EXAMINING THE MINORITY STUDENT

EXPERIENCE IN HOSPITALITY EDUCATION

By

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Abstract: The hospitality industry is one of the largest employers of minorities in the US, however the number of the individuals in the upper echelons of hospitality firms and organizations is few and sporadic. Research examining this phenomenon has mainly been directed at what the industry can to self-correct but it is the stance of the current study that a more proactive approach must be taken in order to increase minority representation in top management positions. To this goal, the current study focuses on examining the perceptions of current hospitality students within hospitality educational programs as these programs are the largest pipeline of new managers into the hospitality industry. In order to increase the probability of a critical mass of minority students within the sample, a two stage sampling plan was undertaken with both random and purposive sampling techniques employed. Three scales were selected and modified for use in this study and they were: Sense of Belongingness Scale (SBS), the Student Perception of Racial Climate Scale (SPRCS), and items from the Cultural Attitudes and Climate Questionnaire (CACQ). Participants were asked to evaluate their level of belongingness within the department, their level of satisfaction with the department, and their perception of the cultural climate within the department. Findings indicated that perceptions of climate, belongingness and departmental satisfaction were generally positive. In addition, results identified that while minority students perceived a higher level of stereotyping within their academic department, they perceived a lower level of isolation than did their non-minority counterparts. Further, the study indicated that the presence of a minority role model (both inside the classroom and in the industry) was highly beneficial for not only minority students but majority students as well. Practical implications of these findings are discussed and directions for future research are proposed.

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CHAPTER I

INTRODUCTION

If one were to evaluate the number of minorities currently employed by the hospitality industry, the levels would seem to be very encouraging. The NAACP reports that approximately 46% of the hospitality workforce are persons of color, while the 2010 U.S. Census records the working age population in the United States was approximately 36% minority. However, when we examine these numbers a bit closer, we find that top management in hospitality firms are only 19.4% minority managers and only 12.8% are minority participants in the governing bodies of these organizations (NAACP, 2012). This lack of diversity should be concerning to an industry whose customer base is becoming more diverse. By 2060, the U.S. Census projects that minorities will comprise 57% of the U.S. population. Hospitality firms, who do not also diversify at all levels of the organization, risk alienating potential customers and employees (Singal, 2014).

This dearth of minorities in upper level management and governing positions is not solely the fault of hospitality organizations. Organizations such as Marriott, Sodexo, and Hyatt have all created scholarships and training programs directed at increasing the number of minorities in the industry (Singal, 2014). Instead, attention should be directed at the greatest pipeline of new managers into the hospitality industry: hospitality education programs (Costen, Cliath, & Woods, 2002). According to the U.S. Department of Labor (2012), a college degree is becoming increasingly important for individuals interested in advancing to managerial positions. A recent examination of the number of minorities in hospitality education shows that the number of minorities is increasing in hospitality education, but not at the same rate as their non-minority counterparts (Hornsby & Scott-Halsell, in press). With the percentage of minorities in hospitality education remaining stagnant over the past 24 years, it is not surprising that, even with the recruitment efforts of hospitality firms, minorities are still underrepresented in management positions (Hornsby & Scott-Halsell, in press).

The scarcity of minorities is fairly well recorded in hospitality literature, however defining this is often left to the author's interpretation. In many cases, the hospitality authors focus primarily on African American students (Costen, Waller, & Wozencroft, 2013), Hispanic students (Hobson-Horton & Owens, 2004), and international students (Kwek, Bui, Rynne, & So, 2013). Few of these studies strive to evaluate all of these marginalized groups simultaneously. In this current study, minorities will be defined in terms of higher education. In many universities, minority status is defined as "those students who have enrolled in the university whose race, sex-oppressed ethnic status and or physical condition have rendered their historical presentence in institutions of higher

education a minor one based on their status in American society" (Washington, 1996, p. 69). This definition of minority status can then be applied to all persons who are not Caucasian males. Due to the confounding nature of minority women being a part of two marginalized groups, and the focus of this study being directed at cultural/ethnic differences, minority will be defined as, "any member of a non-European ethnic group who is an American citizen yet whose cultural experiences is one of exploitation and oppression because of the United States government and U.S. corporate interests" (Washington, 1996, p. 71).

Statement of the Problem

The shortage of minorities in hospitality managerial positions and currently enrolled in hospitality education programs are only symptoms of a larger issue: the recruitment and retention of minorities in hospitality education. To evaluate in greater detail, it must first be viewed as an issue of importance. Few researchers have attempted to address this issue (Bosselman, 1994; Jaffé, 1990; Stanton, 1989) and of those who have, their findings are grossly outdated. Therefore, the present study attempts to explain the scarcity of minorities in hospitality management positions by examining the current experiences of minority students in hospitality education that may lead to departure or persistence in attaining their hospitality degree

Purpose of the Study

The purpose of this study was multifaceted. First and foremost, this study seeks to address the shortage of minorities in hospitality management by examining minorities' experiences in hospitality education. Secondly, this study reports the current retention

and recruitment practices of hospitality administrators in an effort to increase the number of minorities qualified for hospitality management positions. Specifically, this study evaluated the student's perceptions of the hospitality departmental cultural climate as well as the student's sense of belonging within the hospitality department. Each of these perceptions was then examined against the student's level of departmental satisfaction.

Research Questions

1. Is students' overall departmental satisfaction influenced collectively and individually by different aspects of the departmental climate within the hospitality program?
2. Is the relationship between departmental climate and students' departmental satisfaction impacted by student and university characteristics?
3. Is students' overall departmental satisfaction influenced collectively and individually by different aspects of belongingness within the hospitality program?
4. Is the relationship between belongingness and students' departmental satisfaction impacted by student and university characteristics?

Organization of the Dissertation

This dissertation is organized into seven chapters. The remainder of Chapter One examines the current status of diversity management in the hospitality workforce and provides key terms used in the study. The following chapter will provide a literature review and theoretical foundation for the present study. Chapter Three includes an overarching discussion of the dissertation methodology. Chapter Four includes the first quantitative research study and examines how the minority student's perception of departmental climate affects their overall satisfaction with the department. Chapter Five

presents a quantitative study on minority student sense of belonging within the hospitality department. This sense of belonging is also evaluated against the overall satisfaction with the department. Finally, Chapter Six synthesizes the two previously mentioned studies and provides conclusions, implications, and recommendations from the studies, as well as future research directions.

Overview of diversity management in the hospitality workforce

Diversity management can be defined as "practices [that] are complementary, interrelated human resource policies that focus on increasing and maintaining a diverse workforce" (Madera, 2013, p. 124). In his work, Madera (2013) identifies commonly used diversity management programs as: leadership initiatives (the creation or development of leadership positions whose responsibility it is to monitor diversity outcomes for the organization), diversity training (training programs whose goal is "to increase knowledge about diversity, to improve attitudes about diversity, and to develop diversity skills" (Kulik & Roberson, 2008, p. 310); recruitment and selection (increasing the number of diverse applicants and hires); mentoring and networking (creating networks through which minority employees can find mentors and other minorities); and supplier diversity (initiatives directed at using women- and minority-owned businesses. Many organizations that are well known for their commitment to diversity can be found participating in many or all of the aforementioned types of diversity management programs (Madera, 2013).

The literature shows us on countless occasions that diversity management is an important factor to the success of a hospitality organization, but what is less clear is

whether organizations actively participate in meaningful diversity management or pay lip service to the notion diversity (Iverson, 2000). Furthermore, is the impact of diversity management (or lack thereof) having a negative impact on the perceptions of students entering the industry? In a study conducted by Costen et al. (2002) , the authors found that minorities in management positions were primarily represented in positions not critically essential to the hotel operations. For example, 62.2% of managers in housekeeping positions were minorities, while only 9.8% of general managers were ethnically diverse. This section will review current hospitality literature as an overview of diversity management in the hospitality industry.

One major goal of diversity management is to create a climate in which diverse individuals can feel comfortable (Iverson, 2000). Studies show that more positive perceptions of diversity climate can lead to lower turnover and higher commitment to the organization for diverse individuals (Gonzalez & Denisi, 2009; McKay, Avery, Liao, & Morris, 2011). Madera, Dawson, and Neal (2013) found that managers with a positive perception of the organizations diversity climate also had more job satisfaction, as well as less role conflict and role ambiguity. These studies show that diversity management within the hospitality industry is not only morally correct (i.e. making minority employees and managers feel comfortable in their working environment) (Iverson, 2000), but that poor diversity management can impact the firms bottom line (Madera et al., 2013; Singal, 2014).

Singal (2014) makes the business case for diversity management in hospitality firms by presenting three reasons as to why it should be important. First, because of the direct contact of the hospitality firms, it is important to employ individuals that represent

the local culture. Secondly, voluntary turnover of diverse populations, due to an uninviting climate, may cost the organization and reduce overall profits. Finally, a lack of diversity training may cause an absence of respect, attention, and sensitivity to customers. In his study, Singal (2014) evaluated hospitality firms with diversity management programs and found that improvement in overall diversity performance positively impacted the firm's financial performance.

While the case is made for diversity management within the hospitality industry, in order for programs to fully be implemented and successful, there must be "buy-in" at all levels of management (Madera, 2013). In a study conducted by Chung-Herrera and Lankau (2005), the authors found that negative stereotypes had a negative impact on the evaluation of minority managers. The authors surveyed 195 Caucasian hospitality managers and asked them to evaluate the characteristics of different minority managers. Results showed that African American and Hispanic American managers were evaluated less favorable on attributes such as: ambition, industriousness, and competence. In addition, Hispanic managers were evaluated to be less intelligent than the prototype manager. In contrast, Garib (2013) surveyed 278 managers and found there was a positive view of diversity. It is also possible that while managers may have a positive view of diversity generally, this may not have an impact of the types of stereotypes that they have about diversity in leadership. In either case, the fact still remains that even though there is a business case for diversity (Singal, 2014) and research shows a positive perception of diversity (Chung-Herrera & Lankau, 2005; Iverson, 2000; Madera, 2013; Madera et al., 2013), there is still an inequity in numbers of minorities in top management positions in hospitality organizations (Costen et al., 2002; NAACP, 2012).

Definition of Key Terms

- Minority status: "Those students who have enrolled in the university whose race, sex-oppressed ethnic status and or physical condition have rendered their historical presentence in institutions of higher education a minor one based on their status in American society" (Washington, 1996, p. 69).
- Sense of belonging: "The experience of personal involvement in a system or environment so that persons feel themselves to be an integral part of that system or environment." (Hagerty, Lynch-Sauer, Patusky, Bouwsema, & Collier, 1992, p. 173).
- Social connectedness: "The degree of interpersonal closeness that is experienced between an individual and his/her social world as well as the degree of difficulty maintaining his/her world" (Costen et al., 2013, p. 16).
- Cultural climate: "A part of the institutional context that includes community members' attitudes, perceptions, behaviors, and expectations around the issues of race, ethnicity, and diversity" (Hurtado, Griffin, Arellano, & Cuellar, 2008, p. 205).
- Psychological Dimension of Climate: "The extent to which individuals perceive racial conflict and discrimination on campus, feel somehow singled-out because of their background, or perceive institutional commitment/support related to diversity" (Hurtado et al., 2008, p. 208).
- Oppressed minority: "Any member of a non-European ethnic group who is an American citizen yet whose cultural experiences is one of exploitation and

oppression because of the United States government and U.S. corporate interests" (Washington, 1996, p. 71).

- Diversity management: "Practices [that] are complementary, interrelated human resource policies that focus on increasing and maintaining a diverse workforce" (Madera, 2013, p. 124).
- Critical Race Theory (CRT): An examination of a racial incident or phenomenon with racial undertones can only be fully understood by examining the experiences of the racially diverse individuals involved.(Hobson-Horton & Owens, 2004). CRT is therefore expressed through minority storytelling, narratives, and other qualitative methods.
- Structural diversity: "The physical presence of previously underrepresented groups at a particular institution" (Hurtado et al., 2008, p. 207).

