single site for this research project. Persistence of black students was a timely topic for this institution in view of several contemporaneous events including: (1) the mandate of Geier vs. Alexander (1984) through which Tennessee institutions of higher education were encouraged to assess and increase the participation of minority populations; (2) the impact on the black student population by the raising of admissions standards at UTC; (3) the findings of research commissioned by the University Planning Council, which pointed out significant dissatisfaction among black students who participated in that study; and (4) a trend toward declining enrollment of black students at the University.

Design of the Study

This study employed three instruments combined for administration as a single survey instrument: the College Student Satisfaction Questionnaire (CSSQ), the University Alienation Scale, and questions formulated by the researcher. The CSSQ is designed to measure satisfaction levels of students with various elements of collegiate life. The questionnaire has 70 items which can generate a total score or five subscale scores. The total score and two subscale scores (which measure respectively, academic compensation and academic integration variables) were utilized in this research.

The University Alienation Scale is a 24 item questionnaire which can also generate a total score and three subscale scores. The total

score was used in this research. The researcher formulated 34 questions to gather information about several environmental factors such as availability of mentors, peer relationships, membership in campus organizations, ethnicity and "intent to go." The final two sections of the survey instrument elicited demographic data and original responses by the participants regarding things about the University which they find attractive to black students and five things they would change to make it more attractive to those students.

Ten hypotheses were formulated by the researcher to guide the investigation. Seven environmental factors identified in current research, namely, (1) membership in campus organizations, (2) hours spent per week on campus, (3) residence, (4) availability of mentors, (5) peer group affiliation, (6) ethnicity, and (7) "intent to go," were investigated.

Collection and Analysis of Data

A list of 319 blacks students enrolled full-time during the Spring semester, 1988, was generated from University records. Those students were contacted by mail and asked to come to the Counseling and Career Planning Center to complete a questionnaire. Reminder cards were mailed and telephone calls were made to students who did not respond initially. Group administrations of the instrument occurred when faculty members or student groups would allow. Several faculty and staff members also reminded students to participate. A total of 169 students, 53 percent of the total number originally contacted, participated in this research. Demographic data are reported in Chapter III.

The SPSSX statistical package was utilized for calculations in this research. Pearson product moment correlation, t-tests, analysis of variance, and frequency distributions, were used to analyze the data.

II. CHAPTER ORGANIZATION

The remainder of the chapter reports on the analysis of the data collected and gives findings. The following format has been used: (1) data related to the ten research hypotheses, (2) data related to key environmental factors, (3) data related to elements the students found attractive and unattractive, (4) summary of findings, and (5) discussion of findings.

III. DATA RELATED TO RESEARCH HYPOTHESES

Hypotheses one through six were tested using the Pearson Product Moment Correlation Coefficient (r). Table 1 shows results of the correlation procedures. A probability level of .05 was used to determine statistical significance.

The first hypothesis stated that there would be a positive correlation between grade-point average and total satisfaction. There were 148 valid cases used in the calculation which correlated the grade-point average and total score on the CSSQ. The result--r = -.074, p = .184--indicates no systematic relationship between the variables. Hypothesis one was not supported.

TABLE 1

CORRELATIONS FOR THE SIX RESEARCH HYPOTHESES UTC--1988

Hypotheses		N	Pearson r	p
Hypothesis 1	GPA vs. Total satisfaction	148	-.074	.184
Hypothesis 2	GPA vs. Alienation	46	.052	.367
Hypothesis 3	Organizations vs. Satisfaction	149	.008	.460
Hypothesis 4	Alienation vs. Academic compensation	143	-.497	.001*
Hypothesis 5	Alienation vs. Academic integration	147	-.389	.001*
Hypothesis 6	Satisfaction vs. activities	149	.151	.033*

*$p \leq .05$: hypothesis supported.

The second hypothesis stated that there would be a negative correlation between low grade-point average and alienation. This correlation was calculated using the grade-point averages of those students designated persisters at risk and their total scores on the alienation questionnaire. The result--r = .052 , p = .367--indicates no systematic relationship between the variables. Hypothesis two was not supported.

The third hypothesis stated that there would be a positive correlation between membership in campus organizations and satisfaction. The total satisfaction score was correlated with the frequency of membership in campus organizations. The result--r = .008, p = .460--indicates no systematic relationship between variables. Hypothesis three was not supported.

Hypothesis four which stated that there would be a negative correlation between alienation and academic compensation was strongly

supported by the result of the correlation analysis. Academic compensation, a subscale on the satisfaction questionnaire, measures the student's attitude concerning the amount of reward felt for the amount of effort invested to achieve a particular outcome. Calculations yielded an $r = -.497$, $p = .001$; therefore, hypothesis four was supported.

Hypothesis five which stated that there would be a negative correlation between alienation and academic integration was also strongly supported. Academic integration assessed whether the student felt accepted by faculty and other students. The outcome of the calculation--$r = -.389$, $p = .001$--was statistically significant and hypothesis five was supported.

Hypothesis six stated that there would be a positive correlation between satisfaction and the number of hours spent per week in on-campus and academically related activities. Data analysis supported this hypothesis. The Pearson $r = .151$ at $p = .033$. This result was obtained by correlating the total score on the satisfaction scale with a variable called "on camp," which combined the reported hours spent per week on campus in class, campus organizations, sports both intramural and varsity, and working on campus.

Hypotheses seven through ten were formulated to permit further exploration of other environmental factors. The hypotheses were stated in null form, because no predictions or assumptions were made prior to collection of data relative to the direction the analysis might take. Analysis of variance and *t*-tests were used to test these hypotheses.

Table 2 shows the data for hypothesis seven which was, "There will be no difference in amount of satisfaction felt by resident students and nonresident students." Resident students were defined as those who lived in University residence facilities. Nonresident students were those who lived away from the campus in facilities not owned or monitored by the University. The t-test results indicated no significant difference in the total satisfaction of resident and nonresident students ($t = .20$, $p = .84$).

TABLE 2

DIFFERENCE IN SATISFACTION OF RESIDENT AND NONRESIDENT BLACK STUDENTS--UTC 1988

Category	N	Mean	Std. Dev.	Std. Error	t Value	Degrees Freedom	p*
Residents	86	2.71	.543	.059	.20	147	.842
Nonresidents	63	2.69	.474	.060			

*p for 2 tailed test

More specifically, as shown in Table 2, the mean satisfaction score for resident students was 2.71 while the mean satisfaction score for nonresident students was 2.69. The calculation used to determine the mean satisfaction score involved the values of the CSSQ. In that questionnaire, the responses are valued as follows: very dissatisfied = 1, somewhat dissatisfied = 2, satisfied = 3, quite satisfied = 4, and

very satisfied = 5. The total satisfaction score was derived by adding the value of all responses given and dividing that total by the number of questions answered. All of the mean satisfaction scores for residents and nonresidents can be rounded to 2.7. These data indicated that most students were less than satisfied, as satisfied is valued at 3.

Hypothesis eight was, "There will be no difference in amount of satisfaction felt by those black students who have a faculty mentor and those without a faculty mentor." Table 3 gives the pertinent data. An analysis of variance was used to find the answer. Four categories of student-mentor relationships were considered: students having no mentor, students having a faculty member as mentor, students having a staff mentor, and students having a mentor not employed at the University. There was no significant difference among the groups.

