To the Graduate Council:

I am submitting herewith a dissertation written by Charles Arthur Edington entitled "An Analysis of the Factors Associated with the Retention of Black Students that Entered The University of Tennessee, Knoxville, Fall Quarter, 1981." 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 Psychology.

Lawrence M. DeRidder, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:

Vice Provost
and Dean of the Graduate School

AN ANALYSIS OF THE FACTORS ASSOCIATED WITH THE RETENTION OF BLACK STUDENTS THAT ENTERED THE UNIVERSITY OF TENNESSEE, KNOXVILLE, FALL QUARTER, 1981

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennesse, Knoxville

Charles Arthur Edington

December 1988

DEDICATION

This study is dedicated to my wife, Joanne, and to our children, Charles III; Scott Traeye; Kristen Elizabeth; my God-given parents, Mr. and Mrs. Arthur R. Edington; and to my parents given to me through marriage, Mr. and Mrs. Joseph W. Scott. Without their love, patience, understanding, and support, this study could have never occured.

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ABSTRACT

The major purpose of this study was to explore and survey how successful The University of Tennessee, Knoxville has been in its retention efforts of Black students. Additional purposes of the study were to gain knowledge about the academic profile of the successful Black student; to gain knowledge about the academic profile of the unsuccessful Black student; to see if there were differences in the academic preparation and in persistence by sex, choice by major at entry, residency classification at the time of initial enrollment; and according to the students, what support systems were available and beneficial in facilitating retention. The population for the study consisted of 182 first-time Black freshmen enrolled at The University of Tennessee, Knoxville for Fall Quarter, 1981.

Eleven variables, consisting of 7 academic or academically-related variables, and 4 primarily demographic variables, all taken from information available from the subjects records in the Offices of Admissions, Academic Records, and Financial Aid, were used in testing hypotheses associated with persistence and non-persistence of Black students enrolled at The University of Tennessee, Knoxville. Multiple regression equations were derived to determine how well a student will perform at the University. Hypotheses were tested using the Two Sample Variance Test

for Independent Samples and the responses from the questionnaires completed by the subjects were analyzed.

Major results of the study included the following:

1. Persisters had a significantly higher college grade point average, a significantly higher high school grade point average, a significantly higher Composite ACT Score, Social Studies and Natural Sciences sub-test scores than non-persisters;

2. There were no significant differences in females and males with respect to the high school grade point average and the college grade point average;

3. There were no significant differences among out-of-state and in-state students with respect to the high school grade point average and the college grade point average;

4. Engineering students had a significantly higher high school grade point average and a significantly higher Composite ACT score vis a' vis all other students included in the study.

5. Liberal Arts students had a significantly lower Composite ACT score vis a' vis other students included in the study;

6. There were no significant differences in the rate of persistence of Engineering and Liberal Arts students vis a' vis other students in the study;

7. According to the students, the retention/ persistence programs of the University were helpful in facilitating retention;

8. For persisters the multiple regression equation yielded an R^2 of .32 and included the English ACT score and the high school grade point average, each of which were significant coefficients at the .01 level; for non-persisters the multiple regression equation yielded an R^2 of .38 and involved the Social Studies ACT score and the high school grade point average, each of which were significant coefficients at the .01 level.

Suggestions for further research in the area of minority student retention were identified and presented.

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CHAPTER I

INTRODUCTION AND THE NATURE AND PURPOSE OF THE STUDY

A growing concern of faculty, staff, and administrators employed in colleges and universities is student retention. This growing concern can be attributed to both human value reasons and to institutions utilizing the concepts of enrollment management for the purpose of stabilizing their enrollments. A vital aspect of enrollment management is student retention and a particularly vital aspect of this issue is minority student retention. The retention rate for Black students is lower than the rates for majority students (Astin, 1985; Centra, 1980; Sedlacek & Pelham, 1976). The rate of minority student retention is particularly low, and decreasing, in predominately white institutions (Centra, 1980; Goodrich, 1978; Sedlacek & Webster, 1977). This is a great loss of human potential and it is therefore crucial that traditionally white institutions (TWI's) take steps to understand and reduce attrition, particularly for Black students.

One means of increasing the retention rate is to do a better job of selection and admission (Ott, 1978). Most admissions criteria and procedures have been validated utilizing white subjects. Studies that have applied the usual college admissions criteria to Blacks have tended to

get lower validity than that obtained with predominately white subjects (Baggeley, 1974; Borgen, 1972; Farver, Sedlacek, & Brooks, 1975; Pfeifer & Sedlacek, 1970, 1971, 1974). Recognizing that recruitment, admission, and retention are very much interrelated this study will focus on those variables that are demographic, socio-economic, and non-cognitive. These variables and their affect on minority student retention at The University of Tennessee, Knoxville will be explored. The tasks of retaining minority students who enter colleges and universities in the 1980's is one of the challenges facing educators in this decade. Retention should be a major concern, not only to minorities and those involved in special programs, but to all administrators, faculty, and staff.

The Problem

Turner (1980) reports that a consideration of minority student retention in the 1980's requires a close look at the social and educational context in which it occurs. Turner further states that the numerous minority faculty and staff hired in the 1960's and 1970's are most likely to be fired first, which will also affect the enrollment of minority students at these institutions. Cutbacks in federal financial aid programs, reductions in support services, curtailment of summer schools, and increased neutrality

toward affirmative action programs will all work toward increasing the rate of attrition of Black students.

The University of Tennessee, Knoxville in its desire to recruit and retain additional Black students must gain knowledge about those students that have been successful in navigating the institution and conversely the University must also gain knowledge about those students that have been unsuccessful in navigating the institution. The purpose of this study is to examine retention related variables and their effect on the minority student retention efforts of the University of Tennessee, Knoxville. The study deals specifically with the following questions:

1. What is the academic profile of the successful Black student?

2. What is the academic profile of the unsuccessful Black student?

3. Are there differences in academic preparation and in the persistence rates by sex, choice of major at entry and admissions classification at the time of initial enrollment (e.g., in-state vs. out-of-state support)?

4. According to the students, what support systems are available and beneficial in facilitating retention?

Flowing from these questions the following null hypotheses will be tested:

Hypothesis 1. There are no significant differences in persisters and non-persisters with respect to the college grade point average.

Hypothesis 2. There are no significant differences in persisters and non-persisters with respect to the high school grade point average.

Hypothesis 3. There are no significant differences in persisters and non-persisters with respect to the Composite ACT Score.

Hypothesis 4. There are no significant differences in persisters and non-persisters with respect to the English ACT Score.

Hypothesis 5. There are no significant differences in persisters and non-persisters with respect to the Mathematics ACT Score.

Hypothesis 6. There are no significant differences in persisters and non-persisters with respect to the Social Studies ACT Score.

Hypothesis 7. There are no significant differences in persisters and non-persisters with respect to the Natural Science ACT Score.

Hypothesis 8. There are no significant differences in females and males with respect to the college grade point average.

Hypothesis 9. There are no significant differences in females and males with respect to the high school grade point average.

Hypothesis 10. There are no significant differences among out-of-state and in-state students with respect to the college grade point average.

Hypothesis 11. There are no significant differences among out-of-state and in-state students with respect to the high school grade point average.

Hypothesis 12. There are no significant differences in the college grade point average of those students who receive financial aid at the time of entry and those students who do not receive financial aid at the time of entry.

Hypothesis 13. There are no significant differences in the high school grade point average of those students who receive financial aid at the time of entry and those students who do not receive financial aid at the time of entry.

Hypothesis 14. There are no significant differences in the college grade point average of engineering students vis a' vis all other students included in the study.

Hypothesis 15. There are no significant differences in the high school grade point average of engineering students vis a' vis all other students included in the study.

Hypothesis 16. There are no significant differences in the Composite ACT score of engineering students vis a' vis all other students included in the study.

Hypothesis 17. There are no significant differences in the receipt of financial aid by engineering students vis a' vis all other students included in the study.

Hypothesis 18. There are no significant differences in the rate of persistence of engineering students vis a' vis all other students included in the study.

Hypotheses 19. There are no significant differences in the college grade point average of liberal arts students vis a' vis all other students included in the study.

Hypothesis 20. There are no significant differences in the high school grade point average of liberal arts students vis a' vis all other students included in the study.

Hypothesis 21. There are no significant differences in the Composite ACT score of liberal arts students vis a' vis all other students included in the study.

Hypothesis 22. There are no significant differences in the receipt of financial aid by liberal arts students vis a' vis all other students included in the study.

Hypothesis 23. There are no significant differences in the rate of persistence of liberal arts students vis a' vis all other students included in the study.

Definitions of Terms

In the study of retention it is especially important that terms be defined. A dropout, a persister, or a transfer does not have the same meaning in all studies (Cope, 1968). Quite often a dropout is defined as one who withdrew from the institution, and the aspect of transferring is not considered at all. For the purpose of this study, the criterion groups are defined as follows:

Persister. A persister is a student who had continued at The University of Tennessee, Knoxville through six consecutive terms (quarters) and had enrolled in the seventh term, normally the beginning of the student's junior year. The persister entered as a freshman at the University and had not completed or attempted previous college work. If the persister attended summer school, this was not counted as one of the terms of enrollment.

Non-persister. A non-persister is either a dropout; a transfer; or a withdrawer. A dropout is a student who had left the institution without officially withdrawing and who did not transfer to another institution. A transfer is a student who had left the institution with plans to enroll in another college. A withdrawer is any student who officially withdraws from the institution before the completion of a program of study or before meeting the goals set by him/her upon enrollment.

Attrition/Retention Program. An attrition/retention program is any concerted effort, formal or informal, aimed at reducing the attrition rate.

Persistence Rate. The persistence rate is the percent of the entering Black freshmen who did return for the seventh term of attendance at the University.

Limitations of the Study

All of the subjects are first-time Black freshmen, except for black student athletes, that enrolled in The University of Tennessee, Knoxville for Fall Term, 1981. The freshmen class of 1981 was the first class admitted under selective admissions criteria. The study, therefore, is germane only for The University of Tennessee, Knoxville. Student-athletes represent an atypical sub-population of minority students and were therefore not included in the study. Student-athletes typically receive more support services that are available to the general student body population.

Organization of the Study

Chapter 1 includes the introduction and the nature and purpose of the study, the problem, the limitations of the study, the definition of terms and organizational scheme. Chapter II is a survey of the literature related to this investigation. Chapter III gives a detailed description of

the subjects, the variables, and the procedures and methodology used in this study. Chapter IV presents the data and the results of the study. Chapter V provides the implications, summary, and conclusions as well as recommendations for The University of Tennessee, Knoxville.

CHAPTER II

REVIEW OF RELATED LITERATURE

Overview

The literature associated with the retention of minority students is frequently more anecdotal than analytical. Most of the literature focuses on the enrollment of Black students at traditionally white institutions (TWI's). Three interrelated topics dominate the literature: (1) the characteristics of minority students, (2) the special problems associated with the recruitment and retention of minority students; and (3) the institutions' effort to address these problems.