CHAPTER II

LITERATURE REVIEW

Minorities in Higher Education

Minority students have the fastest growing rate of enrollment in higher education (Kim, 2011). Kim reported that from 1998 to 2008 minority student enrollment in higher education increased by 62.7%. Compared to Caucasian students during the same timeframe, who only increased 16.7%, minorities seem to be flooding the higher education landscape (Kim, 2011). However, reports like these can be misleading. An evaluation of the raw data show that from 1998 to 2008, Caucasian students on four-year college campuses increased by 1,041,808 students. Looking at all minority groups (African Americans, Hispanics, Asian Americans, and Native Americans) during the same timeframe, there was an increase of 1,243,704 students. In total, over the 10 year period, only 201,896 more minority students enrolled at a four-year university than Caucasian students. Essentially, minority students enrolled in higher education

increased 6% from 24% to 30% during the ten year time frame. The majority of these increases can also be explained by increases in the American population. These data highlight the fact that disparities in minority enrollment are still present today (Swaner & Brownell, 2008).

To further understand this disparity, it is important to examine the population data of the US during this same time period. Census data reports in 2008 approximately 22% of the country were classified as minorities which is substantially lower than the percentage of minorities enrolled in higher education. These calculations however do not take into account the age of the individuals. Kim (2011) explains the enrollment disparity exists because while 46% of college age Caucasians enrolled in higher education only 35% of college age African Americans and 23% of college age Native Americans were enrolled in colleges and universities. These findings are complemented by Hornsby and Scott-Halsell (in press) in which the authors found that while the numbers of minorities in hospitality have increased, little has been done to close the enrollment gap between minority and non-minority students.

Throughout the literature, researchers presented several different reasons as to why this gap may still be in existence (Hobson-Horton & Owens, 2004). The research focused around barriers to education such as the lack of: institutional commitment (Bedini, Stone, & Phoenix, 2000; Hobson-Horton & Owens, 2004; Kezar & Eckel, 2007; Museus, Palmer, Davis, & Maramba, 2011; Rogers & Molina, 2006; Rubin, 2011), academic preparedness (Bedini et al., 2000; Clements, 2009; Museus et al., 2011; Rubin, 2011), minority programs (Jones & Williams, 2006; Jones, Barlow, & Villarejo, 2010; Museus et al., 2011; Rogers & Molina, 2006), role models (Antonio, 2002; Hobson-

Horton & Owens, 2004; Jones & Williams, 2006; Jones et al., 2010; Museus et al., 2011), and financial aid (Bedini et al., 2000; Hobson-Horton & Owens, 2004; Museus et al., 2011; Rogers & Molina, 2006; Rubin, 2011). The following sections will examine research in each of these areas more closely.

Institutional commitment. This presents itself as a barrier to the success of minorities in higher education because without the commitment of institution to remove institutional racism and reduce the levels of discomfort, minority students may not persist through their education (Bedini et al., 2000). Hobson-Horton and Owens (2004) conducted focus groups in which the minority students commented that the university catered to the requests of Caucasian students and that certain policies were more supportive of Caucasian students. Kezar and Eckel (2002) identified, in their study of university culture, change can only happen to the extent that the culture of the university will allow. Therefore, if institutions are to fully commit to removing barriers for minority students within the university, cultural change may need to take place. Research identified that students who feel their personal culture is not a match with the university culture experience a chilly uncomfortable college experience (Museus et al., 2011). Museus et al. also discussed that it is unfair to ask these students to sever ties with their culture in order to assimilate into the institution.

Rogers and Molina (2006**)** evaluated what they deemed as exemplary institutions, in terms of diversity, and found that they all participated and supported programs geared towards minority students. They also found that there was a commitment from the faculty to participate in these types of programs. Rubin (2011) examined Amherst College because amid increasing diversity, the university was able to maintain high six year

graduation rates. The institution was also able to close the enrollment gap between low-income and high-income students. The researcher found that one possible reason for these promising statistics was the commitment to diversity that was expressed by the president of the university. Rubin stated, "Several of Amherst's current diversity strategies have existed for decades, but the College realized that it needed a voice and leader of the movement to garner institutional support and unify the College's diversification efforts" (p. 523).

Academic preparedness. Another barrier for minority students, well researched in the literature, is academic preparedness. Researchers found that students may feel ill-equipped to handle the rigors of college (Bedini et al., 2000). In contrast, research also showed that minority students who complete preparatory or honors courses are more likely to persist through college (Carter, 2006). Carter (2006) found that minority students who demonstrated less academic success in primary and secondary school were far more likely to leave college without a degree. Suggesting that early identification of students with academic issues who receive proper support, can lead to a greater number of college bound minority students. Clements (2009) identified that the issue may be a lack of exposure to college level work. In order to try to negate this barrier , some universities are taking the student's background into account and developing new indicators of preparedness (Rubin, 2011). However, these alternative indicators are only useful in the admission process, therefore tutors may still be needed in order to help these students succeed (Bedini et al., 2000).

Lack of academic preparedness may also be a product of our racialized society (Museus et al., 2011). They posited that racism is a part of the social fabric of this nation,

and it has caused disparities in funding schools that service minority students. It is then this disparity in funding that may cause a lack of preparedness for some minority students.

Minority programs. The shortage of academic and social programs created for minority students may also manifest as a barrier to their completion. In a study of the efficacy of an African American student center in the Pacific Northwest, researchers found that the presence of such a center made the students feel as if they had a home within the university (Jones & Williams, 2006). Special programs may also take the form of academic programs. Jones et al. (2011) found that students that participated in an undergraduate research program, directed at minority students, have a high probability to persist through their undergraduate degree. The use of minority centered programs is also supported by research from Rogers and Molina (2009) in which each of the identified exemplary universities also included some form of minority programing.

Museus et al. (2011) presented a possible reason as to why minority programs may be important to the success of minority students. The authors state that the majority of the cultures from which the minority students come have a strong familial societies as opposed to western culture that is much more individualistic. Minority programs have the ability to provide students the family atmosphere they desire.

Role models. Mentorship is an important part of the development students so the lack of role models was identified in the literature as a barrier to the success of minority students. Within the academic setting these role models may take the form of faculty of color (Antonio, 2002). Faculty of color are essential in the classroom, "because they

provide students with diverse role models, assist in providing more effective mentoring to minority students" (Jones & Williams, 2006, p. 26).

Positive role models can also come from relationships outside of the faculty. Rubin (2011) highlighted the use of tutors as mentors for students. Jones et al. (2010) also identified external stakeholders such as lab technicians, alumni, and postdoc students. Bedini et al. (2000) found that developing mentoring relationships outside of the university was highly beneficial. These role models were minority professionals working in the students' chosen field. On the other hand the lack of positive role models can cause a student to feel isolated and alone (Hobson-Horton & Owens, 2004; Museus et al., 2011).

Financial aid. The last of the barriers to be discussed is financial aid. In many situations, minority students may receive grants, loans, and scholarships through the university. Each of these types of aid packages are positively associated with degree attainment (Carter, 2006). Bedini et al. (2000) completed a case study in which students who maintained a 2.0 GPA received a non-work stipend that covered academic costs (tuition, fees, books, attendance at one conference). They found that the financial burden of paying for school for minority students may cause high levels of stress and take away from their educational attainment (Bedini et al., 2000). While it is true that the financial burden of higher education may affect all students regardless of race in a negative way (Solis & Durband, 2015), previous literature indicates minority students are much more likely to come from low income families therefore the impact of financial burden may be greater (Costello, Keller & Angold, 2001; National Center for Educational Statistics, 2007).

Universities such as Amherst College take steps to remove the burden of financial aid for all of its students by removing financial aid as a factor in the admissions process, as well as moving to a no loans policy (Rubin, 2011). Other universities make financial aid packages more attractive in an effort to alleviate some of the burden finances may place on minority students (Rogers & Molina, 2006). The experiences of minority students not enrolled in one of these universities can however be very different.

Hobson-Horton and Owens (2004) identified the effect that financial burdens may cause. In their focus groups, some students felt discouraged because in order to pay for college, they had to have a job. If the job scheduled them to work during class time, they had to choose between losing the job and not being able to pay for school, or missing class assignments and possibly not passing their courses. These situations may cause immense amounts of stress and threaten a student's ability to persist (Bedini et al., 2000).

Of the five barriers presented, both academic preparedness and financial aid are classified as objective barriers. Based on test scores and high school GPA, an institution may make a decision on whether or not a student is adequately prepared to enter college (Rubin, 2011). The same relationship can be identified between a student's ability to pay for college (Carter, 2006). An institution or a student may look at a student's income sources and determine whether or not they will be able to pay for their education (Bedini et al., 2000; Hobson-Horton & Owens, 2004). Both of these barriers can also be conceptualized as barriers to access (Shaun, Lori, & Ontario, 2009). The current study focused on minority students' perceptions that may affect retention intentions and intentions to enter the industry. While both academic preparedness and financial aid have the ability to affect the experiences of students while in college (Hobson-Horton &

Owens, 2004), this study will focus more on the barriers of institutional commitment, positive role models, and minority programs. These three barriers can be viewed as a part of the institution's cultural climate (Hobson-Horton & Owens, 2004; Jones & Williams, 2006; Kezar & Eckel, 2002; Museus et al., 2011; Rogers & Molina, 2006) The following section of this review will examine current and past research in campus cultural climate.

Campus Cultural Climate

Cultural climate is defined as, "a part of the institutional context that includes community members' attitudes, perceptions, behaviors, and expectations around the issues of race, ethnicity, and diversity" (Hurtado et al., 2008, p. 205). For this current study, this definition was also used instead of racial climate as it provided a wider expression of diversity. Two dimensions of cultural climate were of interest in this study. The primary dimension is the Psychological Dimension of Climate (Hurtado et al., 2008). They defined this dimension as, "the extent to which individuals perceive racial conflict and discrimination on campus, feel somehow singled-out because of their background, or perceive institutional commitment/support related to diversity" (p. 208).

The climate of an institution may impact students' satisfaction and success within a university (Carter, 2006). When the cultural climate of an institution is one that is flexible and responsive to the needs of the student body, students will feel more like active stakeholders and actively participate in activities designed for their success (Hinton & Seo, 2013). Hinton and Seo (2013) argued that universities should become acculturated to their students rather than students acculturating to the institution.

However, in many instances, undue burden is placed on students connecting to campus culture, while minimizing the institutions responsibility (Museus et al., 2011).

Negative experiences for minority students with university climate mainly occur in Predominately White Institutions (PWI) (Carter, 2006; Chavous, Rivas, Green, & Helaire, 2002). The practices and procedures at PWIs often reflect and serve the needs of Caucasian students. Conflict can then arise as the minority student's values may not match those of the institution. Carter (2006) reported that debilitating minority status stressors are those that undermined the student's academic confidence and originate from the social climate and composition of the institution. Chavous et al. (2002) found that minority students felt "hypervisable" because of their minority status and perceived a hostile cultural climate. Yet other minority students reported feeling as if Caucasian faculty, students, and staff did not view them as full human beings (Carter, 2006) Students experiencing these events reported lower academic adjustment and performance, feelings of alienation, and are less likely to persist to graduation (Chavous et al., 2002). These feelings of alienation can affect a student's sense of belongingness within the university community, which also may lead to departure decisions (Pittman & Richmond, 2008).

Beyond the negative impact cultural climate may have on a student's willingness to persist to degree attainment, research also showed that university climate may impact a student's transition into college (Locks, Hurtado, Bowman, & Oseguera, 2008). Locks et al. (2008) conducted a survey of 4,471 first year students and found perceived racial tensions (negative cultural climate) lead to a reduced sense of belonging. The authors also highlight that more interaction with diverse peers may lead to a reduction in racial tension

felt by both minority and majority students. Research also identified that "continual exposure to a hostile educational climate, marked by racial tension and stereotyping, may adversely influence the academic achievement and psychological health of students of color" (Ancis, Sedlacek, & Mohr, 2000, p. 183)**.** The following section will focus on literature examining a student's sense of belonging within an institution.

Origins of Belongingness

The origins of belongingness can be traced back to the theory of self-psychology and the writings of Kohut (Lee & Robbins, 1995). Self-psychology proposes that "self [is] the organizing center of experience" (Lee & Robbins, 1995, p. 232). Originally, the theory only included the needs for grandiosity and idealization, but after clinical observations, the need for belongingness was added. Lee and Robbins further divided belongingness into the aspects of companionship, affiliation, and connectedness. Due to the fact "companionship" is usually achieved at a very young age, much of the literature covering the topic falls outside of the scope of this study. Affiliation and social connected were both researched at the post-secondary level. After further examination of belongingness, research geared toward the aspects of affiliation and social connectedness will also be discussed. However, as discussed by Pittman and Richmond (2008), belongingness is likely linked to affiliation and belonging is often referred to as connectedness. Because these terms seem to be used interchangeably, from this point forward, the term belongingness will be used.