TABLE 3

ANALYSIS OF VARIANCE RESULTS TO DETERMINE THE DIFFERENCE IN SATISFACTION OF BLACK STUDENTS WITH AND WITHOUT MENTORS --UTC 1988

Category	Degrees Freedom	Sum Squares	Mean Squares	F Ratio	F Prob.
Between groups	3	1.758	.586	2.268	.083
Within groups	144	37.222	.259		
Total	147	38.980			

One hundred sixty-seven students responded to the statement, "I have had a mentor while at UTC." Frequency responses for that statement were shown in Table 4. As can be seen in the table, approximately one third of the students indicated they had no mentor at all and only 15 percent had faculty mentors.

TABLE 4

FREQUENCY RESPONSES FOR BLACK STUDENTS HAVING MENTORS --UTC 1988

Response	Frequency	Percent
No	55	33%
Yes, a faculty member	25	15%
Yes, a staff member	45	27%
Yes, person not at UTC	42	25%

An analysis of variance was used to analyze hypothesis nine which was, "There will be no difference in amount of satisfaction felt by black students with an integrated peer group and those with a predominately black peer group." The comparison groups were as follows: mostly black, evenly balanced between blacks and white, mostly white, and mostly foreign students. As shown in Table 5, there was no statistically significant difference among the groups.

The tenth hypothesis stated, "There will be no difference in amount of satisfaction felt by black male students and black female students." A *t*-test was used to determine if a significant difference existed.

TABLE 5

ANALYSIS OF VARIANCE RESULTS TO DETERMINE THE DIFFERENCE IN SATISFACTION OF STUDENTS BASED ON PEER GROUP AFFILIATION

Category	Degrees Freedom	Sum Squares	Mean Squares	F Ratio	F Prob.
Between groups	4	.480	.120	.446	.775
Within groups	143	38.500	.269		
Total	147	38.980			

Table 6 shows the results of this calculation. There was no statistically significant difference in the degree of satisfaction expressed by male and female students. Table 6 shows the degree of satisfaction as calculated by gender. The mean satisfaction score for males was 2.67, while the mean satisfaction score for females was 2.71. This calculation was done using the CSSQ in the same manner that satisfaction was calculated for residential status in Table 2.

V. DATA RELATED TO ENVIRONMENTAL FACTORS

Numerous environmental factors have been cited in the recent literature as affecting persistence of black students in higher education. Seven of those factors were considered in this study: (1) availability of mentors, (2) membership in organizations, (3) peer group, (4) work site, (5) residence, (6) ethnicity, and (7) "intent to

TABLE 6

DIFFERENCE IN SATISFACTION OF BLACK STUDENTS BY GENDER--1988

Category	N	Mean	Std. Dev	Error	t Value	Freedom	p*
Male	53	2.67	.544	.075	-.35	146	.730
Female	95	2.71	.496	.051			

*2-tailed probability.

go." Four of these factors (availability of mentors, membership in organizations, peer group, and residence) have been dealt with in the preceding section. Data pertaining to the three remaining factors, work site, "intent to go," and ethnicity, are presented in this section along with selected, original student responses.

Work Site

The Study Group on the Conditions of Excellence in American Higher Education (1984) reported working on campus as an important factor in persistence. In Table 7, data are shown which relate to the work site and number of hours as reported by 123 students. One hundred twenty-three, 72.8 percent, of study participants were employed. The group members averaged 20.7 hours per work week of employment. The average number of hours spent in on-campus employment was 13.11 hours per week, while the average number of hours of off-campus employment was 24.06 hours.

TABLE 7

FREQUENCY DISTRIBUTION OF LOCATION AND HOURS OF EMPLOYMENT REPORTED BY PARTICIPANTS

Location	N	Hours per Week 0-15	16-30	31+	Total Hrs per Week	Mean
On-campus	47	37	9	1	616	13.11
Off-campus	65	15	34	16	1564	24.06
Both on- and off-campus	11	0	6	5	362	32.91
Total	123 (72.8%)				2542	20.67

The majority of students at UTC hold employment while attending the University. According to Targets of Opportunity (Obear, 1988b), 80 percent of all UTC students are employed and average over 20 hours per week of employment. This compares to 72.8 percent and 20.67 hours per week for the respondents in this study.

"Intent to Go"

Bean (1985) utilized a scale called "intent to go" in order to determine goal orientedness and the student's intent to earn a degree, both are measures of persistence. The questionnaire used in this study also included questions of a similar nature to determine the intent of the students to earn a degree and whether they planned to obtain the degree at UTC or elsewhere. Table 8 contains frequency distributions for all statements pertaining to "intent to go." In the table SD stands for strongly disagree, MD stands for mildly disagree, U stands for Undecided, MA stands for mildly agree and SA stands for strongly agree.

TABLE 8

PERCENTAGE OF BLACK STUDENTS RESPONDING TO STATEMENTS REGARDING BEAN'S INTENT TO GO

Statement	N	SD	MD	U	MA	SA
			(percents)			
It is not important for me to earn a bachelor's degree.	167	83%	4%	5%	2%	6%
I plan to go to graduate school.	167	5	11	25	19	40
I will earn a bachelor's degree from UTC.	166	6	5	11	15	63
I have seriously considered leaving UTC.	167	25	32	11	15	17
I have discussed leaving UTC with people at the University.	167	38	28	12	12	10
I have discussed leaving with people outside of this institution.	167	22	29	19	19	11
I expect to be enrolled a year from now at another institution to complete my bachelor's degree.	165	59	14	12	6	9
I feel I belong at UTC	167	26	23	24	20	7

SD = strongly disagree; MD = mildly disagree; U = undecided; MA = mildly agree; SA = strongly agree.

In response to the statement, "It is not important for me to earn a bachelor's degree," 167 students responded. One hundred thirty-eight students, or 83 percent, strongly disagreed. That result showed widespread intent to earn a bachelor's degree.

Another statement, "I plan to go to graduate school," generated a response pattern with 40 percent of the students revealing they strongly

agreed with the statement and 19 percent indicating that they mildly agreed. Thus, 59 percent of this group of students identified educational goals beyond the baccalaureate level.

The students expressed their intent to complete their baccalaureate education at UTC by their responses to the statement, "I will earn a bachelor's degree from UTC." One hundred four, or 63 percent, of the 166 respondents strongly agreed with this statement. An additional 15 percent (24 students) mildly agreed with the statement. Therefore, 78 percent of this group communicated their intent to complete a degree at UTC.

In further analysis regarding "intent to go," as shown in Table 8, four additional statements were used. While 32 percent of the respondents had seriously considered leaving UTC, 22 percent had discussed this intent with someone in the University and 30 percent had discussed this with someone outside the University. Seventy-three percent of the students disagreed with the statement, "I expect to be enrolled at another institution a year from now to complete my bachelor's degree."

Ethnicity

Ethnicity has been designated to identify the cultural heritage of a particular group, in the case of this report, black students. Specifically, it referred to elements of culture black students would identify from their Afrocentric heritage. Shown in Table 9 are student responses indicating how they perceived their culture to exist in the UTC environment.

TABLE 9

PERCENTAGES OF BLACK STUDENTS RESPONDING TO STATEMENTS REGARDING THE PRESENCE OF ELEMENTS OF AFROCENTRIC CULTURE IN THE UTC ENVIRONMENT--1988

Statement	N	SD	MD	U	MA	SA
			(percentages)			
I feel accepted as a student without having to give up my heritage.	167	11%	15%	28%	33%	13%
My heritage is represented in the customs and activities of the University.	167	51	24	18	7	0
UTC provides adequate opportunities for programs extracurricular activities speakers, which reflect my heritage.	167	31	28	19	19	3
There is an adequate selection of books, film, and other educational resources textbooks, course written by blacks, available on campus.	167	27	23	32	16	2
I am satisfied with the amount of representation of blacks in the course materials and/or discussion.	167	44	25	21	9	1
Blacks are represented realistically in the books, course materials, and class discussion at UTC.	167	35	30	24	11	0

SD = strongly disagreed; MD = mildly disagreed; U = undecided; MA= mildly agreed; SA = strongly agreed.