Two points are worthy of consideration of any analysis of the literature about Blacks as other race students. The first point is the need to keep in mind that Blacks constitute a minority culture in the larger society; whites represent the majority culture. Standley (1978) has suggested that this difference may make Black students at TWI's socially and psychological more dependent on the institutions than white students enrolled at traditionally black institutions (TBI's). Black student's greater dependency on institutions in this regard may explain the

findings of Jones, Harris, Lynn and Hauck (1975) which indicated that Black students at TWI's were more likely than Blacks at TBI's to blame their academic failures on non-academic kinds of shortcomings at their institutions. Blacks enrolled at TBI's more frequently faulted themselves or cited financial difficulties as the cause of their failures.

The second point is the need to differentiate the signs of socio-economic disadvantagement from the characteristics of a minority group. Generally, the literature supports the thesis that higher percentages of Black students versus white students are disadvantaged: Gordon (1967) notes that the tendency of white students to do this is an affront to Black students which acts to increase the social alienation of Blacks on white campuses. Johnson & Turner, 1971; Putkammer (1962); Wilson (1974) have suggested that in order to recruit and therefore retain Black students effectively, TWI's must distinguish among three types of Blacks and the different problems and traits which affect their orientation to higher education institutions. Most research on Black student fails to make these distinctions.

Characteristics Associated With Black Students

Putkammer (1962) identifies three Black subtypes. The first are blacks whose affluence and family background make them typical of white applicants seeking admission to TWI's. For this type of Black, racial issues are faced intellectually rather than emotionally, the individuals never having experienced firsthand the discrimination and deprivation historically accorded to some Black Americans. Putkammer (1962) contrasts the affluent type of Black with two additional types of Blacks which are less advantaged socio-economically and which are distinguished from one another largely by their opposing attitudes toward integration. The Black student positively oriented to integration enrolls for higher education primarily as a means of escaping race-associated disadvantages. Blacks of this type actively seek out integrated environments, at times to the point of disassociating themselves from members of their own race; they are also self-conscious about being Black; and many lack confidence in their ability to succeed and express feelings that they were inadequately prepared for college.

In contrast to the first and second Black subtypes are Blacks distinguished by their rejection of the integrative

approach. These Blacks are highly conscious of race; they do not believe in integration and therefore they tend to band together.

References to Putkammer's affluent Black subtype disappears form the literature after 1970, probably because of their decreasing representation as a percentage of the large number of Blacks who had enrolled for higher education by that time. Wilson (1974) addresses only the latter two Black subtypes described by Putkammer. He labels "middle class aspirants' as Blacks positively oriented to integration and Blacks opposed to integration as "non-middle class aspirants."

As references in the literature to affluent Blacks declined after 1970, references to the non-middle class aspiring Blacks, and to the traits which set them apart from middle class aspiring Blacks, increased. Hunt (1975), in contrasting middle class aspiring Blacks to non-middle class aspiring Blacks, indicates that the latter group is alienated from white society and its institutions. Should they find their way to TWI's they are inclined to distrust and to be critical of the institutions' staff (Willie, 1971) and to make little use of facilities and support services, despite the fact that the use of these services might increase the probability of their succeeding (DiCesare, Sedlacek, Brooks, 1970). Their disregard for helping services is attributable to the belief that a college

education yields no benefits for Black graduates (Avery, 1975). Many of these Blacks who enrolled felt that they would be better off as students receiving financial aid because in many cases they could not secure employment. (Avery, 1975).

Non-middle class aspirants prefer to congregate with others of their race having similar views, shunning not only whites but Blacks who are of the middle class aspiring type for their conciliatory attitudes toward institutional authorities and for their acceptance of institutional policies and rules (Hunt, 1975). Johnson and Turner (1974) suggests that these value and attitude differences affect the academic success of middle class aspiring Blacks by making them feel guilty and torn between Black and white identities. Under such social pressure, some middle class aspiring Blacks are hesitant about enrolling or remaining at TWI's for fear that the TWI will cause them to lose their identity as Blacks (Lyons, 1973).

Non-middle class aspirants are also critical of Black faculty and staff members at TWI's who do not put loyalty to race above loyalty to the institution (Willie, 1971). They are likely to cite their ethnic heritage as justification for special treatment. When present on campus as organized groups, they are more likely to play power politics with the administration in order to gain advantages. The middle

class aspiring Blacks are less likely to take these positions (Hunt, 1975).

With regard to choosing an institution, middle class aspiring Blacks are reportedly more receptive to attending TWI's independent of the number of other Blacks visible on campus. The non-middle class aspiring Blacks, should they elect to attend college, are more inclined to favor TBI's or TWI's which already enroll substantially large numbers of Black students and which support Black student organizations with politically active images.

One study (The College Entrance Examination Board, 1971) has suggested that of the two Black sub-types, middle class and non-middle class aspiring, it is members of the former rather than the latter who are most likely to enroll at TWI's and to graduate with good grades. Middle-class aspiring Black students are also more likely than non-middle class aspiring Black students to be retained and to remain in good academic standing at TWI's. Middle-class aspiring Blacks take greater advantage of available facilities and support services and were more actively involved in efforts to eliminate racism from the campus (Hunt, 1975). These same traits have been positively associated with academic success and retention among Black students (DiCesare, Sedlacek, Brooks, 1970; Sedlacek & Brooks, 1970; Sedlacek & Webster, 1977). Other traits of middle-class aspiring Blacks also associated with success and retention include:

1. a relatively positive self-concept;

2. a past which includes successful leadership experience;

3. a past which includes demonstrated service to the community;

4. a preference for long-range goals over short-term needs; and

5. an indication of the presence of emotional support coming from a "significant other" who believes in the Black student's abilities and supports his/her educational efforts (College Placement Services (1969); Bailey & Collins (1977); DiCesare, Sedlacek & Brooks (1970); Sedlacek & Webster (1977); Tracey & Sedlacek, 1982).

Strategies/Problems Associated with the Recruitment and Retention of Black Students

The challenges to TWI's seeking to increase Black enrollments is clear. First and foremost among these challenges is the need to promote among Black students more positive attitudes about higher education and themselves, thereby converting non-middle class aspiring Blacks to middle-class aspiring Blacks. With regard to recruitment, efforts should be directed at increasing the number of middle class aspiring Blacks who enroll. The promotion of more positive attitudes among Blacks may also be achieved through outreach activities designed to educate non-middle

class aspiring Blacks about the benefits of higher education for Blacks and to demonstrate to them the TWI's interest in and commitment to helping Black students succeed academically and improve their status socially and economically (Carr & Chittum (1979).

Given that student attitudes change, it is important that the information disseminated through outreach activities and programs be accurate to facilitate realistic expectations of the institution. Madrago-Peterson and Rodriguez (1978) attributed attrition and isolationist behaviors among Black student at TWI's to unrealistic, idealistic and over-optimistic pre-enrollment views of the campus.

The challenge to promote more positive attitudes among Blacks already enrolled at TWI's, on the other hand, may be achieved by a variety of activities designed to increase the students' motivation to succeed academically and to compete as individuals in the larger society (Carr & Chittum, 1979). To the extent that TWI's are successful in this regard, they may enhance the students' readiness to take full advantage of available facilities and helping services--services which, in turn, may ensure their success and continued enrollment at the institution. Key objectives of activities would seek to expose Black students to desirable and attainable career options; to establish clearly the kinds of

educational requirements for entry into those careers; to open students' minds to what they can achieve themselves; to help Black students build their self-concept by providing opportunities for leadership and involvement in service-oriented activities; and to take actions to ensure the presence of sensitive individuals on the campus who are capable of providing these students with the emotional and social support and advisory services that they need (Willie, 1971). Non-middle class aspiring Black students, given their predisposition toward anti-integration attitudes and their low self-concepts, are the Black students least likely to seek such opportunities on their own (Johnson & Turner, 1974). Mechanisms to ensure that they receive this assistance are missing at most TWI's (Sedlacek & Brooks, 1970).

The challenge second in importance to that of encouraging among Blacks a more positive attitude toward higher education is that of making available the kinds of support services which effectively assist Black students to cope with disadvantages common among individuals recognized as members of a minority culture. Gordon (1967) indicated that these disadvantages include:

1. personal approaches to learning which do not complement those important to traditional academic efficiency;

2. weakness in the use of abstract symbols and vocabulary commonly accepted in society because of their widespread use by the dominant white culture;

3. weakness in dealing with theoretical concepts and principles, along with a tendency to favor more practical learning experiences, the benefits of which are perceived to be more tangible and immediate;

4. reduced potentials for academic achievement and social stability due to frequent changes in residence, family instability, distorted role model relationships, housing inadequacy, economic insufficiency, and repeated subjection to discriminatory treatment and forced separation from many of the main avenues of society.

The above disadvantages appear to interfere more with the academic progress of Black students enrolled at TWI's than at TBI's. Jones, Harris and Hauck (1975) reported that, in contrast to Blacks attending TBI's, Blacks at TWI's were more apprehensive about their ability to compete academically, were more concerned about their lack of high school preparation, perceived greater gaps in communications with teachers and expressed greater dissatisfaction and concern about their social life and the lack of a friendly campus atmosphere. Several studies have suggested that, for services to be effective, staff members working with Black students should be sensitive to their perceived threat of losing their cultural identities (Johnson & Turner, 1974;

Lyons, 1973; Lyons, 1974; Winston, 1976). Support services should not be forced on Black students who are not yet persuaded of their need for help or who are attitudinally opposed to accepting them. Gordon (1967) found that Black students are more likely to value and to benefit from helping services if they are permitted to make the decision to use the services.

Addressing the Retention Problem

Having identified the two major challenges to TWI's interested in enrolling and retaining larger numbers of Black students, it is now appropriate to review the literature associated with the activities and support services important in the recruitment and retention of Black students. Minority student programs, according to Peterson, Blackburn, Gamson, Arce, Davenport, and Mingle (1978), have displayed an evolutionary pattern across TWI's.

First to be implemented were formal recruitment programs which made provisions for student financial aid. Black students were often excepted from traditional admissions criteria and standards, their admission being based on alternate criteria which, during the 1960's, were less objective and well defined than is presently the case. Special minority recruitment programs were followed by support services designed principally to serve minority

students. Many of these services, typically initiated outside the institutional structure, later became accepted by faculty and administrative staff and were incorporated into the regular organizational structures of institutions. Examples of these programs are student organizations such as minority affairs offices and the addition of Black studies to the curriculum.

Effective Black recruitment programs have relied primarily on outreach and counseling activities, student financial aid and the involvement of Black staff and students and Black community leaders in recruiting. Examples of recruitment practices reported to be successful in increasing the number of Blacks applying include:

1. the use of Black community leaders as nominators of prospective Black students who are then invited to campus, expenses paid, for test-taking, interviews, and social contact with currently enrolled students (Egerton, 1968);

2. student associations relied upon to encourage applications from Black high school students (Egerton, 1968);

3. Black college students placed in high schools as assistants to counselors and teachers working with Black students who are engaged in the college-choice process (Egerton, 1968).

4. pre-enrollment outreach tutorial and counseling programs staffed by successful Black students of the sponsoring senior college, but offered at the two-year colleges from which the student transferred (Smith, 1973).