Sense of Belongingness

Sense of belonging is defined as "the experience of personal involvement in a system or environment so that persons feel themselves to be an integral part of that

system or environment." (Hagerty et al., 1992, p. 173). Whereas, belongingness is also conceptualized as an aspect of interpersonal relatedness, closely associated with social support and dissimilar to feelings of loneliness (Hoffman, Richmond, Morrow, & Salmone, 2002). Sense of belonging is also associated with positive outcomes for students (Freeman, Anderman, & Jensen, 2007) and feelings about oneself rather than actual behaviors (Pittman & Richmond, 2008). Historically, belongingness researched focused on primary and secondary students (Pittman & Richmond, 2008). With research conducted at the post-secondary level providing support for a focus on college students (Pittman & Richmond, 2008). Further, few examined the potential associations between belongingness and motivation (Freeman et al., 2007). Pittman and Richmond (2008) assert that belongingness may be an important factor in a model that predicts adjustments, as a clear association was found. The authors found that belongingness was also linked to positive self-perceptions of social acceptance and academic competence. These findings are supported by research that interviewed minority students and found that students who did not feel as if they belonged might be deterred from entering post-secondary education programs or risk feeling out of place (Read, Archer, & Leathwood, 2003).

Underlying factors that comprise belongingness include: commitment to the institution, commitment by the individual to work with the setting, and the perception that one's abilities are being recognized (Pittman & Richmond, 2008). In a study conducted by Freeman et al. (2007), in which 238 college freshman were surveyed, they found that students with a stronger perception of university belonging reported a greater degree of involvement on campus. Students with a higher level belongingness also perceived more faculty based caring and support (Pittman & Richmond, 2008). Research

shows that involvement on campus, and perceived support from faculty, may lead to higher levels of persistence among students (Astin, 1984; Pittman & Richmond, 2008). Students lacking a good perception of belongingness, and who are less involved, may experience both stress and emotional distress (Pittman & Richmond, 2008). Hoffman et al. (2003) indicated that, "the greater a student's sense of belonging to the university, the greater is his or her commitment to that institution (satisfaction with the university) and the more likely is that he or she will remain in college" (p. 228). This supports the notion that access is not the only barrier within higher education for minority students. When all things are held constant, sense of belonging may still have an effect on student persistence.

Social connectedness. Social connectedness is defined as "the degree of interpersonal closeness that is experienced between an individual and his/her social world as well as the degree of difficulty maintaining his/her world" (Costen et al., 2013, p. 16). Lee and Robbins state that, "a person struggling to feel connected begins to feel different and distant from other people. He or she may find it hard to accept social roles and responsibilities, leading the person into greater isolation" (p. 233). In 2008, Allen, Robbins, Casillas and Oh conducted a study in which, among other things, they evaluated the effect of social connectedness on third-year college retention and transfer. They found that social connectedness did have a direct effect on the retention of students. Specifically, they found that social connectedness was predictive of persistence, after academic preparation was controlled. As before, this supports the notion that access is not the only barrier, and there are psychological dimensions to retaining students (Hurtado et al., 2008).

Affiliation. Unlike connectedness, which represents a connection to the university, affiliation represents a connectedness with peers (Pittman & Richmond, 2008). Lee and Robbins (1995) conceptualize affiliation as establishing peer relationships and functioning more comfortable with those who are similar. The authors state that these peer relationships are commonly expressed through participation in civic clubs, sports, and religious organizations (Lee & Robbins, 1995). Freeman et al. (2007) found that these interpersonal interactions can have an additive effect and influence the overall perception of the environment. This means that the interactions with peers, faculty, and staff may all affect a student's perceptions (Freeman et al., 2007; Hoffman et al., 2002). A student who does not develop positive interpersonal interactions (affiliations) may find it uncomfortable to engage in group activities (Lee & Robbins, 1995).

As previously stated, the aspects of connectedness and affiliation are contained within the construct of belongingness. Therefore, both cultural climate and sense of belongingness were the constructs used to examine the current experiences of minority students, and the effect on satisfaction with hospitality program. In addition, research also indicated that there may be a relationship between the constructs of climate and belongingness. The literature found that a negative perception of cultural climate can negatively influence the minority students sense of belonging (Museus, Nichols, & Lambert, 2008). Hurtado and Carter (1997) found that hostile climates negatively affected the level at which minority students felt they belonged to the campus community. Therefore, this study did not only evaluate cultural climate and belongingness separately, but also evaluated the relationship between the constructs. The following section provides theoretical support for each of these constructs.

Theoretical Foundations

Critical Race Theory (CRT) (a subcomponent of the paradigm Critical Theory (Guba & Lincoln, 1994)) was selected as a theoretical foundation for the current study due to the racial, ethnic, and cultural aspects of the study. CRT is well used and is deemed appropriate based on previous literature (Hobson-Horton & Owens, 2004; Shaun et al., 2009). A key component of CRT is that an understanding of the phenomenon can only be found by analyzing the experiences of those individuals (Hobson-Horton & Owens, 2004). CRT is therefore expressed through minority storytelling, narratives, and other qualitative methods. Other components of CRT are:

1. Racism is a part of everyday life and is therefore hard to eliminate and address.
2. A color-blind society does not exist.
3. The lived experiences of minorities are the major focus.
4. The majority power structure will only support minority interests if its self-interests are promoted.

   (Shaun et al., 2009)

This theoretical foundation is used to justify the population and methodology of the study.

Fit Theory refers to the perception that one's values or characteristics are congruent with others (Hoffman et al., 2002). State-environment Fit Theory states, "if changes in needs are aligned with changes in opportunities at a certain stage in life, positive outcomes will result" (Midgley, Middleton, Gheen, & Kumar, 2002, p. 110). Therefore, if there is lack of fit between the values, goals, and needs of the individual and the demands of the institution, (especially during the transition into college) negative

outcomes can result (Hoffman et al., 2002). This theory supports the notion that if the climates of the university or academic unit are not well matched, with the values and perceptions of the student, there may be a lack of fit within the university causing the student to isolate themselves (Hoffman et al., 2002; Hurtado et al., 2008; Lee & Robbins, 1995). This isolation may result in a loss of belongingness as well as a departure from the institution (Pittman & Richmond, 2008).

Interactionist Theory is the retention theory of Tinto (Seidman, 2005). Also known as Tinto's Theory of Student Persistence, it postulates that persistence is based on a longitudinal process that occurs due to the student's interactions with formal (academic) and informal (social) dimensions of the university (Tinto, 1987). This interaction is then measured through the level of integration the student achieves (Seidman, 2005). The current study focused on this integration and how it can be measured through a student's level of belongingness to the institution and their comfort with the cultural climate.

Astin's Theory of Student Involvement differs from Tinto's theory in that it takes a behavioral approach to student retention (Seidman, 2005). Astin (1984) states that integration is not observable while involvement is. Through his research, Astin found that in every situation, those who dropped out were not involved (Seidman, 2005). Recent research shows us that lack of involvement may be the product of low sense of belongingness (Pittman & Richmond, 2008). In addition, students who perceive a hostile climate may feel alienated and less likely to participate in academic and social activities on the campus (Chavous et al., 2002). The following section will transition into reviewing research that directly examines the status of minorities in hospitality.

Minorities in Hospitality Education

Research examining minority students in hospitality education is sporadic, to say the least, over the past few decades (Bosselman, 1994; Costen et al., 2013; Jaffé, 1990). Some of the foundational research on the topic of identifying the scarcity of minority students in hospitality education was conducted by Stanton (1989), Jaffé (1990), and Bosselman (1994). Stanton (1989) sought to determine if the shortage of minority students was a concern for the program, or whether the issue was at the institutional level. His findings highlight that the overall number of minority students enrolled in hospitality education was low. He did find support for the notion that the issue may be at an institutional level due to the fact that institutions with higher levels of minorities, had higher numbers of minority students enrolled in the hospitality program. However, his ultimate conclusion was that more questions were raised than answered, and there was not enough information on minority students in hospitality education to draw definite conclusions. More recent research (Hornsby & Scott-Halsell, in press) also found that universities with higher numbers of minorities also had hospitality programs with larger numbers of minority students, although this number was a significantly lower percentage than those enrolled in the university as a whole.

Jaffé (1990) examined the retention and recruitment practices of hospitality programs. Prior to Stanton (1989), no other research on minority students in hospitality programs was published so the goal was to identify the current practices being used in hospitality education (Jaffé, 1990). His findings recognized that recruitment and retention practices were in a fledgling state, and while enrollment at top hospitality programs continued to rise, minority enrollments were not increasing at a comparable rate. The

author concluded this was a concern for all faculty and administrators to address. Bosselman (1994) presented three strategies that could be applied by hospitality programs to increase the number of minority students. First, he suggested that more industry role models are needed for young minority students to present possible career paths for these students. Second, he suggested bringing more high school minority students to visit the campus, to expose students to the requirements, expectations, and procedures. Finally, he suggested increasing the number of minority faculty, and graduate students, to also serve as role models for students. These works laid a foundation for the need for more attention regarding the scarcity of minorities in hospitality educational programs. The remainder of this section will examine more recent literature on the topic of minorities in hospitality education.

Frater, Howe, and Murray (1997) presented a narrative in which they discussed lessons learned from working with minority students in the recreation and leisure field. They found that minority students are not only leaving home for an unfamiliar setting, but they must also enter an alien social and physical environment. Therefore, educators must foster a learning environment that welcomes diversity. Faculty must be willing to assume the role of mentor to assist students in this transition.

> Whereas the presence of a black faculty/staff member does not guarantee success in the profession, it is widely believed that black faculty/staff are more likely to understand the black experience. This does not mean that professionals from other racial or ethnic groups cannot relate to blacks, but it will take serious commitment for them to overcome the barriers to assimilation and understand the problems that particularly face people of color" (Frater et al., 1997, p. 223)

This complements Bosselman's (1994) suggestions and furthers the assertion that faculty play a large role in the transition of minority students to college, as presented by belongingness and climate scholars (Antonio, 2002; Carter, 2006; Jones & Williams, 2006; Pittman & Richmond, 2008).

Cothran and Combrink (1999) examined the hospitality industry perceptions of both adolescent minority and majority students. Specifically, did they have the knowledge of and interest in hospitality careers and did they view the industry positively? After surveying 554 high school students (a sample which consisted of Hispanic, Native American, and Caucasian students), they found that Caucasian students were the most negative about the industry, with 67% saying they would not consider it a possible career path. Conversely 47% of Hispanics and 63% of Native Americans would consider hospitality as a degree program. They also found that 51% of Caucasian students were aware of hospitality degree programs, but only 30% of Hispanic students and 38% of Native American were aware. The authors concluded that minority students required more information about the hospitality industry, as well as the hospitality education programs, available to them in college. This finding substantiates suggestions in the literature that minority students be more exposed to the hospitality industry at a younger age (Bosselman, 1994). Scantlebury, Springall, and Dodimeade (2012) found that minority students wanted to be provided information through promotion in high schools, contact with school counselors, and conducting more campus visits and tours.

Lin and Noriega (2005) sought to fill a gap in the literature examining minority students' perceptions of the hospitality industry. In a study conducted with the National Society of Minorities in Hospitality (NSMH), the authors were able to garner a sample of

105 participants. The findings of their study found that minority students believed that they were adequately prepared by the hospitality program to enter the industry. However, the authors did not ask about their experiences within the hospitality program nor did they ask respondents how far they believed they would be able to ascend in hospitality leadership.

Research on the topic of grit and perseverance showed that even in the midst of obstacles, individuals have the ability to succeed (Duckworth, Peterson, Matthews, & Kelly, 2007). The literature suggests that cultural climate and belongingness only have an indirect effect on persistence, however when both are positive, they minority status stressors are lessened (Carter, 2006).

Deale and Wilborn (2006) examined the stereotypes held by hospitality students against those of other races and ethnicities. Using qualitative methods, the authors collected data for two opened questions from 280 students across the U.S. The questions asked, "Who or what groups of people are you prejudiced against and why?" and "Who or what groups of people are you biased towards and why?" Once responses were collected and analyzed using content analysis. The findings highlighted that stereotypes where present among the students surveyed and these stereotypes were representative of particular racial and ethnic groups. This finding is congruent with findings of Chung-Herrera and Lankau (2005) at the management level. Concerning for both the hospitality industry and hospitality education is that these stereotypes have the ability to alienate and cause departure at both levels. This departure could lead to the loss of talented minorities in the industry (Kim, 2006).