Table 9 shows the students' feelings about whether they had to give up their heritage to be successful as a student. Twenty-six percent disagreed with the statement, 46 percent agreed with the statement, and

28 percent were undecided. About 51 percent of the students strongly disagreed and another 24 percent mildly disagreed that their heritage is represented in the activities and customs of the University. Fifty-nine percent disagreed that UTC provided adequate opportunities for programs, speakers, and activities which reflect their heritage. About 50 percent of the students disagreed that there was an adequate selection of books, films, textbooks and course materials or class discussion which reflected their heritage. Over two thirds, or 69 percent, of the students reported being dissatisfied with representation of blacks in course materials and class discussion. Finally, 65 percent disagreed that blacks are realistically represented in books, course materials, and class discussion at UTC.

VI. ELEMENTS WHICH THE STUDENTS FIND ATTRACTIVE AND UNATTRACTIVE

Finally, the students were asked to report five elements they found attractive to black students and five elements they would change to make UTC a more attractive place for blacks. Selected responses for both of those categories are reported in Tables 10 and 11. Table 10 gives selected aspects of the University which were most attractive to black students and the frequency of response regarding those aspects. The entire list of attractive University aspects appears in Appendix C.

Table 11 shows those aspects of The University of Tennessee at Chattanooga which the students would change to make it more attractive to black students. The list in its entirety appears in Appendix C.

TABLE 10

ASPECTS OF THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA WHICH BLACK STUDENTS FIND ATTRACTIVE

Responses	No. of Responses
Facilities	32
Location	31
Fraternities/sororities	28
Minority scholarships, financial aid	27
Number of black students now at UTC	23
Black Student Association	17
Campus atmosphere	12
Black Faculty	7
Relationship with all faculty	6

TABLE 11

ASPECTS OF THE UNIVERSITY WHICH BLACK STUDENTS WOULD CHANGE ABOUT THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA TO MAKE IT MORE ATTRACTIVE TO BLACK STUDENTS

Responses	No. of Responses
More black faculty	74
More on-campus activities (nonsocial)	39
Black studies department, more black classes	35
More black students	30
More black speakers, programs, seminars, movies year round	28
Have friendlier, concerned faculty	20
More black-white interaction	16
More black input in student body, University decisions	9
More black resource material	9
More on-campus social activities	9
Better treatment in class, training for those teaching blacks	8

VII. INCIDENTAL FINDINGS

There were two additional findings produced by the data collected for this study which were not originally sought through the research hypotheses and student responses. These serendipitous findings related to membership in campus organizations and a correlation using satisfaction and academic integration.

Patterns of Membership in Organizations

Hypothesis three stated that, "There would be a positive correlation between membership in campus organizations and satisfaction." This hypothesis was not supported through statistical analysis. Although there was no systematic relationship between membership in campus organizations and satisfaction, additional data gathered on organizational affiliation by black students, showed an interesting pattern. Of the 169 participants in this study, 86 students, or 51 percent, of the group held membership in campus organizations. Thirty-three, or 20 percent, held membership in one organization, while 28, or 17 percent, belonged to two organizations and 25, or 15 percent, belonged to three or more organizations.

The types of organizations to which the students belonged and the number of memberships held in each group are shown in Table 12. Most categories are self-explanatory, Service/Interest category includes groups such as service organizations like Circle K, artistic expression groups such as the Littleton H. Mason singers or UTC orchestra, groups

TABLE 12

MEMBERSHIP OF BLACK STUDENTS IN CAMPUS ORGANIZATIONS AT UTC--1988

Categories of Organizations	Memberships Held
Academic	16
Athletic	12
Black Student Association	49
Fraternities/Sororities	29
Honor groups	10
Service/Interest	21
Student government	6
Student publications	1
	Total = 144

with nonacademic special interest such as International Student Organization. Academic organizations are associated with an academic major such as the Marketing Club, Society of Engineers, or Student Social Work Association.

Table 13 shows the pattern of memberships held by black students based on affiliation in historically black groups and mainstream groups. Historically black organizations included Black Student Association, seven fraternal organizations (Alpha Kappa Alpha, Alpha Phi Alpha, Delta Sigma Theta, Kappa Alpha Psi, Omega Psi Phi, Sigma Gamma Rho, and Zeta Phi Beta) and the Little H. Mason Singers. All other organizations were classified as mainstream.

TABLE 13

MEMBERSHIPS HELD BY BLACK STUDENTS IN HISTORICALLY BLACK ORGANIZATIONS AND MAINSTREAM ORGANIZATIONS AT UTC--1988

Memberships Held	Number
In historically black organizations	26
In mainstream organizations	25
In both black and mainstream organizations	35
	86

Correlation of Satisfaction and Academic Integration

In hypothesis five, alienation was correlated with academic integration. The analysis indicated that an inverse relationship existed between these two variables. As alienation increases, academic integration decreases. Total satisfaction score was also correlated with academic integration. The analysis produced an $r = .85$, $p = .05$, which was also statistically significant. The analysis indicated that as satisfaction increases so does academic integration.

V. SUMMARY OF FINDINGS

Six research hypotheses were tested using the Pearson product moment coefficient. There was no correlation found between satisfaction and grade-point average, low grade-point average and alienation, or satisfaction and membership in campus organizations. Therefore,

hypotheses one through three were not supported by the statistical analyses. Three additional hypotheses (four through six) tested using the correlation coefficient, were supported by the statistical analyses. Statistically significant correlations found were: a negative correlation between alienation and academic compensation, a negative correlation between alienation and academic integration, and a positive correlation between satisfaction and hours spent on campus.

The data pertaining to the null hypotheses (seven through ten) were analyzed using analysis of variance and t-tests. More specifically, hypotheses eight and nine were tested using analysis of variance to test for significant differences in satisfaction among students with and without mentors and students with various types of peer groups. The remaining two hypotheses, seven and ten, were tested using t-tests to determine significant differences in satisfaction between resident and nonresident students and students of different gender. No statistically significant differences were found.

Data were also reported on three environmental factors--work site, "intent to go," and ethnicity. Seventy-three percent of the study participants were employed. Thirty-nine percent were employed on campus. Fifty-two percent were employed off campus, while 9 percent held employment both on and off campus. The total group averaged 20.7 hours of employment per week.

With regard to the "intent to go" factor, the students indicated their intent to earn a baccalaureate degree at UTC. Over half of the

participants responded that they had educational goals beyond the baccalaureate level.

Data collected on the ethnicity environmental factor showed that over half of the students perceived that their heritage was not reflected in the activities, customs, programs, curricula or course materials of the University. Approximately two-thirds of the students did not feel blacks were realistically represented in the course materials or class discussions.

Finally, the students were asked to name five aspects of the University which they found attractive to black students and five aspects of the University which they would change. Campus facilities, athletics, and location in an urban area were the most frequently reported attractive aspects. The students indicated they would change the environment of the University to have more black faculty, year-round events with black speakers, seminars, and programs, and more courses on blacks.

VI. DISCUSSION OF FINDINGS

The first hypothesis stated that there would be a positive correlation between grade-point average and total satisfaction. This hypothesis was not statistically supported by data analysis. One explanation might be found in the fact that the group satisfaction scores averaged 2.7 on a five-point scale. These scores indicate that the group as a whole was less than satisfied with the environment, as

measured by the five-point scale employed by the CSSQ. Since the satisfaction total score for the research group was so low, higher grade-point averages would not necessarily have had a positive impact on the students' feelings about the University. Another possible explanatory factor is that approximately 68 percent, or 115 students, were grouped as successful persisters. Hence, there was a substantial number of students who had performed successfully academically, but who also indicated they were less than satisfied with the environment.