5. working cooperatively with private businesses and industries to fund special scholarships for promising Black students in specific fields (Carey, 1977).

6. visits to the homes of Black prospective students premised on the belief that lack of information is as much a barrier to access for Blacks as the lack of adequate financial aid (Jefferies, 1975).

7. admissions counselors assigned to Black students to provide them with personal guidance and special assistance in handling administrative matters such as applications for financial aid and registration forms (Lattimer, 1971).

8. federally funded Talent Search (TRIO) programs (Peterson, Gamson, Arce, Davenport, Mingle, 1978).

The ultimate effects of recruitment programs in increasing Black student enrollments depend upon the institutions' success in holding Black students once they have enrolled. The literature has suggested that effective minority retention programs at TWI's are:

1. Concerted motivational programs built on the premise that aspiration must precede success, but tempered by the philosophy "no deposit, no return" (Landis, 1976).

These programs seek to help the student formulate realistic career and educational goals, to increase the students' sensitivity to other cultures and their differences, to build the students' self-confidence and self concepts, and to increase the students' ability to cope with the conflicting desires of wanting to move into a society dominated by whites while wanting to retain their cultural heritage and identities as blacks. Generally, these activities succeed by promoting and sustaining middle class aspiring attitudes among Black students.

Examples of activities designed to motivate Black students include:

(a) part-time employment in jobs related to their academic major (Egerton, 1968),

(b) using successful Black graduates as orientation speakers/counselors for new students (Willie, 1971),

(c) involving Black students in the formulation of campus policies and in support services geared to meeting their special needs (Heath, 1970),

(d) federally funded Upward Bound (TRIO) programs (Wilson, 1974), and

(e) seminars where Black students can share positive information about themselves thereby helping them develop more positive self-concepts (Pulliams, 1977).

2. Academic and student support activities built around the philosophy "graduate or die" (West-Simpson & Jones, 1975). Co-curricular academic support includes (1) basic studies and tutoring, (2) study skills development, (3) close academic advisement, and (4) institutional strategies which create a positive, success-oriented environment for Blacks. Student extra-curricular support takes the form of (1) special assistance in dealing with college procedures and regulations, identifying and solving personal problems which impede academic performance, and needed information and aid, (2) special activities designed to provide opportunities for social interaction and development, (3) activities designed to help Black students adjust to life as minority student, (4) activities designed to enhance the heritage and reinforce the cultural identities of minority students, and (5) activities designed to sensitize white faculty and students to the special needs of Blacks and other minority groups.

Examples of academic support are:

(a) tutoring of Blacks by other Black students in space set aside especially for minority students (Winton, 1976),

(b) reduced academic load for disadvantaged Black students in freshman year (Egerton, 1968 and Harcleroad, 1971),

(c) programmed instruction (Egerton, 1968), and

(d) study skills courses as electives (Egerton, 1968; Landis 1976).

Examples of student support are:

(a) sensitivity training and programs among white faculty and students to increase understanding of minority needs (WICHE, 1972; Winton, 1976),

(b) courses in racism and multicultural relations required for graduation for Black and white students, but taken during the freshman year (Sedlacek & Brooks, 1971),

(c) using upperclass minority students as peer advisors for entering minority students (Winton, 1976),

(d) educational exchange programs whereby white students at TWI's and Black students at TBI's exchange places for one term (Johnson, 1974),

(e) minority awareness group to promote a feeling of unity and belonging as opposed to a feeling of isolation and despair (Wood, 1977),

(f) federally-funded TRIO programs (Harcleroad, 1970),

(g) pre-college summer sessions that provide diagnostic counseling and orientation (Egerton, 1968), and

(h) emergency loan fund for Black students (Peterson et al., 1978).

The review of the literature has placed in perspective the need for a study that profiles the academic characteristics of Black students having attended The University of Tennessee, Knoxville. The review has also confirmed the idea that separate analyses should be completed for the different criterion groups in order not to obscure important variables that may be affecting attrition rates for one group but not the other. Furthermore, a study which takes into consideration the relationships among variables involved with persistence and attrition is a realistic approach for the predictive value as it relates to Black students enrolled at The University of Tennessee, Knoxville.

CHAPTER III

POPULATION AND PROCEDURES

A description of the subjects, the setting, the variables, the procedures and related factors are presented in this chapter.

The Subjects

Only Black students who enrolled as first-time freshman at The University of Tennessee, Knoxville, at the beginning of Fall Quarter, 1981 as degree-seeking students were included in this study. The few students that were financially independent of parents or who entered the University as non-degree seeking matriculants were not included. Student-athletes were also omitted from this study. The Fall Quarter, 1981 freshman were selected for study because these students represent the first Black matriculants enrolled under the University's selective admissions procedures and requirements. One hundred eighty two students were included in this study.

The Setting

The University of Tennessee, Knoxville is a comprehensive publicly-assisted University with an annual enrollment of approximately 25,000 students. Approximately

19,000 of these students are undergraduates. Chartered in 1794 as Blount College, the University has remained non-denominational to the present time and offers instruction at the undergraduate level in nine colleges and schools.

These colleges and schools are:

*College of Agriculture

*School of Architecture

*College of Business Administration

*College of Communications

*College of Education

*College of Engineering

*College of Human Ecology

*College of Liberal Arts

*College of Nursing

Developmental and/or remedial instruction is not offered through the degree granting colleges and schools that comprise the University. Black undergraduate students were first admitted to the University in Winter Quarter, 1961. Black undergraduate enrollment comprised 4.8% of total undergraduate enrollment in Fall, 1981.

Represented among the University's more than 25,000 students are men and women from every county in Tennessee, each of the 50 states, and more than 90 foreign countries. Faculty members number more than 1,200.

The University is a part of a multi-campus statewide system of education. In addition to the campus in Knoxville, other campuses are located at Chattanooga, Martin, and in Memphis. The University's Nashville campus was merged by court order with Tennessee State University in 1979. Each campus is under the administrative leadership of a chancellor.

The Variables

The variables chosen for this study were those most frequently found in the thorough review of the literature, as reported in Chapter II, and a preliminary examination of the records available in the offices of Admissions, Academic Records, and Financial Aid at The University of Tennessee, Knoxville. These variables were the college grade point average, the college entrance test scores, the high school grade point average, gender, residency classification at the time of entry, declared major, and the receipt of financial aid.

A coded questionnaire was also mailed to the subjects to gain additional information regarding the sample population under study. A follow-up mailing was done to the non-respondents. The questionnaire was "field tested" utilizing two groups of currently enrolled students who were

representative of the study's population. The suggestions of these students were incorporated in the questionnaire.

The seven variables used to meet the purpose of this investigation were:

Variable 1. The college grade point average: the average based on all grades in all courses accumulated as long as the student remained at The University of Tennessee, Knoxville. If, for any reason, the student did not return to the University, the grade point average was calculated at the time of his/her non-return.

Variable 2. College Entrance Test scores: the American College Testing (ACT) composite standard score is an average score on the four ACT standard scores in English, mathematics, social science, and natural science. Each subscore was recorded.

Variable 3. High school grade point average: an average of all of the high school grades earned during 4 years of high school.

Variable 4. Gender: the subject was either male or female. Females were coded 0; males were coded 1.

Variable 5. Residency classification at the time of entry: the subject was classified as an in-state or an out-of-state student at the time of entry to the University. Out-of-state students were coded 0; in-state students were coded 1.

Variable 6. Declared college affiliation: the student had or had not declared college affiliation at the time of entry to the University. If the subject indicated a college affiliation, an assigned college code was recorded.

Variable 7. Financial aid: the financial assistance that the subject received upon initial entry in the University such as scholarships, grants, loans, and work-study. Non-receipt of financial aid was coded 0; receipt of financial aid was coded 1.

The Procedures

The Two Sample Variance Test for Independent Samples and multiple regression analysis were the methods of analyses. The Two Sample Variance Test for Independent Samples tested for group differences between groups. The questions that this test answers is "Can one assume that the population from which the first sample is drawn has the same variance as the population from which the second sample is drawn?"

For the purpose of multiple regression analysis, the college grade point average was used as the criterion or the dependent variable, and the remaining variables were used as the predictor or independent variables. Multiple regression was used in this study to answer the question, "How can I analyze these data so I may determine the group in which an individual will perform best?" (Tiedeman, 1951).

Information received from the coded questionnaires provided descriptive, demographic data on the population. Additionally, this data was utilized to provide information regarding the subjects perceptions of the "quality of life" for Black students in attendance at The University of Tennessee, Knoxville.

CHAPTER IV

PRESENTATION AND DISCUSSION OF THE DATA

In this chapter the general data related to both types of statistical analyses are presented in tabular form and discussed. Next, the results of the testing of hypotheses are shown and discussed. Then, the data for the multiple regression analysis are given with some explanation. Lastly, a discussion pertaining to the results of the questionnaire is presented.

Presentation of the General Data

The means and standard deviations for the seven variables for each student classification category are shown in the following tables. Table I shows the mean scores and standard deviations for the entrance test scores and the means and standard deviations of high school and college grade point averages. The college grade point average is the average based on all courses accumulated as long as the student remained at The University of Tennessee, Knoxville. The high school grade point average is an average of all of the high school grades earned during four years of high school.

The mean college grade-point average and the mean high school grade point average of female students were higher than those of male students (Tables II and III). The male

TABLE I

MEANS AND STANDARD DEVIATIONS FOR

VARIABLES OF ALL STUDENTS IN THE STUDY

N = 182

Variable Number	Variable Name	Mean	Standard Deviation
1	CGPA	2.10082	0.75039
2	EACT	17.34615	4.90866
3	MACT	16.00000	7.09446
4	SACT	15.94505	6.72237
5	NACT	18.77472	5.20293
6	CACT	17.15384	4.94929
7	HSGPA	3.02994	0.49717

1. CGPA - College Grade Point Average
2. EACT - English ACT
3. MACT - Math ACT
4. SACT - Social Studies ACT
5. NACT - Natural Science ACT
6. CACT - Composite ACT
7. HSGPA - High School Grade Point Average

TABLE II

MEANS AND STANDARD DEVIATIONS FOR

VARIABLES FOR FEMALES

N = 89

Variable Number	Variable Name	Mean	Standard Deviation
1	CGPA	2.15955	0.74828
2	EACT	17.74157	5.25817
3	MACT	14.57303	6.31536
4	SACT	15.91011	6.14898
5	NACT	18.12359	5.13194
6	CACT	16.75280	4.61785
7	HSGPA	3.09235	0.45540

1. CGPA - College Grade Point Average
2. EACT - English ACT
3. MACT - Math ACT
4. SACT - Social Studies ACT
5. NACT - Natural Science ACT
6. CACT - Composite ACT
7. HSGPA - High School Grade Point Average

TABLE III

MEANS AND STANDARD DEVIATIONS FOR

VARIABLES FOR MALES

N = 93

Variable Number	Variable Name	Mean	Standard Deviation
1	CGPA	2.04462	0.75215
2	EACT	19.96774	4.54554
3	MACT	17.36559	7.55096
4	SACT	15.97849	7.26213
5	NACT	19.39784	5.22148
6	CACT	17.53763	5.24313
7	HSGPA	2.97021	0.52967

1. CGPA - College Grade Point Average
2. EACT - English ACT
3. MACT - Math ACT
4. SACT - Social Studies ACT
5. NACT - Natural Science ACT
6. CACT - Composite ACT
7. HSGPA - High School Grade Point Average

students, however, had a higher composite ACT score and higher ACT standard scores, including the English standard score. Out-of-state students possessed both a higher college grade point average and a higher high school grade point average than their in-state counterparts (Tables IV and V). As one would expect persisters performed considerably better in high school and in college when compared with non-persisters. This is true regardless of the variable one chooses to examine (Tables VI and VII).