Casado and Dereshiwsky (2007) presented 12 strategies for faculty to incorporate diversity into the classroom. These strategies were then used to create a survey in which they university in question was deemed to be sensitive to the needs other their minority students. These 12 strategies are:

- Being aware of stereotypes
- Staying away from protecting any group of students
- Being sensitive to student's geographical or societal backgrounds
- Using politically correct terminology
- Including all groups in language patterns
- Being unbiased in selecting student participation in class
- Making clear that comments from all students are welcome and valued
- Encouraging minority students to ask challenging questions
- Being sensitive to students whose first language is not English
- Bringing guest speakers from different backgrounds to address the class
- Creating a mentoring program
- Establishing departmental clubs and organizations

(p. 296-298)

These suggestions are congruent with previous literature and help to foster a positive cultural climate for minority students to learn. The authors concluded that faculty acceptance and inclusion of diversity content is based on the climate of diversity within the department and not on that of the university. This conclusion addresses the need presented by Freeman et al. (2007) to look at the issues of belongingness and climate on a departmental level.

Bradford and Williams (2008) also examined the perceptions of hospitality management among minority students. The authors used qualitative methods and collected data from six focus groups at historically black colleges and universities (HBCUs). They found that none of the students had been recruited by industry representatives or family members. In fact 80% of the participants were recruited by a friend already studying hospitality management. After evaluating students' perceptions of different aspects of the industry, the authors concluded:

> Students are aware that their race may determine 1) what jobs they are offered in the hospitality industry, 2) how rapidly they will be promoted, 3) how society views them as individuals, 4) how society views an entire race when that particular race is found in low level jobs in large numbers or perception of an industry, and 5) pay scale (p. 19).

These findings differ greatly from the study conducted by Lin and Noriega (2005). One possible reason for this may be that the Lin and Noriega study used only quantitative methods while the Bradford and Williams study used qualitative methods. It is generally excepted that qualitative methods provide more robust data however, quantitative data usually permits a larger sample size (Guba & Lincoln, 1994). A mixed methods approach may be more beneficial.

Rivera Jr. (2010) purposed to measure the change in perception toward multicultural issues of hospitality students after taking a course focused on hospitality diversity issues. Pre- and post-test data were collected from 88 students enrolled in the course. The questionnaire was divided into four areas (legal diversity, multicultural conceptual knowledge, multicultural procedural and conditional knowledge, and personal

perception) and each was evaluated against the students pre- and post-test. Results indicated that after the course students felt more knowledgeable of diversity issues within the hospitality industry. These findings are supported by the assertion of Madera (2013) that diversity training is an important part of diversity management. Diversity management fosters a positive environment in the workforce (Madera, 2013) and this relationship might be extended to a positive environment in hospitality education.

Wen and Madera (2013) examined the perceptions of hospitality careers among minority students. Specifically, they wanted to determine if minority students perceived any career barriers in the hospitality industry based on their minority status. These barriers included workplace discrimination, access barriers, and job search barriers. The authors surveyed 82 undergraduate students with 71% identifying as an ethnic minority. The findings indicated that minority students perceive greater career barriers than Caucasian students. They suggest that hospitality education must do a better job dispelling this image by inviting guest lectures and industry presentations that present career opportunities for minority students.

Most recently, Costen et al. (2013) examined both social connectedness and sense of belonging impacts on minority student retention. Using qualitative methods, 13 students were separated into 3 focus groups by race (Caucasian females=5, Caucasian males=5, Black males=3). Findings indicate that in the areas of departmental connection, relationship with faculty, and relationship with minority faculty there was no difference between majority and minority students. On the fourth area however (connection to the university) Caucasian students felt much more connected than the black students. While the results of this study did not find any differences when evaluating departmental

characteristics, it does support the notion that climate and belongingness should be evaluated at the departmental level.

One final area of interest for this study was that of how minority students choose hospitality as a degree program. Research shows us that minority adolescents have an interest in the field (Cothran & Combrink, 1999) and more information is desired (Scantlebury et al., 2012) yet enrollment is still low. Lee, Olds, and Lee (2010) examined 479 hospitality students and determined that the motivational factors for entering the hospitality industry are: self-actualization, job opportunities, field attractiveness, foreign experience, external influence, and ease of study. These factors are closely mirrored by the study on the same topic by Richardson (2009). While these studies shed light on why hospitality students choose the discipline, no literature was found that evaluated whether the motivations of minority students differed from Caucasian students

This dissertation attempted to fill several of the gaps previously discussed in the review of hospitality literature on minority students. The first gap was the lack of research on the experiences of minorities in hospitality education. Save Costen et al. (2013), no other study directly examined the experiences of the students. Instead, researchers evaluated the student's perceptions of expected post college experiences (Wen & Madera, 2013) or perceived preparation for the workforce (Lin & Noriega, 2005).

A second gap this dissertation attempted to fill was evaluating minority status as a whole instead of individual racial groups. While there is evidence that different minority groups experience climate and belongingness differently (Ancis et al., 2000), the differences were not significant enough to warrant individual examination. In addition, in

hospitality research, the lack of minority students in great numbers has precluded certain analysis (Bosselman, 1994). Many of the studies presented above (Bradford & Williams, 2008; Costen et al., 2013; Cothran & Combrink, 1999; Frater et al., 1997; Lin & Noriega, 2005) focused on one or two specific ethnic groups instead of minorities as a whole.

A third gap addressed in this dissertation was evaluating climate and belongingness at the departmental level (Casado & Dereshiwsky, 2007; Costen et al., 2013; Freeman et al., 2007). Costen et al (2013) found that there may be inconsistency between feelings of connection at the departmental and institutional level. Casado and Dereshiwsky (2007) highlighted that departmental clubs and organizations can play a part in helping minority students to feel comfortable.

The fourth and final gap addressed in this dissertation is the lack of research on hospitality as a choice for minority students. Being that parents and friends can have a largely negative effect on minority students entering hospitality (Bradford & Williams, 2008), understanding what factors lead to the enrollment of minority students, within the current study, may help inform recruitment practices for hospitality programs.

CHAPTER III

METHODS

The current study can be classified as cross sectional research composed of two independent studies. Each study was distinct as well as complementary to the other. The overarching theme of this research was to explore the minority experience in hospitality education. Study one explored these experiences from a cultural climate perspective while study two examined minority experiences from a sense of belonging perspective. The first study used a modified version of Student Perceptions of Racial Climate Scale (Byrd, 2014) and items from the Cultural Attitudes and Climate Questionnaire (Helm, Sedlacek, & Prieto, 1998) to examine the effect of cultural climate on minority students' satisfaction within the hospitality department in which they study. The second study used a modified version of the Sense of Belonging Scale (Hoffman et al., 2002) and items from the Cultural Attitudes and Climate Questionnaire (Helm et al., 1998) to examine the effect of sense of belongingness on minority students' satisfaction within the hospitality department in which they study.

In addition, a goal of this study was to determine if perceptions of departmental climate and belongingness differed among majority and minority students and even between different minority groups. Further, the study sought to determine if both cultural climate and belongingness are mediated in their relationship with departmental satisfaction by institutional type. In other words the current research addresses if differences exist between MSI's and PWI's students based on the aforementioned constructs. The remainder of the chapter first discusses the formation of the study and IRB approval process. Population, sampling and instrumentation are discussed, and research questions and hypotheses are presented along with a conceptual model. Finally data collection and analysis are described, and limitation and assumptions are identified.

Design of the Study

The design of this research was a non-experimental study and collected quantitative data. Data were collected via online questionnaires from current hospitality education students with an emphasis on collecting data from minority students. Minority students were defined as "any member of a non-European ethnic group who is an American citizen yet whose cultural experiences is one of exploitation and oppression because of the United States government and U.S. corporate interests" (Washington, 1996, p. 71). While minority students' perceptions were the central focus of the study, previous research showed that there are few minorities enrolled in hospitality programs nationwide (Hornsby & Scott-Halsell, in press). In addition, differences between majority and minority students are well established in the greater academic discussion, however with few hospitality studies purport these differences. The goal was to determine student

perceptions of departmental climate and belongingness in conjunction with their perception of departmental satisfaction.

The survey instrument was created based on an in-depth review of previous literature and was adapted from previously administered survey tools. Upon the completion of instrument development and in accordance with the ethical principles guiding human subject research, documentation was completed for approval from the Oklahoma State University Institutional Review Board (IRB). After several iterations conducted to ensure the safety and privacy of potential participants, the IRB office approved the research project October 15th, 2014 (Appendix B).

Instrumentation

The nature of this research project lends itself to discussing each questionnaire separately, however for ease of understanding, and to reduce repetitiveness of like questions asked in each study, both studies are discussed together. Within the instrumentation section of this chapter, study one is referred to as section one and study two is referred to as section two. Questionnaires for each section were selected based on their adherence to similar previous literature and similar population characteristics.

The survey was administered via Qualtrics online survey software. The first page of the survey included the informed consent sheet as prescribed by the IRB. The first section included questions from the Student Perceptions of School Racial Climate (SPRC) scale (Byrd, 2014). The survey was originally a part of Byrd's dissertation and was administered to adolescent students in the public school system. The survey instrument was then adapted and administered to college students. Results showed

promising reliabilities on most instrument constructs. These constructs are as follows: Equal Status, Frequency of Interaction, Support for Positive Interaction, Individualism, Stereotyping, Promotion of Cultural Competence, Cultural Socialization, Critical Consciousness, and Colorblindness. Constructs that failed to meet the standard of .70 (Nunnally, 1978) were Quality of Interaction and Discrimination. The survey instrument was again adapted for use in the current research project leading to the inclusion of these constructs below the standard.

The second section included items from the Sense of Belonging Scale (SBS) (Hoffman et al., 2002). The questionnaire development was a component of a multi-stage, exploratory mixed methods design. The researchers first conducted focus groups and from the results of the content analysis were able to develop 85 different items. After conducting an exploratory factor analysis for dimension reduction purposes, the researchers reduced the number of items on the SBS to 26 items. Coefficient alphas were also calculated for each of the constructs, or in this case factors, identified. These results are as follows: Perceived Peer Support, Perceived Faculty Support/Comfort, Perceived Classroom Comfort, Perceived Isolation, and Empathetic Faculty Understanding. All factors reached the standard of .70 and were included in the current study.

The third section included items that addressed student satisfaction from the Cultural Attitudes and Climate Questionnaire (CACQ) (Helm et al., 1998). Five items were included. The fourth and final section included questions pertaining to demographic information such as age, gender, and ethnicity. Other questions in the section asked participants if they had a minority faculty member within the department or an industry professional as a mentor. The final question asked participants to provide their university

email address. From their address, the institutional type was determined. The decision was made to request collect information this way due to the uncommon vernacular used to describe institutions.

Pilot Study

In order to test the adapted questionnaire tool, as well as confirm the reliability and validity of the tool within the hospitality education discipline, both questionnaires were reviewed by hospitality professors and piloted among current hospitality students. The current research was evaluated for both content and face validity. Content validity refers to consistency in within the research instrument while face validity refers to does the survey "look like" it measures what it proposes to measure (Hair, Black, Babin, Anderson, & Tatham, 2006). Content validity was assessed by garnering the opinions of hospitality professors. After review, slight changes were made to wording issues and repetitive items that only added to the length of the instrument were removed. Face validity was assessed by sharing the combined questionnaire to other researchers outside of the hospitality discipline for review.

Once changes and suggestions were incorporated from both of the aforementioned groups of reviewers, the pilot study was administered to a randomly selected group of students enrolled in a basic food preparation course at a major Midwestern university. This course was selected due to the relatively diverse student population based on classification, ethnicity and age. Descriptive statistics are found below in Table 3.1. Reliability refers to the consistency of a survey tool across different populations. In other words, does the instrument measure the same construct when different groups of people

are assessed? Due to the changes made to each of the questionnaires and the major differences in the populations of the original studies and the current research, calculating instrument reliability was necessary. Reliability of the subscales was evaluated using Cronbach's coefficient alpha. Results of this evaluation are found in Table 3.2. Results show that the current adaptions of both research instruments are highly reliable according to a cut off of .70 (Nunnally, 1978).

Population and Sampling

As discussed by Hair et al. (2006), the sampling process for any study can be divided into five stages. These stages are: Defining the target population, choosing a sampling frame, identifying sampling method, determining sample size, and implementing a sampling plan. The current study was no different, however, several obstacles lead to a deviation from the five step process that lead to several steps being completed. The following section discusses in detail these challenges and how they were overcome.