The second hypothesis stated that there would be a positive correlation between low grade-point average and alienation. This hypothesis was not supported statistically. Fifty-four students were identified as persisters at risk. Even though these students represented lower achievers in this study, by University standards they met the criteria to persist and could possibly earn a degree. They did not represent students who have dropped out or discontinued their education. They were described as less successful than the successful persisters but not unsuccessful persisters. This may explain why this group did not show a high level of alienation which would correlate to a statistically significant degree with grade-point average.

The third hypothesis stated that there would be a positive correlation between membership in campus organizations and satisfaction. Though participation in campus organizations was fairly high (51 percent of the participants held membership in at least one campus organization), there was no correlation between satisfaction and membership in organizations. Students may not directly associate affiliation with

such groups with success in college. In response to a statement characterizing relationships with faculty, only 15 percent of the respondents indicated they had developed a relationship with faculty through organizations. Further, the pattern of memberships reported also suggests that there had been a lack of contact with faculty through these organizations. Faculty are apparently more likely to serve as advisers to academic groups and honor groups than to other types of campus organizations. Only 26, or 18 percent, of the 144 identified memberships were in organizations in which students are likely to interact directly with faculty as advisers.

Boykin (1986), Cheatham (1987), Hughes (1987) and Scott (1978) reported the importance of group affiliation as a characteristic of Afrocentric cultures. This trait is evident in black culture in this country. From this perspective Scott emphasized the importance of such organizations as fraternities and sororities, and black student associations as being helpful to black students in building a sense of community in white institutions. The other researchers mentioned above have more recently confirmed the importance of group affiliation to black students. Astin (1985b) also noted in his theory of involvement that membership in campus organizations was an important element in retaining students in general.

In this regard, two interesting trends emerged in this study regarding black student participation in organizations. Approximately half of the group, 86 students, reported that they held membership in campus organizations. Twenty-six students held memberships in

historically black groups (fraternities/sororities, Black Student Association, or Littleton H. Mason Singers), 25 students held membership in mainstream organizations (all other campus organizations), and 35 students held membership in both mainstream and historically black organizations. The two trends just mentioned were the following: (1) there was fairly high group membership in historically black groups, which was consistent with findings in previously cited research, and (2) there was substantial participation by the students in mainstream organizations with almost two thirds of the group holding membership in mainstream organizations.

Hypothesis four which stated that there would be a negative correlation between alienation and academic compensation was strongly supported by the results of analysis, which was significant beyond the .05 level. Academic compensation measured the amount of satisfaction the student derives from the amount of effort expended to achieve certain academic outcomes. An example would be the amount of study required of the student to make certain grades. The negative correlation obtained, $r = -.497$, suggested that as the alienation felt by the student decreases, the satisfaction with academic compensation increases. Apparently, if the student perceived a balance between effort expended and reward received, alienation decreased. This phenomenon may, therefore, affect persistence and satisfaction with the environment. This finding was consistent with results of research by Allen. He reported:

> The educational goals and activities of black students are acted out in specific social environments which affect not only their content, but their possibilities of realization as well. Actors in the setting, indeed the setting itself, can either facilitate or frustrate efforts of black students to achieve high academic performance. (pp. 76-77)

Hypothesis five, which stated that there would be a negative correlation between alienation and academic integration, was also supported by the result of the analysis which was statistically significant beyond the .05 level. Academic integration measured the respondents' feelings of acceptance by faculty and students. The negative correlation suggested that as academic integration increased, alienation decreased. This finding was consistent with numerous research findings including those of Allen (1986, 1987), Astin (1985a, 1985b), Fleming (1984), Nettles and Johnson (1987), The Study Group on the Conditions of Excellence in American Higher Education (1984), and Tinto (1975). Burch (1988) quoted Hrabowski who aptly summarized this important point: "To the extent that faculty spend time with students, whether in academic or social problems, students are better able to connect to the environment" (p. 4).

The students' self reports also stated their need for a greater degree of academic integration. When asked if they felt they belonged at UTC, 49 percent disagreed. Included in their responses as to how they would change the University were the following: 20 students would have the faculty become more friendly and more concerned about students, while 8 other students requested better treatment in the classroom and training for those who teach black students. This finding was

consistent with the observations of Gill (1987), "Black students at predominately white campuses need to see caring faculty and staff who set the expectation that they will achieve and can master the higher education environment" (p. 28). Gill also addressed the reported concern for "training" with these comments:

> Faculty training on interpersonal skills and cultural differences in communication will assist in avoiding miscommunication. The level of eye contact, body proximity when speaking, gestures and nods of approval have all been culturally linked. (p. 28)

Hypothesis six stated that there would be a positive correlation between satisfaction and the number of hours spent per week in on-campus and academically related activities was supported by statistical analysis of data. The result was statistically significant. The variable used hours in class, campus organizations, on-campus work, and sports. These multiple components of the variable may have affected the strength of the overall correlation.

Four hypotheses were tested in the null. Hypothesis seven was, "There will be no difference in amount of satisfaction felt by resident students and nonresident students." There was no statistically significant difference in degree of satisfaction between the two groups. In the student self-reports, University housing was mentioned as one of the things some students found attractive about the University. However, it is not possible to specifically identify balancing influences for nonresident students. This outcome may also have been influenced by the generally low level of satisfaction of the total group, in which case where the student lived may not have mattered. Findings in the

literature have also been mixed. Astin (1985), Nettles et al. (1986), and The Study Group on the Conditions of Excellence in American Higher Education (1984) found residence as a factor which promoted affiliation with the institution and thus persistence. Fleming (1984) reported that black student persistence was linked at the University of Houston with nonresidential status.

Hypothesis eight was, "There will be no difference in amount of satisfaction felt by black students who have a faculty mentor and those without a faculty mentor." There was not a statistically significant difference among the groups. However, the frequency data regarding mentoring relationships and the students' own responses may offer a possible explanation of this finding. Only 15 percent of the students identified themselves as having a mentor who was a faculty member, while 27 percent identified a staff member and 25 percent identified a person who does not work for the University as a mentor. In their comments the students indicated they would change UTC by (1) having more black faculty, (2) having a friendlier, more concerned faculty, and (3) having better treatment of blacks in the classroom with a related request for training for those teaching blacks. This outcome is similar to one reported by Parker and Scott (1985). Students indicated that they felt comfortable about participating in class discussion and were not intimidated by faculty in the classroom. Hence, according to this research, the interaction that seemed to be absent was that which occurs with a mentor outside the classroom. Fleming (1984) strongly emphasized the importance of this relationship in her research.

One student respondent wrote additional comments about his or her experience of acceptance by the faculty at UTC and at another, historically black institution. The entire text of the student's remarks is included in Appendix C. The student credits the concern and interest of a faculty member at the historically black institution with helping to create an atmosphere in which the student performed better academically. Allen (1987) and Fleming (1984) have also recorded the impact of mentoring relationships in historically black institutions as contributing to persistence and increased levels of aspiration.

Hypothesis nine dealt with peer group relationships and stated, "There will be no difference in amount of satisfaction felt by black students with an integrated peer group and those with a predominately black peer group." There was no statistically significant difference between the groups which were compared. There may have been a restriction of range, since 57 percent of the group indicated they had an all-black peer group. Only 27 percent of the students reported they had an integrated peer group.