Students in the College of Engineering possessed the best academic record at the time of entry to the University (Tables VIII through XIV). At entry their high school grade point average and their composite ACT score were higher than those students who entered the other undergraduate colleges. Students entering the College of Education had the lowest high school grade point average at the time of entry to the University and had the lowest performance while enrolled at the University. Students enrolled in the College of Communications had the highest college grade point average when compared to the other groups. The means and standard deviations for the seven variables were calculated for students enrolled in the Colleges of Agriculture and Architecture, but were not presented because of the extremely small number of students enrolled in these colleges beginning Fall, 1981.

TABLE IV

MEANS AND STANDARD DEVIATIONS FOR

VARIABLES OF IN-STATE STUDENTS

N = 148

Variable Number	Variable Name	Mean	Standard Deviation
1	CGPA	2.06500	0.76963
2	EACT	17.12162	4.83454
3	MACT	15.43243	6.79351
4	SACT	15.52027	6.67054
5	NACT	18.45270	4.98615
6	CACT	16.77027	4.71514
7	HSGPA	3.01574	0.49766

1. CGPA - College Grade Point Average
2. EACT - English ACT
3. MACT - Math ACT
4. SACT - Social Studies ACT
5. NACT - Natural Science ACT
6. CACT - Composite ACT
7. HSGPA - High School Grade Point Average

TABLE V

MEANS AND STANDARD DEVIATIONS FOR

VARIABLES FOR OUT-OF-STATE STUDENTS

N = 34

Variable Number	Variable Name	Mean	Standard Deviation
1	CGPA	2.25676	0.64731
2	EACT	18.32352	5.1799
3	MACT	18.47058	7.92095
4	SACT	17.79411	6.73201
5	NACT	20.17647	5.93638
6	CACT	18.82352	5.63791
7	HSGPA	3.09176	0.49765

1. CGPA - College Grade Point Average
2. EACT - English ACT
3. MACT - Math ACT
4. SACT - Social Studies ACT
5. NACT - Natural Science ACT
6. CACT - Composite ACT
7. HSGPA - High School Grade Point Average

TABLE VI

MEANS FOR STANDARD DEVIATIONS FOR

VARIABLES FOR PERSISTERS

N = 119

Variable Number	Variable Name	Mean	Standard Deviation
1	CGPA	2.43193	0.43730
2	EACT	17.76470	4.97401
3	MACT	16.71428	7.29306
4	SACT	16.72268	6.50153
5	NACT	19.45378	5.14657
6	CACT	17.79831	4.88092
7	HSGPA	3.13352	0.45390

1. CGPA - College Grade Point Average
2. EACT - English ACT
3. MACT - Math ACT
4. SACT - Social Studies ACT
5. NACT - Natural Science ACT
6. CACT - Composite ACT
7. HSGPA - High School Grade Point Average

TABLE VII

MEANS AND STANDARD DEVIATIONS FOR

VARIABLES FOR NON-PERSISTERS

N = 63

Variable Number	Variable Name	Mean	Standard Deviation
1	CGPA	1.47539	0.81975
2	EACT	16.55555	4.72050
3	MACT	14.65079	6.54798
4	SACT	14.47619	6.93717
5	NACT	17.49206	5.10494
6	CACT	15.93650	4.88537
7	HSGPA	2.83428	0.51961

1. CGPA - College Grade Point Average
2. EACT - English ACT
3. MACT - Math ACT
4. SACT - Social Studies ACT
5. NACT - Natural Science ACT
6. CACT - Composite ACT
7. HSGPA - High School Grade Point Average

TABLE VIII

MEANS AND STANDARD DEVIATIONS FOR VARIABLES FOR STUDENTS IN COLLEGE OF BUSINESS ADMINISTRATION

N = 14

Variable Number	Variable Name	Mean	Standard Deviation
1	CGPA	2.08785	0.82711
2	EACT	16.71428	4.66457
3	MACT	15.00000	3.57340
4	SACT	13.57142	7.06795
5	NACT	18.28571	5.35545
6	CACT	16.00000	4.18789
7	HSGPA	2.997142	0.53611

1. CGPA - College Grade Point Average
2. EACT - English ACT
3. MACT - Math ACT
4. SACT - Social Studies ACT
5. NACT - Natural Science ACT
6. CACT - Composite ACT
7. HSGPA - High School Grade Point Average

TABLE IX

MEANS AND STANDARD DEVIATIONS FOR VARIABLES FOR STUDENTS IN COLLEGE OF COMMUNICATIONS

N = 13

Variable Number	Variable Name	Mean	Standard Deviation
1	CGPA	2.35000	0.77559
2	EACT	20.00000	4.04145
3	MACT	14.23076	5.11784
4	SACT	19.92307	5.76572
5	NACT	19.53846	4.99358
6	CACT	18.53846	4.23507
7	HSGPA	3.05692	0.39360

1. CGPA - College Grade Point Average
2. EACT - English ACT
3. MACT - Math ACT
4. SACT - Social Studies ACT
5. NACT - Natural Science ACT
6. CACT - Composite ACT
7. HSGPA - High School Grade Point Average

TABLE X

MEANS AND STANDARD DEVIATIONS FOR VARIABLES FOR STUDENTS IN COLLEGE OF EDUCATION

N = 11

Variable Number	Variable Name	Mean	Standard Deviation
1	CGPA	1.84090	0.78472
2	EACT	13.81818	4.04519
3	MACT	12.18181	7.05433
4	SACT	9.36363	2.61811
5	NACT	14.00000	3.40587
6	CACT	12.54545	2.91079
7	HSGPA	2.56454	0.46215

1. CGPA - College Grade Point Average
2. EACT - English ACT
3. MACT - Math ACT
4. SACT - Social Studies ACT
5. NACT - Natural Science ACT
6. CACT - Composite ACT
7. HSGPA - High School Grade Point Average

TABLE XI

MEANS AND STANDARD DEVIATIONS FOR VARIABLES FOR STUDENTS IN COLLEGE OF ENGINEERING

N = 61

Variable Number	Variable Name	Mean	Standard Deviation
1	CGPA	2.10868	0.73553
2	EACT	18.68852	4.50385
3	MACT	21.03278	6.04970
4	SACT	18.04918	6.30720
5	NACT	21.50819	5.14659
6	CACT	19.96721	4.55692
7	HSGPA	3.22836	0.43812

1. CGPA - College Grade Point Average
2. EACT - English ACT
3. MACT - Math ACT
4. SACT - Social Studies ACT
5. NACT - Natural Science ACT
6. CACT - Composite ACT
7. HSGPA - High School Grade Point Average

TABLE XII

MEANS AND STANDARD DEVIATIONS FOR VARIABLES FOR STUDENTS IN COLLEGE OF HUMAN ECOLOGY

N = 7

Variable Number	Variable Name	Mean	Standard Deviation
1	CGPA	2.04125	0.99974
2	EACT	12.50000	5.83095
3	MACT	11.50000	4.50396
4	SACT	9.62500	5.55331
5	NACT	13.50000	4.07080
6	CACT	11.87500	3.68151
7	HSGPA	2.70750	0.70099

1. CGPA - College Grade Point Average
2. EACT - English ACT
3. MACT - Math ACT
4. SACT - Social Studies ACT
5. NACT - Natural Science ACT
6. CACT - Composite ACT
7. HSGPA - High School Grade Point Average

TABLE XIII

MEANS AND STANDARD DEVIATIONS FOR VARIABLES FOR STUDENTS IN COLLEGE OF LIBERAL ARTS

N = 65

Variable Number	Variable Name	Mean	Standard Deviation
1	CGPA	2.05933	0.73115
2	EACT	16.86153	4.99961
3	MACT	13.53846	6.67803
4	SACT	15.40000	6.80027
5	NACT	17.69230	4.45085
6	CACT	16.00000	4.63680
7	HSGPA	2.94553	0.47804

1. CGPA - College Grade Point Average
2. EACT - English ACT
3. MACT - Math ACT
4. SACT - Social Studies ACT
5. NACT - Natural Science ACT
6. CACT - Composite ACT
7. HSGPA - High School Grade Point Average

TABLE XIV

MEANS AND STANDARD DEVIATIONS FOR VARIABLES FOR STUDENTS IN COLLEGE OF NURSING

N = 9

Variable Number	Variable Name	Mean	Standard Deviation
1	CGPA	2.20666	0.71910
2	EACT	16.33333	3.07679
3	MACT	7.50000	1.37840
4	SACT	15.83333	2.31660
5	NACT	17.50000	3.39116
6	CACT	14.50000	1.04880
7	HSGPA	3.03833	0.37434

1. CGPA - College Grade Point Average
2. EACT - English ACT
3. MACT - Math ACT
4. SACT - Social Studies ACT
5. NACT - Natural Science ACT
6. CACT - Composite ACT
7. HSGPA - High School Grade Point Average

The Pearson Correlation Coefficients (r) were calculated as a part of the process in computation of the regression analysis. They are presented in this section in matrix form. Table XV shows the intercorrelation matrix for all students. The highest correlations, as would be expected, were between each ACT subtest and the composite. The highest of all of the intercorrelations, $r_{56} = .870$ was the correlation between the Natural Science ACT Score and the Composite ACT. The next highest correlations were $r_{46} = .818$ (Social Studies Score and Composite ACT Score) and $r_{26} = .815$ (English Score and Composite ACT Score). These high intercorrelations among each of the ACT sub-tests suggest considerable overlap in what is being measured.

The high school grade point average was significantly correlated at the .01 level of significance with all of the variables with the exception of gender, residency classification at time of enrollment, and receipt of financial aid at time of enrollment. The correlations, $r_{17} = .557$ and $r_{37} = .449$ (the intercorrelations between the high school grade point average and the college grade point average and the Mathematics ACT score) were the highest among these correlations.