Table 3.1: Pilot Study Descriptive Statistics, N=21

Gender			**Race/Ethnicity**		
Male	6	28.6%	African American	1	4.8%
Female	15	71.4%	Asian	4	19.0%
			Hispanic	1	4.8%
Age			Native American	1	4.8%
Under 25	14	66.7%	Caucasian	13	61.9%
25-28	1	4.8%	Multiracial	1	4.8%
29-32	3	14.3%			
37-40	2	9.5%			
Above 40	1	4.8%			

Table 3.2: Cronbach's Alpha of Pilot Data

Study 1			Study 2		
Subscale	Pilot Data		Subscale	Pilot Data	
EQS		0.89	PPS		0.82
QIN		**0.80**	PFS		**0.88**
FIN		0.81	PCS		0.90
SPI		0.83	PIS		**0.90**
IND		**0.89**	EFU		**0.87**
STE		**0.95**			
PCC		0.85	Both Studies		
CSO		0.77	Subscale	Pilot Data	
COO		0.76	DSAT		**0.91**
DIS		**0.85**			
COL		0.73			

Target population: the target population for this research was minority students enrolled in four year hospitality programs across the United States. Minority student was defined as "any member of a non-European ethnic group who is an American citizen yet whose cultural experiences is one of exploitation and oppression because of the United States government and U.S. corporate interests" (Washington, 1996, p. 71). It is important to note that using this definition of "minority student" excluded international students from the target population. However, after a low response rate and a reevaluation of research questions, it was determined that the findings of the study would be enhanced if data were collected and analyzed from both majority and international students.

Sampling frame and method: A random sample of universities was garnered from the list of universities that had once had an active NSMH chapter. Due to a low response rate from the original sampling of universities, a more purposive sample was drawn to

gain a larger pool of possible students from universities with hospitality undergraduate programs.

Sample Size. The researcher determined that the statistical methods used to analyze data would range from simple independent *t*-tests to regression analysis. Based on sample size calculations and a desired statistical power of .8, a sample greater than 140 participants was deemed sufficient for detection of an effect with the most stringent data analysis method (Soper, 2015).

Sampling Plan: A link to the online survey was sent to a representative of the institution. Faculty members at each institution were contacted and asked to distribute to their student body. In total 40 institutions were approached in two phases. The initial twenty included a convenience sample of universities where NSMH chapters had previously been active or were currently active. No response was received from 11 universities, two institutions declined to participate and seven institutions agreed to distribute the survey. A second phase of requests was then sent to an additional 20 purposively sampled institutions for participation in the study. No response was received from 13 universities, one institution declined to participate, and six institutions agreed to distribute the survey. In total, 13 universities (32.5%) contacted agreed to distribute the survey to their student body. After the initial email was sent, including the survey, a reminder email was sent two weeks later. At the conclusion of data collection, 268 students open the link while 169 completed the survey, leading to a 63.1% completion rate. After an incomplete response was removed, 168 usable responses were analyzed.

Research Questions and Hypotheses

As previously stated, this study was divided into two separate studies evaluating student's perceptions of cultural climate (Study 1) and perceptions of social belongingness (Study 2) and its effect on their evaluation of departmental satisfaction (both studies). As such, each study required its own unique set of research questions. Questions 1 and 2 pertain to study one and questions 3 and 4 pertain to study two. In addition, each research question is followed by a set of hypotheses that address the proposed outcomes based on the literature review. These research questions are:

1. Is students' overall departmental satisfaction influenced collectively and individually by different aspects of the departmental climate within the hospitality program?

   H1: Students' overall perception of departmental climate will have a direct impact on departmental satisfaction

   H2: Latent variables of departmental climate will have an impact on students' departmental satisfaction

      H2a-i: A positive relationship will be found between departmental satisfaction and a) Equal Status, b) Quality of Interaction, c) Frequency of Interaction, d) Support for Positive Interaction, e) Individualism, f) Stereotyping, g) Promotion of Cultural Competence, h) Cultural Socialization, and i) Critical Consciousness.

      H2j-k: A negative relationship will be found between students' departmental satisfaction and j) Discrimination and k) Colorblindness.

2. Is the relationship between departmental climate and students' departmental satisfaction impacted by student and university characteristics?

   H3: Student characteristics will influence the relationship between perception of departmental climate and overall satisfaction.

   H3a-e: A student's a) gender, b) minority status, c) race/ethnicity, d) perception of industry minority role model, or e) perception of a faculty minority role model will influence the relationship between perception of departmental climate and overall satisfaction.

   H4: Institutional type will influence the relationship between perception of departmental climate and students' overall satisfaction.

3. Is students' overall departmental satisfaction influenced collectively and individually by different aspects of belongingness within the hospitality program?

   H5: Overall perceptions of belongingness will have an impact on students' departmental satisfaction.

   H6: Latent variables of belongingness will have an impact on students' departmental satisfaction.

   H6a-d: A positive relationship will be found between students' departmental satisfaction and a) Perceived Peer Support, b) Perceived Faculty Support, c) Perceived Classroom Support, and d) Empathetic Faculty Understanding.

   H6e: A negative relationship will be found between students' departmental satisfaction and Perceived Isolation.

4. Is the relationship between belongingness and students' departmental satisfaction impacted by student and university characteristics?

   H7: Student characteristics will influence the relationship between perception of departmental climate and their overall satisfaction.

   H7a-e: A student's a) gender, b) minority status, c) race/ethnicity, d) perception of an industry minority role model, or e) perception of a faculty minority role model will influence the relationship between perception of departmental climate and their overall satisfaction.

   H8: Institutional type will influence the relationship between perception of departmental climate and students' overall satisfaction.

Data Analysis

Data collected for this study were analyzed using several statistical methods. Due to the relatively similar nature of the analysis for both studies one and two, analysis discussed in this section addresses both studies simultaneously. In the following section each of these methods are identified and associated with the research question/hypothesis it proposes to address. As a first step however, data were screened for outliers, missing values and other anomalies in the data (Creswell, 2003). Then data were analyzed using descriptive statistics in order to ascertain the demographic make-up of the study population.

In order to address the first portion of the research question examining the influence of departmental climate (R1) and social belongingness (R3), variables were calculated in order to create composite variables. Manifest variables that were negatively

worded, based on the theoretical foundation of this study were reverse coded. The composite variable was then regressed on the departmental satisfaction measure. Specifically, hypotheses one and five are addressed through this analysis.

The second portion of research questions one and three were analyzed using both linear and multiple regression analysis. In the current studies, regression analysis is used to determine if a statistically significant relationship exists between previously determined latent variables (subscales) and the variable of departmental satisfaction. Specifically, regression analysis was used to test hypotheses two and six.

Data collected in response to research questions two and four were analyzed using *t*-tests and *F*-tests. Demographic questions about the participant, such as gender and minority role model, were analyzed using the independent *t*-test while the omnibus *F*-test was conducted to determine differences based on age, race, and desired hospitality sector for employment. Likewise, questions addressing differences based on the institution such as: minority faculty, institutional type, and program location were analyzed using the independent *t*-test and omnibus *F*-test respectively.

Conceptual Model

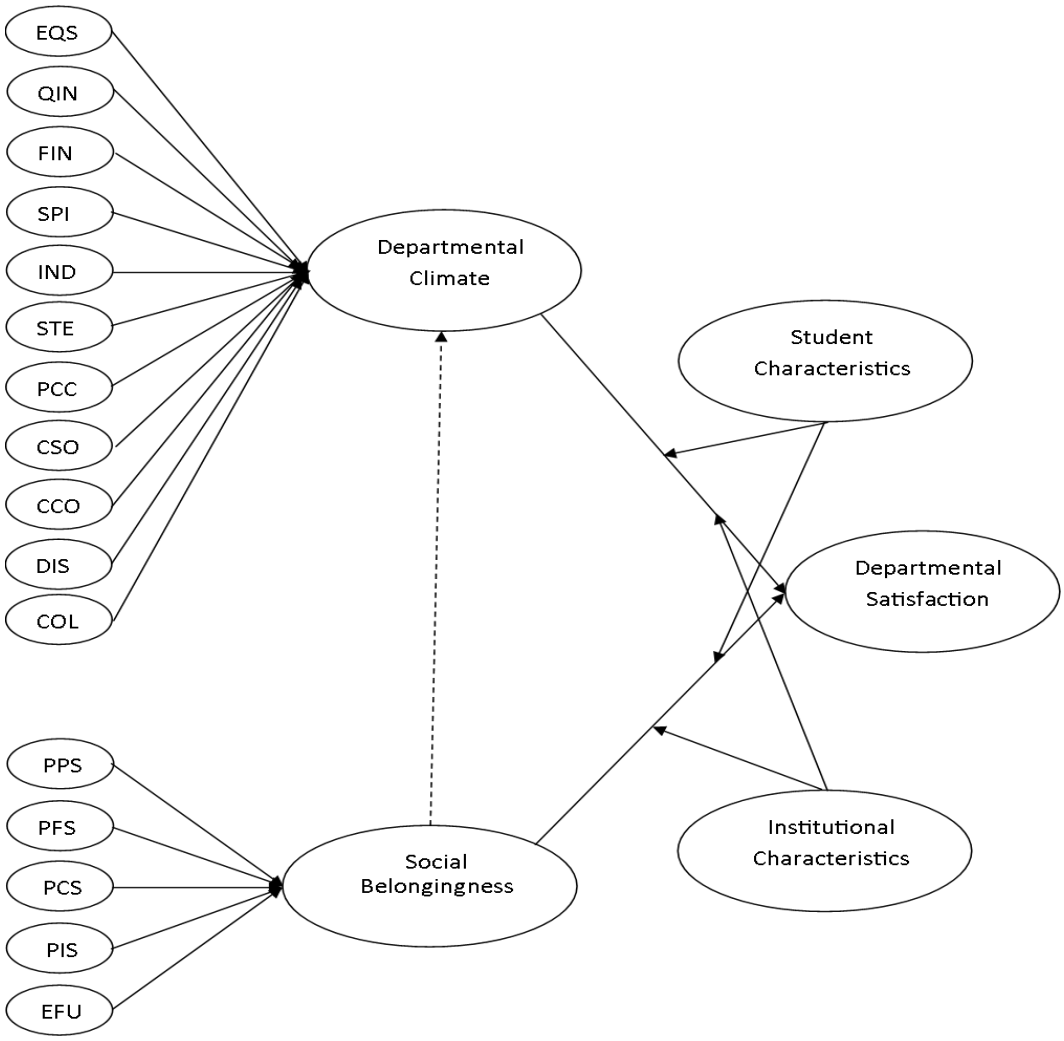

Figure 3.1: Conceptual Model of Studies One and Two.

Study 1:EQS=Equal Status, QIN=Quality of Interaction, FIN=Frequency of Interaction, SPI=Support for Positive Interaction, IND=Individualism, STE=Stereotyping, PCC=Promotion of Cultural Competence, CSO=Cultural Socialization, CCO=Critical Consciousness, DIS=Discrimination and COL=Colorblindness. Study 2: PPS=Perceived Peer Support, PFS=Perceived Faculty Support/Comfort, PCS=Perceived Classroom Comfort, PIS=Perceived Isolation and EFU=Empathetic Faculty Understanding.

Limitations

As with most research conducted with human subjects, the current study is not free of limitations. The largest of these limitations is that of sample size. While found to be appropriate for statistical analysis, in order for these results to be generalized across hospitality higher education, a larger sampling of the population may be necessary. In addition, a larger sample of minority students may yield more substantive results, especially between the different racial categories. A second limitation of this study was the analysis of self-reported data from a closed-ended question survey instrument. Future research should incorporate a mixed methods approach to understanding this phenomenon in order to collect data with deeper meaning and understanding. Finally, due to questionnaire distribution techniques, response bias may have been a limitation of this study. Questionnaires were distributed through administrators at each individual institution, and while students were assured that they results would be kept private, some students may have been reluctant to share their true feelings about their satisfaction within the department. Future research should attempt to make direct contact with participants in order to remove some of this stress.