Hypothesis ten stated, "There will be no difference in amount of satisfaction felt by black male students and black female students." There was no statistically significant difference in the degree of satisfaction expressed by males and females. This finding was consistent with the outcome of research by Nettles and Johnson (1987).

Finally, the frequency data which were collected relative to three environmental factors--work site, "intent to go," and ethnicity--were important findings. Astin (1985a, 1985b) and The Study Group on the

Conditions of Excellence in American Higher Education (1984) identified work site as an important factor in persistence. Those sources found that the more time students spend on campus through work, study, campus organizations, and residence, the more affiliation the students felt with the higher education environment, a circumstance positively related to persistence. A common rule of thumb used by many student services professionals sets 15 hours of work per week as appropriate to combine with the schedule of a student taking a full academic load. The data collected for this study showed that the average number of hours that students who worked on campus was about 13.11 hours per week, well within the suggested limit. However, those students who worked off campus averaged 24.06 hours, thus exceeding the suggested time and also increasing the time spent away from the campus. Burch (1988) quotes Hrabowski who describes off-campus student workers as having "divided commitments." Many black students must work to meet the financial obligations of a college education. The percent of student workers in this study is 72.8 percent, which is consistent with the percentage of employment for the student body at UTC.

Bean (1985) developed the concept of "intent to go" to measure persistence. Several questions pertaining to "intent to go" were developed in conjunction with the current research. Response percentages reported in Table 8, page 73, indicate that 83 percent of the students aspired to receive a bachelor's degree and that 78 percent intended to earn that degree at UTC. A significant portion, 59 percent, reported an intent to pursue graduate study. The composition of the

group may have contributed to this finding. There were 55 individuals classified as seniors in the group; hence, they were influenced by rules governing where the last hours of course work could be taken. The group also had 115 persons classified as successful persisters. Therefore, the group was composed of a substantial number of persons who have been academically successful.

The concept of ethnicity is one that has been projected into prominence by the students' original comments concerning what they would change about the University. The term ethnicity has been designated to identify the cultural heritage of a particular group, in the case of this report, black students. Specifically, it refers to elements of culture black students would identify from their Afrocentric heritage. Cheatham (1987) reported on the importance of Afrocentric elements in the academic environment. His model, A Heuristic Model of Factors Affecting Black Students Academic Development (which is included as a figure in Appendix A), shows that an environment in which there is a mix of the Afrocentric and Eurocentric cultures is a vital ingredient of black student development.

In addition to Cheatham (1987), Hughes (1987) extensively discussed the need for the environment of higher education to accommodate the diversity of culture of minority students. There was great consistency between the findings of Hughes' research and this study with regard to the students' responses in the area of ethnicity. Examples of questions that were included in the survey instrument that dealt with the ethnicity concept were: (1) My heritage is represented in the customs

and activities of the University; (2) UTC provides adequate opportunities for programs, extracurricular activities, and speakers which reflect my heritage; (3) I am satisfied with the amount of representation of blacks in the course materials and/or discussion; and (4) Blacks are represented realistically in the books, course materials, and class discussion at UTC. Disagreement with all the questions was in the range of 50 percent. Supporting evidence regarding this issue comes from among the most frequently stated changes the students would make at UTC. Those changes included: (1) more black faculty; (2) Black Studies Department/more courses on blacks; and (3) more black speakers, programs, seminars, and movies year-round.

CHAPTER V

SUMMARY, CONCLUSIONS, AND, RECOMMENDATIONS

I. SUMMARY

The problem investigated in this study centered on the fact that although the total number of black students who are eligible to participate in higher education by virtue of high school graduation and rising SAT/ACT scores is increasing, the actual number who are participating is declining. New research is giving evidence that factors leading to the degree of satisfaction or alienation with the university experience by black students may contribute to their persistence in higher education. The overarching research question for which answers were sought was: To what extent have certain environmental factors contributed to the negative feelings expressed by black students and to what extent do these factors affect their persistence?

The locus for the research was The University of Tennessee at Chattanooga, a medium-sized, historically white institution located in the South. In the late 1980s it was confronted with many of the societal transitions mentioned above. Integration occurred in the late 1960s. The percentage of black students enrolled increased to approximately 13 percent in the late 1970s and early 1980s. Other contemporaneous events such as Geier v. Alexander (1984), the raising of admission standards, Brodsky et al. (1986) (a report commissioned by the

University Planning Council), and declining black enrollment made this study timely. The specific focus of the research was on environmental factors which affect the persistence of black students at The University of Tennessee at Chattanooga.

Ten hypotheses were formulated to structure the research. Six hypotheses (one through six) were tested using correlation techniques. Four hypotheses (seven through ten) were tested using analysis of variance or t-tests.

Additional data regarding environmental factors such as work site, ethnicity, and "intent to go" were obtained by asking participants to list five aspects of the University of Tennessee at Chattanooga which they found attractive to black students and five aspects of that institution which they would change to make it more attractive to black students.

Data collected for the study were presented in Chapter IV. As stated above, these data were analyzed statistically to determine whether or not the ten hypotheses in the study were supported. Finally, frequency data pertaining to three environmental factors were reported.

Statistical findings pertaining to the first six hypotheses, tested using the Pearson product moment coefficient, were the following: There was no significant correlation found between satisfaction and grade-point average, low grade-point average and alienation, or satisfaction and membership in campus organizations. Hypotheses four through six were supported by the results of statistical analyses.

Statistically significant correlations found were: a negative correlation between alienation and academic compensation, a negative correlation between alienation and academic integration, and a positive correlation between satisfaction and hours spent on campus.

The data pertaining to the four null hypotheses (seven through ten) were analyzed using analysis of variance and t-tests. More specifically, hypotheses eight and nine were analyzed using analysis of variance to test for significant differences among students with and without mentors and students with various types of peer groups; hypotheses seven and ten were analyzed using t-tests to determine significant differences in satisfaction between resident and nonresident students and male and female students. No significant differences were found on any of the four.

Data were also reported on three environmental factors--work site, "intent to go," and ethnicity. Seventy-three percent of the study participants were employed. Thirty-nine percent were employed on campus. Fifty-two percent were employed off campus while 9 percent held employment both on and off campus. The total group averaged 20.7 hours of employment per week.

With regard to the "intent to go" factor, the students indicated their intent to earn a baccalaureate degree at UTC. Over half of the participants responded that they had educational goals beyond the baccalaureate level.

Data collected on the ethnicity environmental factor showed that over half of the students perceived that their heritage was not

reflected in the activities, customs, programs, curricula, or course materials of the University. Approximately two-thirds of the students did not feel blacks were realistically represented in the course materials or class discussions.

Finally, the students were asked to suggest five aspects of the University which they found attractive to black students and five aspects of the University which they would change. Campus facilities, athletics, and location in an urban area were the most frequently reported attractive aspects. The students indicated that they would change the environment of the University to have more black faculty, year-round events with black speakers, seminars, and programs, and more courses on blacks.

II. CONCLUSIONS

1. It can be concluded that since there was no correlation between alienation or satisfaction and grade-point average, that despite expressed dissatisfaction, the students hold a value for education that may contribute to their persistence.

2. Although there was no correlation between satisfaction and membership in campus organizations, it can be concluded that participation in such groups appears important as evidenced by the number and variety of groups in which the black students in the study participated and can be viewed as a way through which these students move into the mainstream of the University.

3. The negative correlation between alienation and academic compensation leads to the conclusion that when black students feel comfortable with the environment, they can better judge the balance between their efforts and the outcomes received.