Gender was significantly correlated at the .01 level of significance with the Mathematics ACT score, $r_{38} = .197$ and the receipt of financial aid at entry $r_{8\ 10} = -.275$. The intercorrelations among gender and the other variables were

TABLE XV

INTERCORRELATION MATRIX FOR THE ELEVEN VARIABLES FOR ALL STUDENTS, N = 182

Variable Number**	1	2	3	4	5	6	7	8	9	10	11
1		.380*	.309*	.326*	.311*	.400*	.557*	-.076	-.099	.056	.608*
2			.536*	.609*	.620*	.815*	.358*	-.079	-.095	.021	.117
3				.411*	.618*	.794*	.449*	.197*	-.167**	-.040	.138
4					.673*	.818*	.271*	.005	-.132	.117	.159**
5						.870*	.314*	.122	-.129	.033	.179*
6							.425*	.079	-.162	.043	.179*
7								-.123	-.059	.044	.287*
8									-.017	-.275*	-.041
9										.099	-.022
10											-.001

* Significant beyond the .01 level
** Significant at .05 level
1 - College grade point average, 2 - English ACT Score, 3 - Mathematics ACT Score, 4 - Social Studies ACT Score, 5 - Natural Science ACT Score, 6 - Composite ACT Score, 7 - High School grade point average, 8 - Gender, 9 - Residency Classification at Time of Enrollment, 10 - Financial Aid at Time of Enrollment, 11 - Persistence

not significant at the .01 nor the .05 level of significance.

Residency classification at time of enrollment was significantly correlated at the .01 level of significance with the Mathematics ACT score, $r_{39} = -.167$. This correlation was negative and was not a very strong correlation. The receipt of financial aid at the time of entry correlated at the .01 level of significance with gender ($r_{8\ 10} = -.275$) but did not correlate at the .01 level or .05 level of significance with any of the other variables.

Persistence had the highest correlation with college grade point average, $r_{1\ 11} = .608$. One would expect this relationship. Persistence was also correlated at the .01 level of significance with the Natural Science ACT score, $r_{5\ 11} = .179$; Composite ACT score, $r_{6\ 11} = .179$; and the high school grade point average, $r_{7\ 11} = .287$. Persistence was also correlated at the .05 level of significance with the Social Studies ACT score, $r_{4\ 11} = .159$.

Because the Colleges of Engineering and Liberal Arts accounted for 126 of the 182 students included for study (approximately 69 percent), intercorrelation matrices are presented for students enrolled in these colleges. Table XVI shows the intercorrelation matrix for engineering students and Table XVII shows the intercorrelation matrix for liberal arts students.

TABLE XVI

INTERCORRELATION MATRIX FOR THE ELEVEN VARIABLES FOR

COLLEGE OF ENGINEERING STUDENTS, N = 61

Variable Number***	2	3	4	5	6	7	8	9	10	11
1	.352*	.490*	.373*	.366*	.479*	.539*	-.059	-.194	-.114	.687*
2		.574*	.516*	.619*	.805*	.189	-.267**	-.128	.053	.217
3			.435*	.640*	.796*	.356*	-.007	-.160	.025	.370*
4				.680*	.814*	.172	-.145	-.179	.276**	.323*
5					.881*	.138	-.094	-.099	.186	.343*
6						.265**	-.159	-.179	.181	.381*
7							-.119	-.036	-.031	.201
8								.129	-.192	.107
9									.072	-.015
10										-.093

* Significant beyond the .01 level
** Significant at the .05 level
*** 1 - College grade point average, 2 - English ACT Score, 3 - Mathematics ACT Score, 4 - Social Studies ACT Score, 5 - Natural Science ACT Score, 6 - Composite ACT Score, 7 - High School grade point average, 8 - Gender, 9 - Residency Classification at Time of Enrollment, 10 - Financial Aid at Time of Enrollment, 11 - Persistence

TABLE XVII

INTERCORRELATION MATRIX FOR THE ELEVEN VARIABLES FOR

COLLEGE OF LIBERAL ARTS STUDENTS, N = 65

Variable Number***	2	3	4	5	6	7	8	9	10	11
1	.438*	.298*	.433*	.472*	.509*	.547*	.059	-.015	-.130	.585*
2		.510	.599*	.602*	.820*	.311*	-.100	-.121	.010	.179
3			.354*	.581*	.776*	.354*	.173	.136	-.116	.090
4				.551*	.792*	.260**	.009	.043	-.018	.248**
5					.822*	.389*	.145	.185	-.140	.270**
6						.408*	.067	.152	-.077	.238**
7							-.119	.184	-.088	.327*
8								-.065	-.281	.062
9									.304*	.076
10										.016

* Significant beyond the .01 level
** Significant at the .05 level
*** 1 - College grade point average, 2 - English ACT Score, 3 - Mathematics ACT Score, 4 - Social Studies ACT Score, 5 - Natural Science ACT Score, 6 - Composite ACT Score, 7 - High School grade point average, 8 - Gender, 9 - Residency Classification at Time of Enrollment, 10 - Financial Aid at Time of Enrollment, 11 - Persistence

For engineering students the highest correlation, r_{56} = .881, was the correlation between the Natural Science Score and the ACT Composite Score. The lowest correlation, r_{38} = .007, was between the Mathematics Score and gender. For liberal arts students the highest correlation, r_{56} = .822, was, as with the engineering students, the correlation between the Natural Science Score and the Composite ACT Score. The lowest correlation, r_{48} = .009, was the correlation between the Social Studies Score and gender.

The Testing of Hypotheses

Hypotheses were tested by means of a computer program provided by Statistical Analysis System. Utilizing the Two Sample Variance Test for Independent Samples (Homogeneity of Variance Test) several hypotheses were tested. The question that this test answers is "Can one assume that the variances of the two populations are equal?" or stated differently, "Can one assume that the population from which the first sample is drawn has the same variance as the population from which the second sample is drawn?"

Using the following formula the hypotheses were tested.

$H_o : \sigma^2_1 = \sigma^2_2$

$HA : \sigma^2_1 > \sigma^2_2$, where $F = \frac{S^2_L}{S^2_s}$, and S^2 is representative of the larger sample variance and Ss is representative of

the smaller sample variance. The accepted level of significance was .05. The F value has n-1 degrees of freedom in the numerator and in the denominator.

General Testing of Hypotheses

Hypotheses 1. There are no significant differences in persisters and non-persisters with respect to the college grade point average.

Variable - College Grade Point Average

Analysis	N	Mean	Standard Deviation	Standard Error
Non-Persisters	63	1.47539	.81975	.10327
Persisters	119	2.43193	.43730	.04008

$F = 3.51$ with 62, 118 d.f.

$p < .01$

Reject H_o

Hypothesis 2. There are no significant differences in persisters and non-persisters with respect to the high school grade point average.

Variable - High School Grade Point Average

Analysis	N	Mean	Standard Deviation	Standard Error
Non-persisters	63	2.83428	.51961	.06546
Persisters	119	3.13352	.45390	.04160

$F = 1.31$ with 62, 118 d.f.

$p < .01$

Reject H_o

Hypothesis 3. There are no significant differences in persisters and non-persisters with respect to the Composite ACT score.

Variable - Composite ACT Score

Analysis	N	Mean	Standard Deviation	Standard Error
Non-Persisters	63	15.93650	4.88537	.61549
Persisters	119	17.79831	4.88092	.44743

$F = 1.00$ with 62, 118 d.f.

$p < .01$

Reject H_o

Hypothesis 4. There are no significant differences in persisters and non-persisters with respect to the English ACT score.

Variable - English ACT Score

Analysis	N	Mean	Standard Deviation	Standard Error
Non-Persisters	63	16.55555	4.72050	.59472
Persisters	119	17.76470	4.97401	.45596

$F = 1.11$ with 118, 62 d.f.

$p < .01$

Accept H_o

Hypothesis 5. There are no significant differences in persisters and non-persisters with respect to the Mathematics ACT score.

Variable - Mathematics ACT Score

Analysis	N	Mean	Standard Deviation	Standard Error
Non-Persisters	63	14.65079	6.54798	.82496
Persisters	119	16.71428	7.29306	.66855

$F = 1.24$ with 118, 62 d.f.

$p < .01$

Accept H_o

Hypothesis 6. There are no significant differences in persisters and non-persisters with respect to the Social Studies ACT score.

Variable - Social Studies ACT Score

Analysis	N	Mean	Standard Deviation	Standard Error
Non-Persisters	63	14.47619	6.93717	.87400
Persisters	119	16.72268	6.50153	.59599

$F = 1.14$ with 62, 118 d.f.

$p < .05$

Reject H_o

Hypothesis 7. There are no significant differences in persisters and non-persisters with respect to the Natural Science ACT score.

Variable - Natural Science ACT Score

Analysis	N	Mean	Standard Deviation	Standard Error
Non-Persisters	63	17.49206	5.10494	.64316
Persisters	119	19.45378	5.14657	.47178

$F = 1.02$ with 118, 62 d.f.

$p < .01$

Reject H_o

Hypothesis 8. There are no significant differences in females and males with respect to the college grade point average.

Variable - College Grade Point Average

Analysis	N	Mean	Standard Deviation	Standard Error
Female	89	2.15955	.74828	.07931
Male	93	2.04462	.75212	.07792

$F = 1.01$ with 92, 88 d.f.

$p < .01$

Accept H_o

Hypothesis 9. There are no significant differences in females and males with respect to the high school grade point average.

Variable - High School Grade Point Average

Analysis	N	Mean	Standard Deviation	Standard Error
Female	89	3.09235	.45540	.04827
Male	93	2.97021	.52967	.05492

$F = 1.35$ with 92, 88 d.f.

$p < .01$

Accept H_o

Hypothesis 10. There are no significant differences among out-of-state and in-state students with respect to the college grade point average.

Variable - College Grade Point Average

Analysis	N	Mean	Standard Deviation	Standard Error
Out-of-State	34	2.25676	.64731	.11101
In-State	148	2.06500	.76963	.06326

$F = 1.41$ and 147, 33 d.f.

$p < .01$

Accept H_o

Hypothesis 11. There are no significant differences among out-of-state and in-state students with respect to the high school grade point average.

Variable - High School Grade Point Average

Analysis	N	Mean	Standard Deviation	Standard Error
Out-of-State	34	3.09176	.49765	.08534
In-State	148	3.01574	.49766	.04090

$F = 1.00$ and 147, 33 d.f.

$p < .01$

Accept H_o

Hypothesis 12. There are no significant differences in the college grade point average of those students who receive financial aid at the time of entry and those students who do not receive financial aid at the time of entry.

Variable - College Grade Point Average

Analysis	N	Mean	Standard Deviation	Standard Error
Did Not Receive Financial Aid	29	2.19758	.75961	.14105
Received Financial Aid	153	2.0824	.74973	.06061

$F = 1.03$ and 28, 52 d.f.

$p < .01$

Accept H_o

Hypothesis 13. There are no significant differences in the high school grade point average of those students who receive financial aid at the time of entry and those students who do not receive financial aid at the time of entry.

Variable - High School Grade Point Average

Analysis	N	Mean	Standard Deviation	Standard Error
Did Not Receive Financial Aid	29	2.97896	.52733	.09792
Received Financial Aid	153	3.03960	.49246	.03981

$F = 1.15$ and 28, 152 d.f.

$p < .01$

Accept H_o

Testing of Hypotheses Associated with Students in the Colleges of Engineering and Liberal Arts

Engineering and Liberal Arts students accounted for 126 of the 182 students in the study or for 69.2 percent of the subjects. Hypotheses were tested for students in these colleges to determine if differences existed among students in these colleges vis a' vis other students included in the study, using selected independent variables.