CHAPTER IV

DO I FIT IN? DOES RACE IMPACT STUDENT PERCEPTIONS OF CULTURAL CLIMATE

Abstract

Minorities are few within the upper ranks of the hospitality industry, and it may be because the pipeline of hospitality education graduates is slow or stagnant. The present study examined the cultural climate of the department as a possible deterrent to enrollment of minority students in hospitality undergraduate programs Using the Student Perception of Racial Climate Scale (SPRCS) (Byrd, 2014) and items from the Cultural Attitudes and Climate Questionnaire (CACQ) (Helm et al., 1998), current students in hospitality education programs evaluated the cultural climates within the department and its effect on their satisfaction. Student characteristics and departmental characteristics were also examined. Theoretical and practical implications for both hospitality education and industry are identified.

When examining the literature on enhancing diversity in the hospitality workforce, much of the research focuses on programs that can be put in place to remediate the issue on a firm by firm basis. Many of these studies would fall in the category of diversity management. Diversity management is defined as "practices [that] are complementary, interrelated human resource policies that focus on increasing and maintaining a diverse workforce" (Madera, 2013, p. 124). In his work, Madera (2013) identified commonly used diversity management programs as: leadership initiatives (the creation or development of leadership positions whose responsibility it is to monitor diversity outcomes for the organization); diversity training (training programs whose goal is "to increase knowledge about diversity, to improve attitudes about diversity, and to develop diversity skills" (Kulik & Roberson, 2008, p. 310); recruitment and selection (increasing the number of diverse applicants and hires); mentoring and networking (creating networks through which minority employees can find mentors and other minorities); and supplier diversity (initiatives directed at using women- and minority-owned businesses). Many organizations that are well known for their commitment to diversity can be found participating in many/all of the aforementioned types of diversity management programs.

One major goal of diversity management is to create a climate in which diverse individuals can feel comfortable (Iverson, 2000). Studies show that more positive perceptions of diversity climate may lead to lower turnover and higher commitment to the organization for diverse individuals (Gonzalez & Denisi, 2009; McKay et al., 2011). Madera et al. (2013) found that managers with a positive perception of the organizations diversity climate also had more job satisfaction, as well as less role conflict and role

ambiguity. These studies show that diversity management within the hospitality industry is not only morally responsible (i.e. making minority employees and managers feel comfortable in their working environment) (Iverson, 2000), but that poor diversity management may impact the firms bottom line (Madera et al., 2013; Singal, 2014).

Without discounting the research previous conducted in the area of diversity management, it is postulated that the hospitality industry has taken a retroactive approach to diversity and that the best was to increase diversity, and provide a better diversity climate in hospitality firms, is not to address the issue on a firm by firm basis. In addition, firm diversity should be evaluated at the upper levels of the organizations. A recent report published by the National Association for the Advancement of Colored People (NAACP, 2012) identified that while 46% of the hospitality workforce are minorities, many of them were employed at the lower levels of the organizations. Further, less than 20% of top management positions are filled by minorities and only 12.8% serve in governing bodies (12.8%). So while the hospitality industry is very diverse segment of the US workforce, it is disconcerting that so few are employed in the upper echelons of the field. Therefore an increase in managers needs to be addressed and the greatest pipeline of hospitality managers (both majority and minority) is from hospitality educational programs. Using the same tenants of diversity climate as presented above, the current study looked at the current perceptions about cultural climate held by hospitality students and determine if these perceptions have an effect on their satisfaction with the department. In addition, the study also examined the impact of the educational environment and the students' characteristics, paying extra attention to characteristics surrounding race and ethnicity, on the perception of cultural climate.

In keeping with the traditions of previous diversity research, this study took a critical theory approach. Critical Race Theory (CRT) (a subcomponent of the paradigm critical theory (Guba & Lincoln, 1994)) is well used and was deemed appropriate based on previous literature (Hobson-Horton & Owens, 2004; Shaun, Lori, & Ontario, 2009). A key component of CRT is that an understanding of the phenomenon can only be found by analyzing the experiences of those individuals (Hobson-Horton & Owens, 2004). Other components of CRT are:

1. Racism is a part of everyday life and is therefore hard to eliminate and address.
2. A color-blind society does not exist.
3. The lived experiences of minorities are the major focus.
4. The majority power structure will only support minority interests if its self-interests are promoted.

   (Shaun et al., 2009)

Other theoretical underpinnings used to frame this study were Tinto's Theory of Student Persistence and Astin's Theory of Student Involvement (Seidman, 2005). Both assert that a student's persistence is based on their interaction with both the formal (academic) and informal (social) dimension of the university, however Tinto's theory is based on the unobservable variable of integration, while Astin's theory is based on the observable variable of involvement. Based on these foundations the following research questions were asked:

1. Is students' overall departmental satisfaction influenced collectively and individually by different aspects of the departmental climate within the hospitality program?

2. Is the relationship between departmental climate and students' departmental satisfaction impacted by student and university characteristics?

In the following section, an in-depth review of current and past literature is presented to support and further define the purpose of this study.

Literature Review: Minorities in Higher Education

Minority students have the fastest growing rate of enrollment in higher education (Kim, 2011). Kim reported that from 1998 to 2008 minority student enrollment in higher education increased by 62.7%. Compared to Caucasian students during the same timeframe, who only increased 16.7%, minorities seem to be flooding the higher education landscape (Kim, 2011). However, reports like these can be misleading. An evaluation of the raw data show that from 1998 to 2008, Caucasian students on four-year college campuses increased by 1,041,808 students. Looking at all minority groups (African Americans, Hispanics, Asian Americans, and Native Americans) during the same timeframe, there was an increase of 1,243,704 students. In total, over the 10 year period, only 201,896 more minority students enrolled at a four-year university than Caucasian students. Essentially, minority students enrolled in higher education increased 6% from 24% to 30% during the ten year time frame. The majority of these increases can also be explained by increases in the American population. These data highlight the fact that disparities in minority enrollment are still present today (Swaner & Brownell, 2008).

To further understand this disparity, it is important to examine the population data of the US during this same time period. Census data reports in 2008 approximately 22% of the country were classified as minorities which is substantially lower than the

percentage of minorities enrolled in higher education. These calculations however do not take into account the age of the individuals. Kim (2011) explains the enrollment disparity exists because while 46% of college age Caucasians enrolled in higher education only 35% of college age African Americans and 23% of college age Native Americans were enrolled in colleges and universities. These findings are complemented by Hornsby and Scott-Halsell (in press) in which the authors found that while the numbers of minorities in hospitality have increased, little has been done to close the enrollment gap between minority and non-minority students.

Throughout the literature, researchers presented several different reasons as to why this gap may still be in existence (Hobson-Horton & Owens, 2004). The research focused around barriers to education such as the lack of: institutional commitment (Bedini et al., 2000; Hobson-Horton & Owens, 2004; Kezar & Eckel, 2007; Museus et al., 2011; Rogers & Molina, 2006; Rubin, 2011), academic preparedness (Bedini et al., 2000; Clements, 2009; Museus et al., 2011; Rubin, 2011), minority programs (Jones & Williams, 2006; Jones et al., 2010; Museus et al., 2011; Rogers & Molina, 2006), role models (Antonio, 2002; Hobson-Horton & Owens, 2004; Jones & Williams, 2006; Jones et al., 2010; Museus et al., 2011), and financial aid (Bedini et al., 2000; Hobson-Horton & Owens, 2004; Museus et al., 2011; Rogers & Molina, 2006; Rubin, 2011).

Of the five barriers presented, both academic preparedness and financial aid are classified as objective barriers. Based on test scores and high school GPA, an institution may make a decision on whether or not a student is adequately prepared to enter college (Rubin, 2011). The same relationship can be identified between a student's ability to pay for college (Carter, 2006). An institution or a student may look at a student's income

sources and determine whether or not they will be able to pay for their education (Bedini et al., 2000; Hobson-Horton & Owens, 2004). Both of these barriers can also be conceptualized as barriers to access (Shaun et al., 2009). The current study focused on minority students' perceptions that may affect retention intentions and intentions to enter the industry. While both academic preparedness and financial aid have the ability to affect the experiences of students while in college (Hobson-Horton & Owens, 2004), this study will focus more on the barriers of institutional commitment, positive role models, and minority programs. These three barriers can be viewed as a part of the institution's cultural climate (Hobson-Horton & Owens, 2004; Jones & Williams, 2006; Kezar & Eckel, 2002; Museus et al., 2011; Rogers & Molina, 2006).

Institutional commitment. This presents itself as a barrier to the success of minorities in higher education because without the commitment of institution to remove institutional racism and reduce the levels of discomfort, minority students may not persist through their education (Bedini et al., 2000). Hobson-Horton and Owens (2004) conducted focus groups in which the minority students commented that the university catered to the requests of Caucasian students and that certain policies were more supportive of Caucasian students. Kezar and Eckel (2002) identified, in their study of university culture, change can only happen to the extent that the culture of the university will allow. Therefore, if institutions are to fully commit to removing barriers for minority students within the university, cultural change may need to take place. Research identified that students who feel their personal culture is not a match with the university culture experience a chilly uncomfortable college experience (Museus et al., 2011).

Museus et al. also discussed that it is unfair to ask these students to sever ties with their culture in order to assimilate into the institution.

Minority programs. Rogers and Molina (2006**)** evaluated what they deemed as exemplary institutions, in terms of diversity, and found that they all participated and supported programs geared towards minority students. They also found that there was a commitment from the faculty to participate in these types of programs. Rubin (2011) examined Amherst College because amid increasing diversity, the university was able to maintain high six year graduation rates. The institution was also able to close the enrollment gap between low-income and high-income students. The researcher found that one possible reason for these promising statistics was the commitment to diversity that was expressed by the president of the university. Rubin stated, "Several of Amherst's current diversity strategies have existed for decades, but the College realized that it needed a voice and leader of the movement to garner institutional support and unify the College's diversification efforts" (p. 523).

The shortage of academic and social programs created for minority students may also manifest as a barrier to their completion. In a study of the efficacy of an African American student center in the Pacific Northwest, researchers found that the presence of such a center made the students feel as if they had a home within the university (Jones & Williams, 2006). Special programs may also take the form of academic programs. Jones et al. (2011) found that students that participated in an undergraduate research program, directed at minority students, have a high probability to persist through their undergraduate degree. The use of minority centered programs is also supported by

research from Rogers and Molina (2009) in which each of the identified exemplary universities also included some form of minority programing.

Museus et al. (2011) presented a possible reason as to why minority programs may be important to the success of minority students. The authors state that the majority of the cultures from which the minority students come have a strong familial societies as opposed to western culture that is much more individualistic. Minority programs have the ability to provide students the family atmosphere they desire.

Role models. Mentorship is an important part of the development students so the lack of role models was identified in the literature as a barrier to the success of minority students. Within the academic setting these role models may take the form of faculty of color (Antonio, 2002). Faculty of color are essential in the classroom, "because they provide students with diverse role models, assist in providing more effective mentoring to minority students" (Jones & Williams, 2006, p. 26).

Positive role models can also come from relationships outside of the faculty. Rubin (2011) highlighted the use of tutors as mentors for students. Jones et al. (2010) also identified external stakeholders such as lab technicians, alumni, and postdoc students. Bedini et al. (2000) found that developing mentoring relationships outside of the university was highly beneficial. These role models were minority professionals working in the students' chosen field. On the other hand the lack of positive role models can cause a student to feel isolated and alone (Hobson-Horton & Owens, 2004; Museus et al., 2011).

Campus Cultural Climate

Cultural climate is defined as, "a part of the institutional context that includes community members' attitudes, perceptions, behaviors, and expectations around the issues of race, ethnicity, and diversity" (Hurtado et al., 2008, p. 205). For this current study, this definition was also used instead of racial climate as it provided a wider expression of diversity. The primary dimension of cultural climate is the Psychological Dimension of Climate (Hurtado et al., 2008). They defined this dimension as, "the extent to which individuals perceive racial conflict and discrimination on campus, feel somehow singled-out because of their background, or perceive institutional commitment/support related to diversity" (p. 208).

The climate of an institution may impact students' satisfaction and success within a university (Carter, 2006). When the cultural climate of an institution is one that is flexible and responsive to the needs of the student body, students will feel more like active stakeholders and actively participate in activities designed for their success (Hinton & Seo, 2013). Hinton and Seo (2013) argued that universities should become acculturated to their students rather than students acculturating to the institution. However, in many instances, undue burden is placed on students connecting to campus culture, while minimizing the institutions responsibility (Museus et al., 2011).