4. It can be concluded from the negative correlation between alienation and academic integration that when black students feel accepted by faculty and students this contributes to a better fit with the institution's environment and could promote persistence.

5. The positive correlation between satisfaction and hours spent on campus leads to the conclusion that students who become more involved with the institution develop a better environmental fit.

6. Since there was no significant difference in satisfaction felt by these students based on peer group, gender, residence, or availability of mentors, it can be concluded that these traditional measures of persistence were not helpful in distinguishing factors related to persistence in this study. It may also be concluded that the generally low level of satisfaction could have contributed to the lack of statistical difference.

7. It can be concluded that work is a significant part of the life of the majority of black students in the study. The degree to which students work on or off the campus may contribute to or detract from the type of affiliation that the student feels with the University.

8. It can be concluded from the findings relative to "intent to go" that the students are goal oriented and have a value for persistence toward completion of educational goals.

9. It can be concluded from the findings related to the ethnicity environmental factor that it is important to these black students that more of their heritage be represented in the curricular and co-curricular offerings at the University.

10. Finally, it can be concluded from the changes that the students would make in the University, that it is important to the students to have more of their heritage reflected in the University across the board from faculty members, the curriculum, to co-curricular activities.

III. RECOMMENDATIONS

1. The researcher recommends that further research be done with other groups in the University environment such as (1) a study of satisfaction with white students as the subjects to determine if there is a significant difference in satisfaction between black and white students at UTC; and (2) black students who have dropped out or transferred to determine if the environmental factors studied here may have contributed to those students' departure from the University.

2. Conclusions three, four, and five emphasize the importance of a good "fit" between black students and the University utilizing the Huebner Ecosystem Model (Aulepp and Delworth, 1976) to further identify elements which exist or should exist at the University to promote a better black student environment fit.

3. The third recommendation is that mentoring relationships between faculty and minority students be strongly encouraged. The

development of such relationships should be incorporated into the system of faculty incentives for which there is a reward. The current system reinforces publications and research often at the expense of advisement, teaching, and mentoring students.

4. The shift from grants to loans as a means for financial support for higher education has had a significant impact on black student enrollment. (Jaschik, 1987b) It was concluded that the necessity for increased work hours outside the institution had a significant impact on the students' opportunity for full affiliation with the University. It is recommended that the University explore alternative types of financial assistance for students so that they may be more closely associated with the University. Such exploration should include local, state, federal, and private funding sources.

5. Conclusions nine and ten indicate the importance that black students attributed to the existence of their heritage in the University environment. With regard to the ethnicity factor, the students reported dissatisfaction with how blacks are presented in class discussion, the curriculum, and course materials. This report was further reinforced by the original suggestions that the students gave when asked what they found attractive and what they would change at the University. It is, therefore,recommended that appropriate faculty committees, e.g., curriculum, general education, and others, reexamine the University's offerings in view of the above observation. Also, administrators in appropriate areas, e.g., affirmative action, personnel, and public

relations, should examine their functions in light of the need to more realistically represent blacks in the University environment.

6. Finally, in response to the item in which students were asked to identify aspects which they found attractive and aspects which they would change, the students listed some interesting suggestions which might be utilized to change the environment and make it more attractive for black students. It is recommended that the following suggestions made by respondents to this survey be given consideration by the University:

a. Additional black faculty members;

b. Black studies department and/or increase in course offerings related to blacks;

c. Year-round black programming, speakers, seminars, and movies;

d. A place for blacks to meet and discuss events (The researcher would suggest a facility on the order of a black cultural center.);

e. More coverage of black student achievements;

f. Orientation for black students;

g. Additional information of success strategies for blacks.

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APPENDICES

APPENDIX A

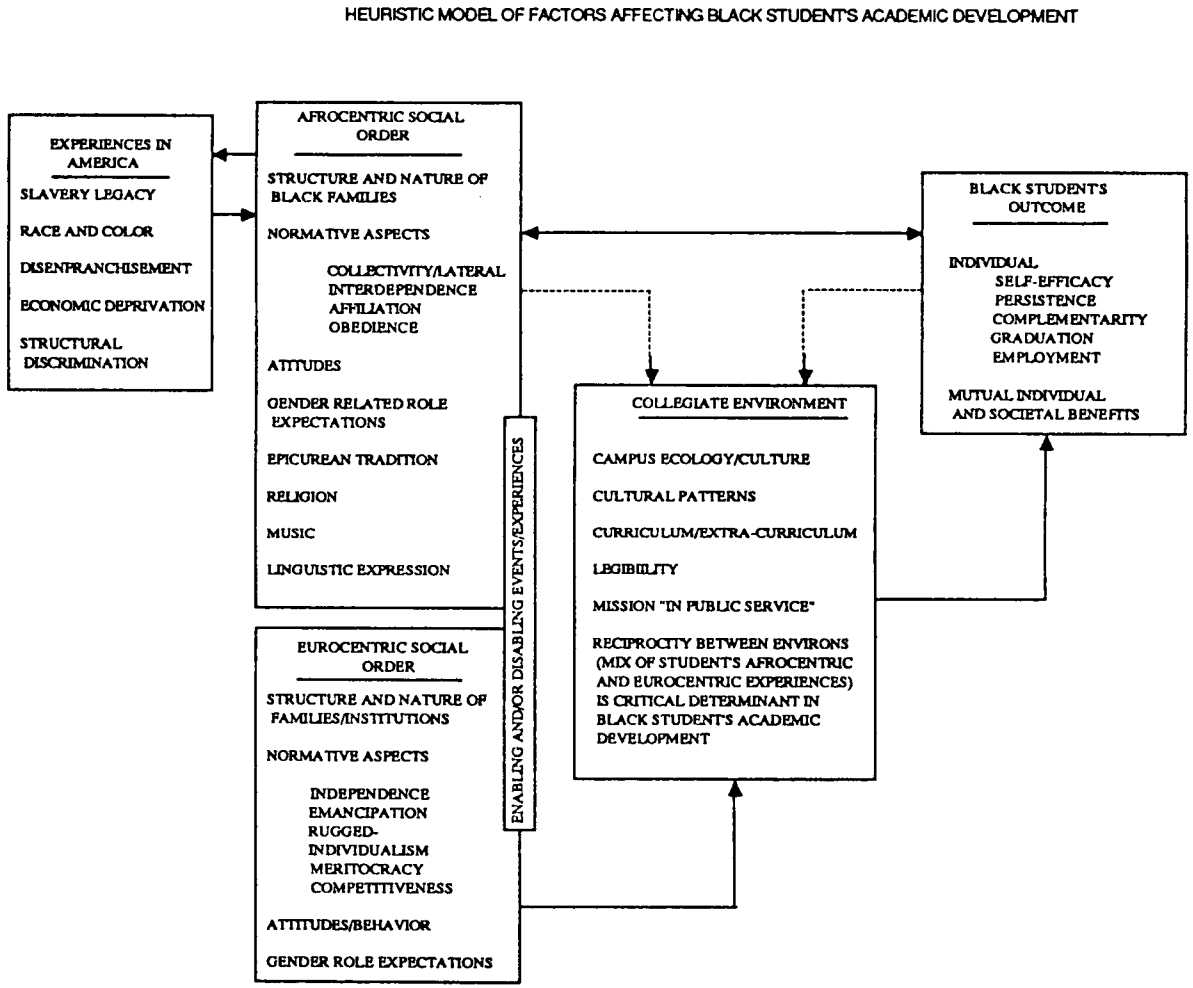

Figure 1. Cheatham's heuristic model of factors affecting black student's academic development.