Hypothesis 14. There are no significant differences in the college grade point average of engineering students vis a' vis all other students included in the study.

Variable - College Grade Point Average

Analysis	N	Mean	Standard Deviation	Standard Error
All Other Students	121	2.09685	.76076	.06916
Engineering Students	61	2.10868	.73553	.09417

$F = 1.07$ and 120, 60 d.f.

$p < .01$

Accept H_o

Hypothesis 15. There are no significant differences in the high school grade point average of engineering students vis a' vis all other students included in the study.

Variable - High School Grade Point Average

Analysis	N	Mean	Standard Deviation	Standard Error
All Other Students	121	2.92991	.49674	.04515
Engineering Students	61	3.22836	.43812	.05609

$F = 1.29$ and 120, 60 d.f.

$p < .01$

Reject H_o

Hypothesis 16. There are no significant differences in the Composite ACT score of engineering students vis a' vis all other students included in the study.

Variable - Composite ACT

Analysis	N	Mean	Standard Deviation	Standard Error
All Other Students	121	15.73553	4.52910	.41173
Engineering Students	61	19.96721	4.55692	.58345

$F = 1.01$ and 60, 120 d.f.

$p < .01$

Reject H_o

Hypothesis 17. There are no significant differences in the receipt of financial aid by engineering students vis a' vis all other students included in the study.

Variable - Financial Aid at Time of Entry

Analysis	N	Percentage	Standard Deviation	Standard Error
All Other Students	121	83.471	.37298	.03390
Engineering Students	61	85.245	.35758	.04578

F = 1.09 and 120, 60 d.f.

$p < .01$

Accept H_o

Hypothesis 18. There are no significant differences in the rate of persistence of engineering students vis a' vis all other students included in the study.

Variable - Persistence

Analysis	N	Percentage	Standard Deviation	Standard Error
All Other Students	121	64.462	.48061	.04369
Engineering Students	61	67.213	.47333	.06060

F = 1.03 and 120, 60 d.f.

$p < .01$

Accept H_o

Hypothesis 19. There are no significant differences in the college grade point average of liberal arts students vis a' vis all other students included in the study.

Variable - College Grade Point Average

Analysis	N	Mean	Standard Deviation	Standard Error
All Other Students	117	2.12384	.76300	.07053
Liberal Arts Students	65	2.05938	.73115	.09068

F = 1.09 and 116, 64 d.f.

$p < .01$

Accept H_o

Hypothesis 20. There are no significant differences in the high school grade point average of liberal arts students vis a' vis all other students included in the study.

Variable - High School Grade Point Average

Analysis	N	Mean	Standard Deviation	Standard Error
All Other Students	117	3.07683	.50338	.04653
Liberal Arts Students	65	2.94553	.47804	.05929

F = 1.11 and 116, 64 d.f.

$p < .01$

Accept H_o

Hypothesis 21. There are no significant differences in the Composite ACT score of liberal arts students vis a' vis all other students included in the study.

Variable - Composite ACT

Analysis	N	Mean	Standard Deviation	Standard Error
All Other Students	117	17.79487	5.01985	.46408
Liberal Arts Students	65	16.00000	4.63680	.575125

F = 1.17 and 116, 64 d.f.

$p < .01$

Reject H_o

Hypothesis 22. There are no significant differences in the receipt of financial aid by liberal arts students vis a' vis all other students included in the study.

Variable - Financial Aid at Time of Entry

Analysis	N	Percentage	Standard Deviation	Standard Error
All Other Students	117	85.470	.35391	.03271
Liberal Arts Students	65	81.538	.39100	.04849

F = 1.22 and 64, 116 d.f.

$p < .01$

Accept H_o

Hypothesis 23. There are no significant differences in the rate of persistence of liberal arts students vis a' vis all other students included in the study.

Variable - Persistence

Analysis	N	Percentage	Standard Deviation	Standard Error
All Other Students	117	68.376	.46700	.04317
Liberal Arts Students	65	60.000	.49371	.06123

$F = 1.12$ and 64, 116 d.f.

$p < .01$

Accept H_o

Discussion of the Multiple Regression Analysis

On the basis of the results received using the Two Sample Variance Test for Independent Samples, multiple regression equations were derived for three groups: persisters, non-persisters, and all students included in the study. The forward selection procedure and the stepwise regression procedure of the Statistical Analysis System were used in deriving regression equations for each group. Only coefficients which were significant at the .01 level of significance were to be included in the regression equations. The stepwise regression analysis added little to the increase in R^2, therefore only the regression equations derived using the forward selection procedure are presented.

By starting with the high school grade point average as the first variable and forming the regression equation, then adding variables one at a time, a series of regression

equations resulted. Only, the coefficients for the high school grade point average and the English ACT Score were significant at the .01 level for all students. Therefore, the regression equation with only the high school grade point average and the English ACT Score was used. This equation for all students was:

$Y_1 = 0.66110 + .03171X_2 + .72996X_7$

Y_1 = predicted college grade point average for all students

X_2 = English ACT Score

X_7 = high school grade point average

For this equation:

$R^2 = .3488$

standard error of the estimate = .3707

F ratio = 47.95

For persisters, the coefficients for the high school grade point average and the English ACT Standard Score were again significant at the .01 level for persisters. The resulting regression equation for persisters was:

$Y_1 = .70869 + .01721X_2 + .45235X_7$

Y_1 = predicted college grade point average for persisters

X_2 = English ACT Score

X_7 = high school grade point average

For this equation:

$R^2 = .3192$

standard error of the estimate = .1324

F ratio = 27.21

For non-persisters, the coefficients for the high school grade point average and the Social Studies ACT Standard Score were significant at the .01 level for non-persisters. The resulting regression equation for non-persisters was:

$Y_1 = -1.12722 + .04236X_4 + .70190X_7$

Y_1 = predicted college grade point average for non-persisters

X_4 = Social Studies ACT Score

X_7 = high school grade point average

For this equation:

$R^2 = .3813$

standard error of the estimate = .4295

F ratio = 18.49

Discussion of the Results From the Questionnaire

Questionnaires and informed consent forms were mailed to the one hundred and eighty two (182) participants in the study. Seventeen (9.3%) questionnaires were returned because of non-forwardable addresses. Twenty seven questionnaires and informed consent forms (14.8%) were returned completed. The response rate of 14.8 percent did

not allow for in-depth, meaningful inferential statistical analysis. Of those individuals completing the questionnaire, eleven (40.7%) were males and sixteen (59.3%) were females; eighteen (66.7%) were from in-state and nine (33.3%) were from out-of-state. Of the in-state respondents seven (38.9%) were from East Tennessee; two (11.1%) were from Middle Tennessee; and nine (50.0%) were from West Tennessee.

Seventeen respondents (62.9%) were persisters; five (18.5%) were non-persisters; and five (18.5%) indicated that they transferred to another post-secondary institution. Of the persisters, thirteen (76.5%) were graduates of the University. Thirteen (76.5%) of the persisters were very sure about their career and vocational goals upon entrance to the University.

The Colleges of Liberal Arts and Engineering were most frequently represented among the respondents. Respondents from Liberal Arts and Engineering accounted for 74% of the responses; both Liberal Arts and Engineering each had ten respondents. The College of Business Administration had four respondents, followed by the College of Nursing with two, and the College of Communications with one.

The retention/persistence programs most frequently mentioned by the respondents as helpful were: 1) Health Center (18 responses); 2) Black Cultural Center (12 responses); 3) Freshman Orientation (12 responses); 4) Campus Films and Plays (10 responses); 5) Career Planning

and Placement (10 responses); 6) Intramurals (6 responses); 7) Minority Engineering Program (6 responses); 8) Academic Skills Center/Peer Tutorial Programs (6 responses); and Sororities and Fraternities (6 responses).

The non-persisters indicated that the faculty were biased (4 responses) and that they disliked the social atmosphere of the University (3 responses) as the major reasons for not returning to the University. One respondent indicated that academic suspension was the reason for not returning to the University.

CHAPTER V

SUMMARY, CONCLUSIONS, AND DISCUSSION

Summary

The immediate purpose of this study was to examine retention related variables and their effect on the minority student retention efforts of The University of Tennessee, Knoxville. Additional purposes of the study were to gain knowledge about the academic profile of the successful Black student; to gain knowledge about the academic profile of the unsuccessful Black student; to see if there are differences in the academic preparation and in persistence by sex, choice by major at entry, residency classification at the time of initial enrollment; and according to the students, what support systems are available and beneficial in facilitating retention. The ultimate purpose was to provide information that could be used in the identification, recruitment, and advising of Black students that enter The University of Tennessee, Knoxville. These are the purposes and the questions related to which this investigation has been directed.

The review of the literature associated with the retention of Black students is incomplete and frequently more anecdotal than analytical. Most of the literature focuses on the enrollment of Black students at traditionally

white institutions (TWI'S). Three interrelated topics on minority student retention dominate the literature: (1) the characteristics of minority students (2) the special problems associated with the recruitment and retention of minority students; and (3) the institutions' efforts to address these problems. The review has placed in perspective the need for a study that profiles the academic characteristics of Black students having attended the University of Tennessee, Knoxville. The review also confirmed the idea that separate analyses should be completed for the different criterion group in order not to obscure important variables that affect persistence rates for one group but not the other. The research presented in this paper represents an attempt to conduct such a study.

The subjects for the investigation were 182 first-time Black freshmen enrolled at The University of Tennessee, Knoxville for Fall Quarter, 1981 as degree-seeking students. The few students that were financially independent of parents or who entered the University as non-degree matriculants were not included. Student-athletes were also omitted from this study. Of these subjects, 89 were female and 93 were males; 148 were classified in-state students and 34 were classified out-of-state students; 119 were persisters and 63 were non-persisters. The Colleges with the largest number of enrolled students were the College of

Engineering (N = 61) and the College of Liberal Arts (N = 65).

Eleven variables, consisting of 7 academic or academically-related variables, and 4 primarily demographic variables - all taken from information available from the subjects records in the Offices of Admissions, Academic Records, and Financial Aid were used in testing hypotheses associated with academic preparation, persistence by sex, choice of major at entry, and residency classification at the time of initial enrollment. These variables were also used as predictors in the multiple regression analysis. The responses from the questionnaire were used to ascertain, according to the students, what support systems are available and beneficial in facilitating retention.

The results from the analyses were given for the total group of students included in the study and for the students enrolled by college. The total group was again divided by females and males, in-state and out-of-state, and persisters and non-persisters. Additional attention and analysis were given to students enrolled in the Colleges of Engineering and Liberal Arts. Pearson correlation coefficients were calculated as a part of the process in computation of the multiple regression analysis. Hypotheses were tested using the two sample variance test for independent samples and the responses from the questionnaires were analyzed.

Results

Conclusions were reached concerning the following general null hypotheses. Alpha was set at the .01 level of significance.

Hypothesis 1. There are no significant differences in persisters and non-persisters with respect to the college grade point average.

This hypothesis is rejected. Persisters had a significantly higher college grade point average than non-persisters.

Hypothesis 2. There are no significant differences in persisters and non-persisters with respect to the high school grade point average.