Negative experiences for minority students with university climate predominately occur in Predominately White Institutions (PWI) (Carter, 2006; Chavous et al., 2002). The practices and procedures at PWIs are perceived to reflect and serve the needs of Caucasian students. Conflict can then arise as the minority student's values may not match those of the institution. Carter (2006) reported that debilitating minority status

stressors are those that undermined the student's academic confidence and originate from the social climate and composition of the institution. Chavous et al. (2002) found that minority students felt "hypervisable" because of their minority status and perceived a hostile cultural climate. Yet other minority students reported feeling as if Caucasian faculty, students, and staff did not view them as full human beings (Carter, 2006) Students experiencing these events reported lower academic adjustment and performance, feelings of alienation, and are less likely to persist to graduation (Chavous et al., 2002). These feelings of alienation may affect a student's sense of belongingness within the university community, which also can lead to departure decisions (Pittman & Richmond, 2008).

Beyond the negative impact cultural climate may have on a student's willingness to persist to degree attainment, research also showed that university climate may impact a student's transition into college (Locks et al., 2008). Locks et al. (2008) conducted a survey of 4,471 first year students and found perceived racial tensions (negative cultural climate) lead to a reduced sense of belonging. The authors also highlight that more interaction with diverse peers may lead to a reduction in racial tension felt by both minority and majority students (. Research also identified that "continual exposure to a hostile educational climate, marked by racial tension and stereotyping, may adversely influence the academic achievement and psychological health of students of color" (Ancis et al., 2000, p. 183)**.** The following section will focus on literature examining a student's sense of belonging within an institution.

Minorities in Hospitality Education

Research examining minority students in hospitality education has been sporadic to say the least (Bosselman, 1994; Costen et al., 2013; Jaffé, 1990). Some of the foundational research on the topic of identifying the scarcity of minority students in hospitality education concluded the overall number of minority students enrolled in hospitality education was low (Stanton (1989), minority enrollments were not increasing at a comparable rate (Jaffé (1990), and there is a dearth of minority role models in the form of industry partners and faculty members for minority students to look up to (Bosselman, 1994). More recent research (Hornsby & Scott-Halsell, in press) found that universities with higher numbers of minorities also had hospitality programs with larger numbers of minority students, although this number was a significantly lower percentage than those enrolled in the university as a whole. Further, Hornsby and Scott-Halsell found that the percentage of minorities in hospitality programs had not significantly changed over a 23 years while the percentage of minorities in higher education had significantly increased.

While it is impossible to say that the insufficient recruitment of minorities is the effect of any one action, it is plausible to say that the departmental climate may play a role. Rivera Jr. (2010) measured the change in perception toward multicultural issues of hospitality students after taking a course focused on hospitality diversity issues. Results indicated that after the course, students felt more knowledgeable of diversity issues within the hospitality industry. These findings are supported by the assertion of Madera (2013) that diversity training is an important part of diversity management. Diversity management has been found to fosters a positive environment in the workforce (Madera,

2013) and this relationship can be extended to a positive environment in hospitality education.

Casado and Dereshiwsky (2007) presented 12 strategies for faculty to incorporate diversity into the classroom. These strategies were then used to create a survey in which they university in question was deemed to be sensitive to the needs other their minority students. These 12 strategies are:

- Being aware of stereotypes
- Staying away from protecting any group of students
- Being sensitive to student's geographical or societal backgrounds
- Using politically correct terminology
- Including all groups in language patterns
- Being unbiased in selecting student participation in class
- Making clear that comments from all students are welcome and valued
- Encouraging minority students to ask challenging questions
- Being sensitive to students whose first language is not English
- Bringing guest speakers from different backgrounds to address the class
- Creating a mentoring program
- Establishing departmental clubs and organizations

(p. 296-298)

These suggestions are congruent with previous literature and help to foster a positive cultural climate for minority students to learn. The authors concluded that faculty acceptance and inclusion of diversity content is based on the climate of diversity within the department and not on that of the university. This conclusion addresses the need

presented by Freeman et al. (2007) to look at the issues of climate on a departmental level.

Deale and Wilborn (2006) examined the stereotypes held by hospitality students against those of other races and ethnicities. The findings highlighted that stereotypes where present among the students surveyed and these stereotypes were representative of particular racial and ethnic groups. This finding is congruent with findings of Chung-Herrera and Lankau (2005) at the management level. Concerning for both the hospitality industry and hospitality education is that these stereotypes have the ability to alienate and cause departure at both levels. This departure could lead to the loss of talented minorities in the industry (Kim, 2006).

Wen and Madera (2013) examined the perceptions of hospitality careers among minority students. Specifically, they wanted to determine if minority students perceived any career barriers in the hospitality industry based on their minority status. These barriers include workplace discrimination, access barriers, and job search barriers. The findings indicated that minority students perceive greater career barriers than Caucasian students. They suggest that hospitality education must do a better job dispelling this image by inviting guest lectures and industry presentations that present career opportunities for minority students. Through these actions, a greater sense of departmental cultural climate can be perceived by minority students, leading to a more positive experience within the hospitality program.

Methods

The current study is classified as a cross sectional, quantitative research. The study used a modified version of the Student Perceptions of Racial Climate Scale (Byrd,

2014) and items from the Cultural Attitudes and Climate Questionnaire (Helm et al., 1998) to examine the effect of cultural climate on minority student's satisfaction within the hospitality department in which they study. In addition, a goal of this study was to determine if perceptions of departmental climate differed between student and university characteristics. For example, does perception of climate differ among majority and minority students and even between different minority groups?

Design of the Study

The design of this research was a non-experimental study and collected quantitative data. Data were collected via online questionnaires from current hospitality education students with an emphasis on collecting data from minority students. Minority students were defined as "any member of a non-European ethnic group who is an American citizen yet whose cultural experiences is one of exploitation and oppression because of the United States government and U.S. corporate interests" (Washington, 1996, p. 71). While minority students' perceptions were the central focus of the study, previous research showed that there are few minorities enrolled in hospitality programs nationwide (Hornsby & Scott-Halsell, in press). In addition, differences between majority and minority students are well established in the greater academic discussion, however with few hospitality studies purporting these differences, the researcher felt it was important to test if the differences also exist in the hospitality discipline. The goal was to determine student perceptions of departmental climate and belongingness in conjunction with their perception of departmental satisfaction.

Instrumentation

The survey was administered via Qualtrics online survey software. The first page of the survey included the informed consent sheet as prescribed by the IRB. The first section included questions from the Student Perceptions of School Racial Climate (SPRC) scale. The survey was originally a part of Byrd's dissertation and was administered to adolescent students in the public school system. The survey instrument was then adapted and administered to college students. Results showed promising reliabilities on most instrument constructs. These constructs with accompanying alphas are as follows: Equal Status (.90), Frequency of Interaction (.86), Support for Positive Interaction (.83), Individualism (.79), Stereotyping (.83), Promotion of Cultural Competence (.91), Cultural Socialization (.90), Critical Consciousness (.87), and Colorblindness (.75). Constructs that failed to meet the standard of .70 (Nunnally, 1978) were Quality of Interaction (.67) and Discrimination (.67). The survey instrument was again adapted for use in the current research project leading to the inclusion of these constructs below the standard.

The second section included items that addressed student satisfaction from the Cultural Attitudes and Climate Questionnaire (CACQ)(Helm et al., 1998). Five items were included with an original alpha of .78. The third and final section included questions pertaining to demographic information such as age, gender, and ethnicity. Other questions in the section asked participants if they had a minority faculty member within the department or in the industry. The final question asked participants to provide their university email address. From their address, we were able to determine the institutional type. The decision was made to request collect information this way due to the

uncommon vernacular used to describe institutions. The instrument was evaluated by hospitality educators and then piloted with students enrolled in a basic food preparation course. After minor changes and adjustments to wording, the survey was administered.

Population and Sampling

As discussed by Hair et al. (2006) the sampling process for any study can be divided into five stages. These stages are: Defining the target population, choosing a sampling frame, identifying sampling method, determining sample size, and implementing a sampling plan. The current study was no different and the following section discusses these stages in detail.

Target population: the target population for this research was minority students enrolled in four year hospitality programs across the United States. Minority student was defined as "any member of a non-European ethnic group who is an American citizen yet whose cultural experiences is one of exploitation and oppression because of the United States government and U.S. corporate interests" (Washington, 1996, p. 71).

Sampling frame and method: A random sample of universities was garnered from the list of universities that had once had an active NSMH chapter. Due to a low response rate from the original sampling of universities, a more purposive sample was drawn to gain a larger pool of possible students from universities with hospitality undergraduate programs.

Sample Size. The researcher determined that the statistical methods used to analyze data would range from simple independent *t*-tests to regression analysis. Based on sample size calculations and a desired statistical power of .8, a sample greater than

140 participants was deemed sufficient for detection of an effect with the most stringent data analysis method (Soper, 2015).

Sampling Plan: A link to the online survey was sent to a representative of the institution. In total 40 institutions were approached in two phases. The initial twenty included a convenience sample of universities where NSMH chapters had previously been active or were currently active. No response was received from 11 universities, two institutions declined to participate and seven institutions agreed to distribute the survey. A second phase of requests was then sent to an additional 20 purposively sampled institutions for participation in the study. No response was received from 13 universities, one institution declined to participate, and six institutions agreed to distribute the survey. In total, 13 universities (32.5%) contacted agreed to distribute the survey to their student body. After the initial email was sent including the survey, a reminder email was sent two weeks later. At the conclusion of data collection, 268 students open the link while 169 completed the survey leading to a 63.1% completion rate. After an incomplete response was removed, 168 usable responses were analyzed.

Research Questions and Hypotheses

Each research question is followed by a set of hypotheses that address the proposed outcomes based on the literature review. These research questions are:

1. Is students' overall departmental satisfaction influenced collectively and individually by different aspects of the departmental climate within the hospitality program?

   H1: Students' overall perception of departmental climate will have a direct impact on departmental satisfaction

H2: Latent variables of departmental climate will have an impact on students' departmental satisfaction

H2a-i: A positive relationship will be found between departmental satisfaction and a) Equal Status, b) Quality of Interaction, c) Frequency of Interaction, d) Support for Positive Interaction, e) Individualism, f) Stereotyping, g) Promotion of Cultural Competence, h) Cultural Socialization, and i) Critical Consciousness.

H2j-k: A negative relationship will be found between students' departmental satisfaction and j) Discrimination and k) Colorblindness.

2. Is the relationship between departmental climate and students' departmental satisfaction impacted by student and university characteristics?

H3: Student characteristics will influence the relationship between perception of departmental climate and overall satisfaction.

H3a-e: A student's a) gender, b) minority status, c) race/ethnicity, d) perception of industry minority role model, or e) perception of a faculty minority role model will influence the relationship between perception of departmental climate and overall satisfaction.

H4: Institutional type will influence the relationship between perception of departmental climate and students' overall satisfaction.

Data Analysis

Data collected for this study were analyzed using several different statistical methods. As a first step, data were screened for outliers, missing values and other

anomalies (Creswell, Plano & Clark, 2010). Then data were analyzed using descriptive statistics in order to ascertain the demographic make-up of the study population.

In order to address the first portion of the research question, examining the influence of departmental climate, variables were imputed from a CFA in order to create composite variables. Manifest variables that were negatively worded, based on the theoretical foundation of this study, were reverse coded. The composite variable was then regressed on the departmental satisfaction measure. Specifically, hypotheses one are addressed through this analysis.

The second portion of research question one was analyzed by multiple regression. This analysis was used to determine is a statistically significant relationship exists between previously determined latent variables (subscales) and the endogenous variable of departmental satisfaction. Specifically, multiple regression was used to test hypotheses two.

Data collected in response to research question two were analyzed using *t*-tests and *F*-tests. Demographic questions about the participant, such as gender and minority role model, were analyzed using the independent *t*-test while the omnibus *F*-test was conducted to determine differences based on age, race, and desired hospitality sector for employment. Likewise, questions addressing differences based on the institution such as: minority faculty, institutional type, and program location were analyzed using the independent *t*-test and omnibus *F*-test respectively.

Results

Among the 268 responses received, one hundred responses were removed for excessive missing responses. Of the deleted responses, many did not complete any portion of the questionnaire beyond the informed consent notice. Of the 168 usable responses, 82.1% were female, 16.7% were male, and two respondents (1.2%) identified as transgender. Of the respondents, 31.5% were classified as minorities and the remaining 68.5% as non-minorities. A closer look at the minority respondents identifies 20.8% as African American, 26.4% as Asian/Pacific Islander, 30.2% as Hispanic, 11.3% as Native American, and 11.3% as Multiracial.