APPENDIX B

Note: The first 70 items of the questionnaire cannot be reproduced here because of lack of permission from the author. See note at bottom of page 57.

QUESTIONNAIRE

****
PLEASE CONTINUE TO PLACE ALL ANSWERS ON THE ANSWER SHEET PROVIDED. REMEMBER TO MAKE HEAVY MARKS AND FILL THE SPACE COMPLETELY.
****

Please select ONE answer for each of the following questions.

71. I have developed a close relationship with a UTC faculty member by

a. serving as a helper, or assistant in a research project.
b. working on an independent study, special a special project, or participating in out of class discussions.
c. participating in a campus organization which he/she advised.
d. I have no such relationship.

72. I have had a mentor while at UTC. (A mentor is a special person to whom you can turn for guidance, support,etc.)

a. no
b. yes, a faculty member (e.g. teacher)
c. yes, a staff member (e.g. student affairs, admissions, etc.)
d. yes, a person who does not work at UTC

73. I would describe my campus friendship group as

a. mostly black.
b. evenly balanced between blacks & whites.
c. mostly white.
d. mostly foreign students.
e. I have no on campus friends.

Please indicate your opinion, as a black student at UTC, of the following situations. Darken the letter which indicates your answer:

a -Strongly disagree; b- mildly disagree; c- undecided; d - mildly agree; e - strongly agree.

74. I would recommend UTC to a member of my family.

75. I would attend UTC again if I had to do it over.

76. I feel that I belong at UTC.

77. My heritage is represented in the customs and activities of the University.

78. UTC provides adequate opportunities for programs, extracurricular activities, speakers, which reflect my heritage.

79. I can actively participate in class discussions.

80. There is an adequate selection of books, films, and other educational resources written by blacks available on campus.

81. Blacks are represented realistically in the books, course materials, and class discussion at UTC.

82. UTC was the right choice of a university for me.

83. I am confident in my ability to be a successful student here.

84. UTC has a commitment to helping me succeed as a student.

85. I feel accepted as a student, without having to give up my heritage.

86. I do not feel intimidated by white students in the classroom.

87. I do not feel intimidated by professors in class.

88. I feel comfortable participating in class discussions.

89. I am satisfied with the amount of representation of blacks in the textbooks, course materials and/or discussion in my classes.

90. I am satisfied with the current number of black faculty and staff members here at UTC.

91. I feel free to join any organization for which I meet membership requiremments.

92. I feel comfortable in those organizations to which I belong.

93. I have encountered no problems with roommates of different races.

94. I have not had to make a choice between achieving to the best of my ability and keeping my friends.

95. I expect to be enrolled at another institution a year from now to complete my bachelor's degree.

96. It would not be difficult for me to transfer to another college.

97. It is not important for me to earn a bachelor's degree.

Please indicate to what extent the following statements describe you. Please mark the appropriate letter to indicate your response:

a- Never; b - Once or twice; c- Occasionally; d - Often; e- Very Frequently.

98. I have seriously discussed leaving UTC with people at the University.

99. I have discussed leaving UTC with people outside of this institution.

100. I have seriously considered leaving UTC.

101. I have seriously considered not continuing to go to college any further.

Indicate the degree of importance of the following phrases to you:
a - not at all important; b - somewhat important; -
c - undecided ; d - important; e - very important

102. I plan to go to graduate school.

103. I will earn a bachelor's degree from UTC.

104. I will earn a bachelor's degree from some other college.

(UNIVERSITY ALIENATION SCALE)

++

PLEASE INDICATE YOUR OPINION USING THE FOLLOWING SCALE

a = Strongly Disagree; b = Mildly Disagree; c = Undecided
d = Mildly Agree; e = Strongly Agree

105. The size and complexity of this university make it very difficult for a student to know where to turn.

106. It is only wishful thinking to believe that one can really influence what happens at this university.

107. Classes at this university are so regimented that there is little room for the personal needs and interests of the student.

108. The faculty has too much control over the lives of students at this university.

109. The bureaucracy of this university has me confused and bewildered.

110. I feel that I am an intergral part of this university community.

111. Things have been so complicated at this university that I really don't understand just what is going on.

112. I seldom feel "lost" or "alone" at this university.

113. Students are just so many cogs in the machinery at this university.

114. I don't have as many friends as I would like at this university.

115. Most of the time I feel that I have an effective voice in the decisions regarding my destiny at this university.

116. Life at this university is so chaotic that the student really doesn't know where to turn.

117. Many students at this university are lonely and unrelated to their fellow human beings.

118. More and more, I feel helpless in the face of what's happening at this university today.

119. There are forces affecting me at this university that are so complex and confusing that I find it difficult to effectively make decisions.

120. I can't seem to make much sense out of my university experience.

121. My experience at this university has been devoid of any meaningful relationships.

122. The administration has too much control over my life at this university.

123. This university is run by a few people in power and there is not much the student can do about it.

124. The student has little chance of protecting his personal interests when they conflict with those of this university.

125. In spite of the fast pace of this university,it is easy to make many close friends that you can really count on.

126. My life is so confusing at this university that I hardly know what to expect from day to day.

127. In this fast-changing university, with so much conflicting information available, it is difficult to think clearly about many issues.

128. This university is just too big and impersonal to provide for the individual student.

****
ON THIS PAGE AND THE ONE THAT FOLLOWS, WRITE YOUR ANSWERS IN THIS BOOKLET. DO NOT FORGET TO WRITE YOUR STUDENT I D NUMBER AGAIN IN THE SPACE PROVIDED.
****

STUDENT ID #_____

Please fill in the appropriate response or check the appropriate response.

If you live off campus while attending UTC, do you live with relatives?
YES_____ NO_____

Your hometown is_____.
city state

Would you describe your hometown as

Urban_____Smalltown_____Rural_____

Your current major is_____ .

Your major during your freshman year was_____ .

You officially changed majors_____ times.

Your anticipated graduation date (semester and year)

is_____ .

Did you transfer from another college?
_____Yes, from a 2 yr college
_____Yes, from a 4 yr college
_____No

I belong to_____campus organizations. If you belong to campus organizations list any or some to which you belong. (1)_____(2)_____

(3)_____

How many hours per week do you spend in the following activities?

ACTIVITY	HOURS PER WEEK
In class	_____
Studying	_____
Social activities	_____
Campus organizations	_____
Sports (varsity)	_____
Sports (intramural)	_____
Working in employment ON campus	_____
Working in employment OFF campus	_____

LIST 5 THINGS WHICH YOU FEEL CURRENTLY MAKE UTC AN ATTRACTIVE UNIVERSITY FOR BLACKS.

1

2

3

4

5

LIST 5 THINGS YOU WOULD CHANGE AT UTC TO MAKE IT A MORE ATTRACTIVE UNIVERSITY FOR BLACKS.

1

2

3

4

5

++

THANK YOU FOR YOUR HELP IN THIS PROJECT.

++

MPP/88

THE UNIVERSITY OF TENNESSEE
AT CHATTANOOGA

Counseling & Career Planning Center
229 University Center
615 McCallie Avenue
Chattanooga, TN 37403
(615) 755-4438

May 13, 1988

Dear Student,

Many people across the country are concerned about the declining number of black students who are enrolled in colleges and universities. Several possible factors are being examined, on a national basis, as the cause for this alarming trend. I am asking you to help in identifying some of the reasons by participating in a research project which I am conducting.

As you may know, I am working toward earning a doctorate for which conducting a research project and writing a dissertation are required. I have chosen as a topic to study factors which affect the persistence of black students here at UTC. To my knowledge, this is the first research project of its kind to be done here. I hope that the results will be helpful not only to me but to students and the University community, in creating a positive climate for learning.