This hypothesis is rejected. Persisters had a significantly higher high school grade point average than non-persisters.

Hypothesis 3. There are no significant differences in persisters and non-persisters with respect to the Composite ACT score.

This hypothesis is rejected. Persisters had a significantly higher Composite ACT score than non-persisters.

Hypothesis 4. There are no significant differences in persisters and non-persisters with respect to English ACT score.

This hypothesis is accepted.

Hypothesis 5. There are no significant differences in persisters and non-persisters with respect to the Mathematics ACT score.

This hypothesis is accepted.

Hypothesis 6. There are no significant differences in persisters and non-persisters with respect to the Social Studies ACT score.

This hypothesis is rejected. Persisters had a significantly higher Social Studies ACT score than non-persisters.

Hypothesis 7. There are no significant differences in persisters and non-persisters with respect to the Natural Science ACT score.

This hypothesis is rejected. Persisters had a significantly higher Natural Science ACT score than non-persisters.

Hypothesis 8. There are no significant differences in females and males with respect to the college grade point average.

This hypothesis is accepted.

Hypothesis 9. There are no significant differences in females and males with respect to the high school grade point average.

This hypothesis is accepted.

Hypothesis 10. There are no significant differences among out-of-state and in-state students with respect to the college grade point average.

This hypothesis is accepted.

Hypothesis 11. There are no significant differences among out-of-state and in-state students with respect to the high school grade point average.

This hypothesis is accepted.

Hypothesis 12. There are no significant differences in the college grade point average of those students who receive financial aid at the time of entry and those students who do not receive financial aid at the time of entry.

This hypothesis is accepted.

Hypothesis 13. There are no significant differences in the high school grade point average of those students who receive financial aid at the time of entry and those students who do not receive financial aid at the time of entry.

This hypothesis is accepted.

Results of the Hypotheses for Students Enrolled in the Colleges of Engineering and Liberal Arts

Conclusions were reached concerning the following null hypotheses. Alpha was set at the .01 level of significance.

Hypothesis 14. There are no significant differences in the college grade point average of Engineering students vis a' vis all other students included in the study.

This hypothesis is accepted.

Hypothesis 15. There are no significant differences in the high school grade point average of Engineering students vis a' vis all other students included in the study.

This hypothesis is rejected. Engineering students had a significantly higher high school average than the other students in the study.

Hypothesis 16. There are no significant differences in the Composite ACT score of Engineering students vis a' vis all other students included in the study.

This hypothesis is rejected. Engineering students had a significantly higher high school average than other students in the study.

Hypothesis 17. There are no significant differences in the receipt of financial aid by Engineering students vis a' vis all other students enrolled at the University.

This hypothesis is accepted.

Hypothesis 18. There are no significant differences in the rate of persistence of Engineering students vis a' vis all other students included in the study.

This hypothesis is accepted.

Hypothesis 19. There are no significant differences in the college grade point average of liberal arts students vis a' vis all other students included in the study.

This hypothesis is accepted.

Hypothesis 20. There are no significant differences in the high school grade point average of liberal arts students vis a' vis all other students included in the study.

This hypothesis is accepted.

Hypothesis 21. There are no significant differences in the Composite ACT score of liberal arts students vis a' vis all other students included in the study.

This hypothesis is rejected. Liberal arts students had a significantly lower Composite ACT score than the other students included in the study.

Hypothesis 22. There are no significant differences in the receipt of financial aid by liberal arts students vis a' vis all other students included in the study.

This hypothesis is accepted.

Hypothesis 23. There are no significant differences in the rate of persistence of liberal arts students vis a' vis other students included in the study.

This hypothesis is accepted.

Results of the Multiple Regression Analysis

Multiple regression analysis derived regression equations for three groups. These groups were all students included in the study, persisters, and non-persisters. Only coefficients which were significant at the .01 level of significance were included in the regression equations. The high school grade point average was the first variable used

to form the regression equation, then adding variables one at a time, a series of regression equations resulted.

The regression equation that resulted for all students included in the study was:

$Y_1 = .66110 + .03171X_2 + .72996X_7$

Y_1 = predicted college grade point average for all students

X_2 = English ACT Score

X_7 = high school grade point average

$R^2 = .3488$

Standard error of the estimate = .3707

F ratio = 47.95

The regression equation that resulted for persisters was:

$Y_1 = .70869 + .01721X_2 + .45235X_7$

Y_1 = predicted college grade point average for all students

X_2 = English ACT Score

X_7 = high school grade point average

$R^2 = .3192$

Standard error of the estimate = .1324

F ratio = 27.21

The regression equation that resulted for non-persisters was:

$Y_1 = -1.12722 + .04236X_4 + .70190X_7$

Y_1 = predicted college grade point average for non-persisters

X_4 = Social Studies ACT Score

X_7 = high school grade point average

R^2 = .3813

Standard error of the estimate = .4295

F ratio = 18.49

Results of the Questionnaire

The marginal response rate of 14.8 percent by the respondents to the questionnaire did not allow for in-depth, meaningful statistical analysis. Of the respondents 40.7% were males and 59.3% were females; 66.7% were from in-state and 33.3% were from out-of-state. Of the in-state respondents, 38.9% were from East Tennessee; 11.1% were from Middle Tennessee; and 50.0% were from West Tennessee. 62.9% of the respondents were persisters; 18.5% were non-persisters; and 18.5% indicated that they transferred to another institution. Of the persisters, 76.5% indicated that they were graduates of the University.

The retention/persistence programs most frequently mentioned by the respondents as helpful were, in descending order: 1) Health Center; 2) Black Cultural Center; 3) Freshman Orientation; 4) Campus Films and Plays; 5) Career Planning and Placement; 6) Intramurals; 7) Minority

Engineering Program; and 8) Academic Skills Center (Peer Tutorial Program) and Sororities and Fraternities. The most frequently mentioned negative reactions to the University by non-persisters were: (1) they disliked the social atmosphere of the University and (2) that the faculty members were biased and .

Discussion and Implications

Although there is considerable evidence to suggest that persisters and non-persisters are quite different with respect to their academic preparation for UTK, their success while attending UTK, and the degree to which they used retention/persistence programs, care must be given when generalizing these findings. The size of the population, particularly the number of responses to the questionnaire, was relatively small. The fact that student-athletes were omitted from the study should also be considered when generalizing to a larger population. The aspect of "environmental fit" was not sufficiently covered in this study except to the extent that the academic and demographic variables interact with the environment of an institution.

It is quite clear that the engineering students are the best prepared students vis a' vis other students included in this study; however, there is no significant difference in their rate of persistence. Also, there is no significant

difference in the rate of persistence of liberal arts students vis a' vis other students in the study.

Using the multiple regression analysis to determine how well a student will perform at the University may enable admissions counselors and academic advisors to use their own energies and time more wisely in counseling about UTK admissions with Black students. It is quite clear that persisters possessed a significantly higher high school grade point average, scored significantly higher on the Social Studies and Natural Science sub-tests of the ACT, and had a significantly higher Composite ACT. The Social Studies sub-test of the ACT measures, in part, reading comprehension. The high school grade point average was significant in determining retention for both persisters and non-persisters. Those individuals involved in the admission of Black students should therefore place emphasis on the high school grade point average and on the sub-tests of the ACT rather than relying on the Composite ACT score to make advising decisions.

Given that the regression equations derived for the three groups, persisters, non-persisters, and all students included in the study, however, explained less than forty percent (40%) of the variance in the college grade point average of Black students, additional variables that examine or evaluate environmental fit are needed. These derived

regression equations are only predictive of persistence for Black students enrolled at The University of Tennessee, Knoxville. The degree to which students were socialized into the university community also affected their rate of persistence. Those students that used the support services of the university and had a preference for long-range goals over short term needs, for example those students that were certain about career goals at entrance, possessed a higher rate of persistence.

The findings of the study are in harmony with the literature on student retention. The high school grade point average and the use of a standardize test to predict academic success certainly supported the findings of Ott (1978). Ott had indicated that institutions should do a better job at selection and admission, therefore increasing the likelihood of retention. Turner (1980) reported that a consideration of minority student retention in the 1980's required a close look at the social and educational context in which it occurs. Students that persisted indicated that they used the retention/persistence programs of the University. The persisters also expressed a preference for long-range goals over short term needs. Stated alternatively, persisters as compared with non-persisters were very certain about their career and vocational goals upon entry to the University. This is in harmony with the

findings of Hunt, 1975; DiCesare, Sedlacek, Brooks, 1970; and Sedlacek & Brooks, 1970; Sedlacek & Webster, 1977.

Non-persisters did not tend to use the support systems of the University and to some degree blamed their academic failures on the non-academic shortcomings of the University. This finding is very much in line with the research of Jones, Harris, Lynn and Hauck (1975).

The receipt of financial aid at initial entry, residency classification at time of entry, gender, and the ACT sub-tests in English and Mathematics were not significantly related to persistence and non-persistence. There were, however, significant differences between persisters and non-persisters with respect to the college grade point average, the high school grade point average, composite ACT score and the ACT sub-test scores in Social Studies and Natural Science. The significant difference associated with the ACT sub-test in Natural Science may be attributable to the high percentage of Engineering students included in the study. The significant difference associated with the ACT sub-test in Social Studies may be attributable to the differences in the levels of reading comprehension between persisters and non-persisters. Using the college grade point average as the dependent variable, significant differences exist between persisters and non-persisters with respect to the high school grade point

average, Composite ACT score and the ACT sub-tests in Social Studies and Natural Science. Again this finding concurs with Ott's (1978) assertion that institutes should do a better job at selection and admission, therefore increasing the likelihood of retention.

The description of the "typical" Black student that successfully persists at The University of Tennessee, Knoxville is a student that uses the support programs of the University, expresses a preference for long-range goals over short term needs, possessed at graduation from high school a 3.1 grade point average on a 4.0 scale, entered the University with at ACT composite score of 18 and ACT sub-test scores of 17 in Social Studies and 19.5 in Natural Science. Alternatively, "typical" non-persisters tended not to use the support systems of the University and to some degree blamed their academic failures on the non-academic shortcomings of the university (e.g. faculty members were biased and they disliked the social atmosphere of the University). Non-persisters possessed at graduation from high school a 2.8 grade point average on a 4.0 scale and entered the University with an ACT composite score of 16 and ACT sub-test scores of 14.5 in Social Studies and 17.5 in Natural Science.

Suggestions for Further Research

An expansion of this study could be undertaken to determine how well the particular variables used in this study predict White student persistence at The University of Tennessee, Knoxville. A random sample of Black students from either traditionally white institutions (TWI's) which are comparable in student population and in institutional mission to The University of Tennessee, Knoxville could be used to see how well the findings of this study generalize to other large land-grant state-assisted institutions. Additionally, a random sample of Black students from traditionally black institutions (TBI's) with institutional missions comparable to The University of Tennessee, Knoxville could be used to see how well the findings of this study generalize to these Black land-grant institutions. Finally, a random sample of Black students in attendance at historically black and traditionally white private institutions could be obtained to determine how well the results of this study generalizes to colleges whose objectives may be somewhat different from those of The University of Tennessee, Knoxville.

A comparison of students who have received financial aid on the basis of documented need with students who do not have financial aid would be helpful in determining the importance of financial aid in persistence at specific

institutions. The adequacy of financial aid packaging could also be addressed in determining the importance of financial aid in persistence. A follow-up on students in this study would provide helpful information in determining how may of them were actually graduated from this institution or from some other institution.

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APPENDIXES

APPENDIX A

MINORITY STUDENT RETENTION QUESTIONNAIRE

MINORITY STUDENT RETENTION QUESTIONNAIRE

Please circle the letter corresponding to the response with which you most agree. (If you graduated from UTK please begin your responses with question #15.)

1. Did you consult with a family member about your decision to leave/withdraw from the University?
   a. Yes
   b. No

2. Did you consult with any fellow student about your decision to leave/withdraw from the University?
   a. Yes
   b. No

3. Did you consult with your faculty advisor before withdrawing from the University?
   a. Yes
   b. No
   c. No, I did now know my faculty advisor.

4. Did you consult with any university official or faculty member other than your faculty advisor about your decision to leave/withdraw from the University?
   a. Yes
   b. No

5. When you first enrolled at UTK, did you intend to continue until graduation?
   a. Yes
   b. No

6. Which of the following describes your reason for leaving/withdrawing from UTK? (Please circle as many responses that apply to you.)
   a. I felt that UTK was not the university for me.
   b. I did not have the financial aid to continue.
   c. I could not obtain enough financial aid to cover all expenses.
   d. I did like the social atmosphere at UTK.
   e. I felt that the students at UTK were not of my same lifestyle and outlook.

f. I felt that the faculty members at UTK were biased.

g. I felt that the academic program at UTK was not challenging or stimulating.

h. I felt that the academic program at UTK was too difficult.

i. I felt that the academic program at UTK was not geared toward my vocational goals.

j. I left UTK because I felt that the faculty did not want to spend time with me outside of class to explain the subject matter.

k. I left UTK because I had accomplished what I had intended.

l. I left UTK because I decided to take a full-time job.

m. I left UTK because I had too many family problems.

n. I left UTK because of academic suspension/ probation.

o. I left UTK because _____.

7. Did you work for pay while in attendance at UTK?
   a. Yes. If yes, how many hours per week? _____.
   b. No

8. Did you officially withdraw from the University?
   a. Yes
   b. No
   c. I do not understand the question.

9. Are you now attending another post-secondary institution such as a community college, four-year college, junior college, university, technical institution?
   a. Yes. If yes, please list the name and location of the institution.
      _____.
   b. No

10. Do you plan to return to UTK to complete your degree?
    a. Yes
    b. No

11. Would you return to UTK if the University would provide adequate financial assistance?
    a. Yes
    b. No

12. Would you return to UTK if the University would provide you with tutorial assistance?
    a. Yes
    b. No

13. Would you return to UTK if you could be assured that friends would assist you in your adjustment to the social atmosphere of the University community?
    a. Yes
    b. No

14. Have you graduated from another post-secondary institution?
    a. Yes
    b. No

Questions 15-34 provide insight relative to your background. Please circle the most accurate response at the time of your initial enrollment in the University.

15. Your gender is:
    a. Male
    b. Female

16. Your marital status while in attendance at UTK is/was:
    a. Single
    b. Married
    c. Separated
    d. Divorced

17. Were you a parent, step-parent or guardian while in attendance at UTK?
    a. Yes
    b. No

18. What are the educational accomplishments of your father?
    a. Less than 9th grade
    b. Some high school
    c. High school graduate
    d. Some college
    e. College graduate

19. What are the educational accomplishments of your mother?
    a. Less than 9th grade
    b. Some high school
    c. High school graduate
    d. Some college
    e. College graduate

20. The occupation of your father at the time of your initial enrollment in the University can best be characterized as:
    a. Service
    b. Blue-collar
    c. White-collar
    d. Professional
    e. Unemployed

21. The occupation of your mother at the time of your initial enrollment in the University can best be characterized as:
    a. Service
    b. Blue-collar
    c. White-collar
    d. Professional
    e. Unemployed

22. Estimate your parent's total yearly income while you were in attendance at UTK:
    a. 0-$ 9,999
    b. $10,000-$19,999
    c. $20,000-$49,999
    d. $50,000 and over

23. Did you live at your parent's home while in attendance at UTK?
    a. Yes. If yes, for which years. Please check all appropriate choices:
    ____Freshman ____Sophomore ____Junior ____Senior
    b. No

24. If you commuted to campus, what was the approximate commuting distance?
    a. 0- 4 miles
    b. 5- 9 miles
    c. 10-14 miles
    d. over 15 miles
    e. did not commute

25. Did you live on campus while in attendance at UTK?
    a. Yes. If yes, please check the most accurate response below:
    ____ Sorority/Fraternity Housing
    ____ Residence Halls
    ____ Campus Apartments
    ____ Other, please explain _____.
    b. No

26. If you lived on campus while in attendance at UTK, how many years did you reside in on-campus housing? Please circle all appropriate responses:
    a. Freshman
    b. Sophomore
    c. Junior
    d. Senior

27. Did you live in the Fort Sanders area while in attendance at UTK?
    a. Yes
    b. No

28. Please circle each of the services at UTK which you used or participated in while you were enrolled.
    a. The Black Cultural Center
    b. Minority Engineering Program
    c. Academic Skills Center/Peer Tutorial Program
    d. Sororities
    e. Fraternities
    f. Freshman Orientation
    g. Intramurals
    h. Campus films and plays
    i. Student Health Center
    j. Intercollegiate Athletics
    k. Dean of Students' Office
    l. Career Planning and Placement office
    m. Counseling Center
    n. Educational Advancement Program
    o. Freshman Aid Coordinating Team (FACT)
    p. I was not made aware of the above resources.

29. How certain were you of your intended major or vocational goal upon entering UTK?
    a. Very certain
    b. Uncertain
    c. Tentative

30. At what age were you when you entered the University?

a.	17	e.	21
b.	18	f.	22
c.	19	g.	23
d.	20	h.	over 23

31. Approximately what percentage of your high school population was Black?

a.	0- 5%	d.	26-50%
b.	6-10%	e.	51-75%
c.	11-25%	f.	Over 76%

32. At the time of your admission to the University, (for the purposes of payment of tuition and fees), were you classified as an in-state or as an out-of-state student?
    a. In-state
    b. Out-of-state

33. If the answer to question 32 was in-state, in what geographical area of Tennessee did you reside? If the answer to question 32 was out-of-state circle not applicable.
    a. Eastern
    b. Middle
    c. Western
    d. Not applicable

34. What was the approximate distance from your parent's/ guardian's home to UTK at the time of your admission to the University?
    a. 0- 50 miles
    b. 51-100 miles
    c. 101-150 miles
    d. 151-200 miles
    e. 210-250 miles
    f. 251-300 miles
    g. 301-350 miles
    h. 351-400 miles
    i. Over 401 miles

If you have anything else which you would like to bring to my attention concerning the UTK environment or the Knoxville community, and your reaction to it, please use the back of this page to record your comments.

APPENDIX B

QUESTIONNAIRE LETTER

10623 Alameda Drive
Knoxville, TN 37922

UT Freshman Class Members, 1981:

The retention of Black students in higher education has emerged as one of the major factors affecting college enrollments. Retention of Black students is especially critical for The University of Tennessee, Knoxville. My study attempts to explore and survey how successful the University has been in its retention efforts of Black students. As a member of the freshman class that entered the University during Fall Quarter, 1981 your input regarding the University's student retention efforts is of vital importance.

Please return the completed questionnaire and other information in the enclosed self-addressed, stamped envelope. Thank you for your valuable time and assistance.

Sincerely,

Charles A. Edington
Doctoral Student
The University of
Tennessee, Knoxville

APPENDIX C

INFORMED CONSENT FORM

Return this copy to researcher

INFORMED CONSENT

I understand that the purpose of this study is to develop a more comprehensive picture of The University of Tennessee, Knoxville's retention efforts as they relate to Black students. I have been informed that I will take one or more pencil inventories dealing with Black student retention. However, I have been informed that I need not sign my name to any of the inventories and that my responses will be held in the strictest confidence. I also understand that I can withdraw from participation at any point without penalty. If I have any further questions regarding my participation in the study, I will have the option of contacting the experimenter at the address and phone number listed below.

Name_____

Date_____

Charles A. Edington
10623 Alameda Drive
Knoxville, TN 37922
Office (615)974-2184
Home (615)966-4759

****

Participant's copy

INFORMED CONSENT

I understand that the purpose of this study is to develop a more comprehensive picture of The University of Tennessee, Knoxville's retention efforts as they relate to Black students. I have been informed that I will take one or more pencil inventories dealing with Black student retention. However, I have been informed that I need not sign my name to any of the inventories and that my responses will be held in the strictest confidence. I also understand that I can withdraw from participation at any point without penalty. If I have any further questions regarding my participation in the study, I will have the option of contacting the experimenter at the address and phone number listed below.

Name_____

Date_____

Charles A. Edington
10623 Alameda Drive
Knoxville, TN 37922
Office (615)974-2184
Home (615)966-4759

APPENDIX D

FOLLOW-UP QUESTIONNAIRE LETTER

June 28, 1988

UT Freshmen Class Members, 1981

Recently, one of my doctoral advisees, Mr. Charles Edington, mailed you a questionnaire concerning minority student retention efforts at The University of Tennessee, Knoxville. Possibly this questionnaire reached you after having been forwarded by the mail service, or maybe you simply had too many other items or urgencies that prevented you from responding. In any event, I am now writing to see if you might have a few minutes to fill out the original (attached) questionnaire.

With regard to this particular questionnaire, I request that you think about a couple of facts before you decide to become an unofficial nonrespondent. First of all, Mr. Edington's questionnaire constitutes the main data source for evaluating the effectiveness of the University's minority student retention efforts and programs. Second, his topic--Minority Student Retention--is as timely as any that are now being investigated. Our UT Chancellor's response to the Task Force of Human Relations has placed minority student retention as one of the most important agenda items of the University. Third, only a small number of individuals have responded as of this point in time. Unless Mr. Edington, as Director of Admissions, receives additional questionnaires, he will not be in a position to draw useful and valid conclusions.

For all of the above reasons, I am requesting that you find a few moments to answer Mr. Edington's questions. Thank you for considering our request.

Sincerely,

Lawrence DeRidder
Professor Emeritus

sd

Attachment

VITA

Charles Arthur Edington, a native of North Carolina, received the Bachelor of Science degree in Economics and Business Administration (June, 1971) and the Master of Arts degree in Economics (August, 1976) from The University of North Carolina at Greensboro. He received the Doctor of Education degree in Educational Psychology (December, 1988) from The University of Tennessee, Knoxville.

He has been employed as an admissions officer at state-related institutions in North Carolina, Kentucky, and Tennessee since receiving his Bachelor of Science degree. He is a member of the American Association of Collegiate Registrars and Admissions Officers and the state and regional associations affiliated with this organization.