I would like to request your assistance in this project by asking you to voluntarily complete a questionnaire. The design of the project calls for group responses to be analyzed and reported. Your individual answers will remain anonymous. Therefore, I hope you will feel free to answer as you really feel.

You can volunteer to participate by coming to the Counseling & Career Planning Center, 229 University Center, between 8:30 a.m., and 5:00 p.m., (you don't need an appointment), Monday through Friday. I will consider your doing so as giving me your informed consent to include your answers in this project.

May I thank you in advance for helping me with this important project and hopefully, helping current and future black students here at UTC.

Sincerely,

Marsha P. Provost

APPENDIX C

ASPECTS OF THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA 1988

WHICH BLACK STUDENTS FIND ATTRACTIVE

Responses	No. of Responses
Facilities (upkeep, Arena, Univ. ctr. size, Roland Hayes)	32
Athletics	31
Location	31
Fraternities/sororities	28
Minority scholarships, financial aid	27
Number of black students not at UTC	23
Black Student Association	17
Academic Choices (Education, Theatre)	15
Housing	14
Prestige of UTC, white university	14
Campus atmosphere (friendly, closeness, fair)	12
Cost (inexpensive)	10
People, students, Student Affairs	10
Black faculty	7
Relationship with all faculty	6
Services (tutoring, coop)	6
Littleton H. Mason Singers	5
Organizations	5
Opportunity	4
Social activities	4
Black staff members	3
Racial harmony	3
Black programs	2
Minority awards	1

ENTIRE LIST OF ASPECTS OF THE UNIVERSITY OF TENNESSEE 1988

THAT BLACK STUDENTS WOULD CHANGE

Responses	No. of Responses
More black faculty	74
More on-campus activities (nonsocial)	39
Black studies department, more black classes	35
More black students	30
More black speakers, programs, seminars, movies year round	28
Have friendlier, concerned faculty	20
More black white interaction	16
More black administrators	15
More black staff	15
More black organizations	14
More black input in student body, university decisions	9
More black resource material	9
More on-campus social activities	9
Better treatment in class, training for those teaching blacks	8
Change fraternities/sororities	8
More job, placement information	8
More, better housing	8
Improve Black Student Association	6
More black student leaders	6
Better facilities	5
More cohesiveness, unity among blacks	5
More involvement in UTC by local blacks	5
More coverage of positive black achievements	4
More scholarships, financial aid, minority scholarships	4
More academic choices	3
Change grading	2
Cost (too high)	2
Integrated fraternities	2
More involvement in student government	2
More recruitment in Chattanooga	2
Non-Greek organizations	2
Orientation for black students	1
Success information for blacks	2
Better social organizations	1
Concern for student athlete	1
Deemphasize sororities/fraternities	1
Deemphasize uniqueness of blacks	2

Responses	No. of Responses
Different kinds of coop experiences	1
Even up black & white activities	1
Make students feel at home	1
More black movies	1
More blacks in university advertising	1
More motivational programs	1
More information on student activities	1
More sporting events	1
Noise	1
Off campus transportation	1
Place for blacks to meet & discuss events	1
Realistic presentation of blacks	1
Social events for those over 30	1
Deal with black student problems	1
More Black Brock Scholars	1
Transition program for High School Blacks	1
More shopping near campus	1
Better school band	1
More investigation into black student needs	1
Promote black confidence	1
University meal plan	1
Advisors sensitive to transfer students	1
More opportunities	1
Improve Developmental Studies Dept.	1
Stronger Adult Student Programs	1
More clarification of rules	1
Study skills/counseling	1

STUDENT REMARKS ABOUT FACULTY ACCEPTANCE

The statement that I would like to make is concerning the difficult task that this university places [on] it's black students. I am not a person who screams discrimination everytime a problem occurs, but since attending this university I have truly learned how discrimination affects a student. One of the problems I faced when entering UTC was trying to decide on a major. I knew what type of career I wanted, something in the legal field, a lawyer, but Orientation and Advisement informed me that "business management would be better in case you didn't pass the LSAT". And now I'm majoring in marketing which I have NO interest in.

Another problem that I encountered while attending UTC was low grades and probation-dismissal. After these problems occurred, I transferred to another college, a Black College. Here my grade point increased to almost 3.0 in one semester and I didn't take cribe courses. At this school I made friends, the environment was structured so that students were encouraged to help each other.

But the most memorable thing from my college years happened at a black college. One day I was looking out a window, kinda sad like, and one of the instructors noticed this, came over to ask if I wanted someone to talk with. This was a surprise because of all the years I attended UTC I have never been of interest to a faculty member. The point I'm trying to make is that listening to students, student togetherness, and making sure a student is in the right environment can

make a difference if a student is making a 2.0 (now) or a 3.0 (at a black college).

P.S. The only reason I'm back here is the cost of in-state tuition.

VITA

Marsha Parks Provost was born on February 6, 1947, to Forrest J. and Bernetta L. Parks in Lynchburg, Virginia. Her early life was spent in Hampton, Virginia, including attendance at the Hampton University Nursery School. At age six her family moved to Greensboro, North Carolina. There she was educated in the public school system attending Washington Street and Bluford Elementary Schools, Lincoln Junior High School, and James B. Dudley High School.

She participated in the first accelerated class at the 6th grade level at Bluford School. She was considered a student leader serving as editor of the Lincoln Echo, student government representative, and president of National Honor Society. She was among the first delegation of students to serve on the Greensboro Youth Council and was concurrently editor of the Youth Page published in the Greensboro News Record. She was active in Girl Scouts, Episcopal Young Churchmen and other civic and social activities. She graduated at the top of her high school class in 1965.

She enrolled in Hampton University in summer 1965 as a member of SPUR, a program for academically talented students. She majored in sociology and minored in psychology. Again involved in campus leadership, she served as president of Delta Sigma Theta Sorority, was inducted into Alpha Kappa Mu Honor Society and Who's Who Among College and University Students. In the summer of 1968, she participated in the Institute of Government at The University of North Carolina at Chapel Hill. She graduated Magna Cum Laude from Hampton in 1969.

She earned a Master of Education in Community Counseling from The University of Tennessee at Chattanooga in 1976. Her topic for master's research was An Assessment of Counseling Services for Adults in Chattanooga.

Her professional career has involved positions as Juvenile Probation Officer for the City of Hampton, Virginia, 1969-71; Social Worker II with the Guilford County (North Carolina) Department of Social Services 1971-75; Counselor, Assistant Director, Acting Director, and Director of the Counseling and Career Planning Center, The University of Tennessee at Chattanooga, 1977 to present. She has served as Adjunct Faculty in the Department of Educational Psychology and Special Education, as well as on many University committees including the Planning Council, Minority Committee, Women's Committee, Taskforce on Faculty and Staff Retention and Ad Hoc Committee on Advisement. She is a Nationally Certified Counselor and Professional Counselor in the State of Tennessee.

She was a participant in the University of Tennessee Leadership Institute and Leadership Chattanooga. She is active professionally as a member of American Association for Counseling and Development, American College Personnel Association, Association of University and College Counseling Center Directors, Association on Multicultural Development, Chattanooga Area Psychological Association, Phi Delta Kappa, Chi Sigma Iota (International Counseling Honor Society) and ITC (formerly Toastmistress, International).

In the community she is a member of Leadership Chattanooga Alumni, Golden Life Member of Delta Sigma Theta, Jack and Jill of America Inc., and Lay Reader and Altar Guild member, St. Mary the Virgin Episcopal Church.

Married to George Provost, she is the mother of one son, Geoffrey Gerard.