Respondents were also asked whether they had minority role models within their hospitality faculty or the hospitality industry. Only 27.4% of respondents indicated that they did have a minority faculty role model and a slightly higher percentage (32.7%) indicated having a role model in the industry. Upon further examination, it was discovered that 41.5% of minority students had faculty role models while only 20.9% of non-minority students felt as if they had a minority role model within their department. This was also true with industry role models as 50.9% of minority students reported having a role model, while only 24.3% of non-minority respondents reported the same. When the data was examined via institutional type, the data indicated 53.3% of students at minority serving institutions (MSIs) had a faculty minority role model while only 24.8% of respondents at predominately white institutions (PWIs) reported having a minority role model on their faculty. Further, 66.7% of respondents at MSIs reported having a minority role model in the industry while 29.4% of respondents reported the

same. Tables 4.1 and 4.2 present the results of the respondents' demographic characteristics in detail.

Table 4.1: Respondents' Demographic Profile

		Frequency (n)	Valid Percentage (%)
Gender			
	Female	138	82.1
	Male	28	16.7
	Transgender	2	1.2
Minority Status			
	Minority	53	31.5
	Non-Minority	115	68.5
Race			
	African American	11	6.5
	Asian/Pacific Islander	14	8.3
	Hispanic	16	9.5
	Native American	6	3.6
	Caucasian	115	68.5
	Multiracial	6	3.6
Institutional Type			
	Minority Serving Institutions	15	8.9
	Predominately White Institutions	153	91.1
Faculty Minority Role Model			
	Yes	46	27.4
	No	122	72.6
Industry Minority Role Model			
	yes	55	32.7
	no	113	67.3

Confirmatory Factor Analysis

Before assessing the relationships of the above demographic data with that of the constructs (factors) identified in the SPRC, a confirmatory factor analysis was conducted to determine the adequacy the original measurement model with the current data. Model fit of the original measurement model was poor (cmin/df=1.652, p<.001; CFI= .853; GFI=.712; SRMR=.084; RMSEA=.062; PCLOSE<.001). After errors were allowed to

correlate and factors that were had low reliabilities/issues with multicolinearity were removed, it was determined that a seven factor model fit the current data better (cmin/df=1.490, p<.001; CFI= .937; GFI=.819; SRMR=.052; RMSEA=.054; PCLOSE=.219) than the original 11 factor model. Results of these modifications are found in Table 4.3. Compared with the standards presented by Hair et. al (2010), the final measurement model had moderate fit.

After the model was selected, both convergent and discriminant validity were evaluated. Convergent validity is assessed by the correlation among items in the same factor or constructs (internal consistency). Poor convergent validity may identify a need for more factors in order to create more consistency between items (Brown, 2015). Both composite reliability (CR) and average variance extracted (AVE) estimate were used to test the internal consistency of the model. All estimates were generated using IBM SPSS AMOS version 20.

Composite reliability and average variance extracted estimates were calculated using formulas presented by Fornell and Larcker (1981, p. 45). They are as follows:

$$CR = (\Sigma \lambda)^2 / ((\Sigma \lambda)^2+\Sigma \theta) \qquad AVE= \Sigma \lambda^2 / (\Sigma \lambda^2+\Sigma \theta)$$

In the formula "λ" is the standard factor loading and "θ" is the variance for each loading (variance is calculated by taking 1 minus the square of each loading). It is recommended that each of the CR indices be above .70 (Bagozzi, 1980) and each of the AVE scores exceed a cut off of .50 (Fornell &Lacker, 1981). Table 4.4 shows the results of the convergent validity analysis and findings identify that each of the factors presented exceed the minimum levels presented in the research.

Table 4.2: Comparisons of % within Demographic Categories

	Institutional Type	
	MSI	PWI
Faculty Minority Role Model		
Yes	53.3	24.8
No	46.7	75.2
Industry Minority Role Model		
yes	66.7	29.4
no	33.33	70.6
Minority Status		
Minority	86.7	26.1
Non-Minority	13.3	73.9

	Minority Status	
	Minority	Non-Minority
Faculty Minority Role Model		
Yes	41.5	20.9
No	58.5	79.1
Industry Minority Role Model		
yes	50.9	24.3
no	49.1	75.7

**further analysis of data split by gender is not presented due to homogeneity. **further analysis of data split by race is not presented due to low responses per category.*

Table 4.3: Measurement Model with Modification Iterations

Measure	Threshold	Original	Modification 1	Modification 2	Modification 3
cmin/df	<3 good	1.652	1.501	1.497	1.490
P-value	>.05	.001	.001	.001	.001
CFI	>.95 great, >,90 traditional	.853	.898	.915	.937
GFI	>.95	.712	.751	.781	.819
AGFI	>.80	.667	.709	.740	.778
SRMR	<.09	.084	.063	.063	.052
RMSEA	<.05 good, .05-.10 moderate	.062	.055	.055	.054
PCLOSE	>.05	.001	.099	.145	.219

**Modification1: CCO removed for low reliabilities; Modification 2: IND and COL removed for better fit; Modification3: DIS removed for multicollinearity with STE*

Table 4.4: Results of Measurement Model and Convergent Validity Analysis

Construct and Items	Std. Loading	SMC	CR	AVE
Quality of Interaction			0.83	0.71
QIN1	0.84	0.71		
QIN2	0.84	0.71		
Equal Status			0.87	0.69
EQS1	0.80	0.64		
EQS2	0.90	0.80		
EQS3	0.79	0.62		
Frequency of Interaction			0.82	0.61
FIN1	0.73	0.53		
FIN2	0.81	0.65		
FIN3	0.80	0.64		
Support for Positive Interaction			0.78	0.55
SPI1	0.76	0.58		
SPI2	0.66	0.43		
SPI3	0.79	0.62		
Stereotyping			0.9	0.56
STE1	0.88	0.78		
STE2	0.91	0.84		
STE3	0.73	0.53		
STE4	0.71	0.50		
STE5	0.54	0.29		
STE6	0.53	0.28		
STE7	0.85	0.71		
Promotion of Cultural Competence			0.85	0.58
PCC1	0.79	0.63		
PCC2	0.76	0.57		
PCC3	0.78	0.61		
PCC4	0.72	0.52		
Cultural Socialization			0.86	0.61
CSO1	0.79	0.62		
CSO2	0.85	0.72		
CSO3	0.80	0.64		
CSO4	0.67	0.44		
Departmental Satisfaction			0.85	0.56
DSAT1	0.28	0.53		
DSAT2	0.90	0.81		
DSAT3	0.82	0.68		
DSAT4	0.85	0.71		
DSAT5	0.74	0.55		

**SMC= squared multiple correlation; CR= composite reliability; AVE= average variance extracted*

In addition to convergent validity, discriminant validity was also evaluated. Discriminant validity assess if the factors within the model are actually measuring different constructs. This can be evaluated by examining the correlations between the

different factors. Brown (2015) suggests that any correlation between factors of .850 and above would indicate poor discriminant validity.

Table 4.5 presents the correlation matrix between all factors in which the correlations are all below the .850 level. However it is important to note that several factors do have relatively high correlations so there may be a small amount of overlap in their measurements. Evaluation of collinearity statistics confirms that there is a moderate amount of multicollinearity, but not within the levels of concern.

Table 4.5: Construct Correlations for Discriminant Analysis

Construct	1	2	3	4	5	6	7	8
1. QIN	1							
2. FIN	0.833	1						
3. SPI	0.695	0.656	1					
4. STE	0.398	0.464	0.336	1				
5. PCC	0.463	0.596	0.439	0.216	1			
6. CSO	0.306	0.405	0.365	-0.041	0.719	1		
7. EQS	0.721	0.715	0.677	0.553	0.369	0.31	1	
8. DSAT	0.525	0.45	0.59	0.371	0.297	0.282	0.606	1

Regression Analysis

Correlation, linear regression, and multiple regression analysis were conducted to examine first the relationship between departmental satisfaction and student perceptions of departmental cultural climate, then the relationship between the various latent variables of cultural climate and students' departmental satisfaction were evaluated. Table 4.6 summarizes the descriptive statistics and analysis results. Results indicate a positive and significant correlation between overall cultural climate and students' departmental satisfaction, meaning students with higher perceptions of cultural climate

have higher levels of departmental satisfaction. These results are also mirrored for each of the seven latent variables.

Table 4.6: Regression Analysis of Latent and Composite Variables on the Criterion

Variable	Mean	std. dev.	correlation with DSAT	B	Beta
DSAT	3.314	.480			
CSO	2.870	.715	.310	.110	.164
PCC	3.450	.684	.331	-.006	-.008
STE	4.070	.871	.399	.094	.170*
SPI	4.060	.632	.662	.229	.393*
EQS	3.820	.571	.658	.295	.351*
QIN	3.850	.635	.580	.281	.371*
FIN	4.300	.676	.501	-.400	-.563*
Climate	3.770	.524	.626	.573	.626*

The linear regression conducted between overall cultural climate and students' departmental satisfaction led to a significant regression model (R^2 = .392, F(1,166) = 106.831, p<.001. The multiple regression model with all seven latent variables also produced a significant regression model (R^2 = .541, F(7,160) = 26.890, p<.001). "Stereotyping", "support for positive interaction", "equal status", and "quality of interaction" had significant positive regression weights, indicating students with higher perceptions of these variables were expected to have higher levels of departmental satisfaction. "Frequency of interaction" however had significantly negative weights (opposite sign form correlation with the criterion) indicating that after accounting for other variables, those students with higher perceptions of the frequency of interaction had lower levels of departmental satisfaction (suppressor effect). "Promotion of cultural competence" and "cultural socialization" did not contribute to the multiple regression model.

Independent Sample *t*-tests

In order to determine if a statistical difference was present between respondent/university characteristics and the latent variables of the SPRSC, a series of independent sample *t*-tests were conducted. Analysis indicates that there is statistical difference between how stereotyping is viewed by minorities and non-minority students. Minority students feel there is a larger (M=3.81) issue with stereotyping than their non-minority counterparts (M=4.18; t=-2.599, p<.01; d=.275). This same pattern can be found when examining students with a minority industry role model (M=3.88) vs. those without (M=4.16; t=-1.986, p<.05; .208). An examination of the effect sizes for the differences between minority status (d=.275) and presence of a minority industry role model (d=.208) reveals effect sizes above the lower bound of the small effect (≤.2) These findings indicate that minority students, and students who have an industry minority role outside of the classroom are more sensitive to incidents of stereotyping than non-minority students or students who do not have a minority role model.

Results also indicate that students with a minority role model, whether in the classroom or in the hospitality industry, have higher levels of cultural socialization (faculty: p<.05, t=2.820, d= .284; industry: p<.05,t=1.191, d=.216) and more opportunities to be exposed to the promotion of cultural competence (faculty: p<.05, t=2.270, d= .225; industry: p<.05, t=1.165, d=.203). Further, with the variable not being significant when examining a student's minority status, it appears that presence of a minority role model is the catalyst for these findings. No difference was found when examining individual race categories, gender, or institutional type.

Discussion

As stated in the methods section, the SPSRC is a relatively new survey instrument and has not been tested with many different populations. As a secondary goal of this study, the survey instrument was modified to be applied on a departmental level within a specific discipline to determine if the constructs measured could be generalized across populations. Initial results were not promising due to low reliabilities and poor model fit. However, after several constructs were removed, model fit was increased. Constructs removed were: critical consciousness (low reliabilities), independence (improve model fit), colorblindness (improve model fit), and discrimination (collinear with stereotyping).

The first research question the study addressed asked, "Is students' overall satisfaction influenced collectively and individually by different aspects of cultural climate within the hospitality program?' After analyzing the data, the answer is partially yes. Linear regression analysis indicated a positive relationship between cultural climate and students' departmental satisfaction, meaning an increase in overall perception of cultural climate is consistent with an increase in students' departmental satisfaction. This supports the notion that a department with a positive cultural climate will foster active and successful students (Hinton & Seo, 2013). The second portion of the question examined the individual aspects of cultural climate and these constructs were partially supported. The reverse coded construct stereotyping was positively related to students' departmental satisfaction, meaning students who perceived lower levels of stereotyping, from both students and faculty, were generally more satisfied with the department. Along those same lines, equal status was also positively related to departmental satisfaction. Students who felt everyone was treated equally generally had higher levels of

departmental satisfaction. Both quality of interaction and support for positive interaction were also positively related with students' departmental satisfaction. In contrast, frequency of interaction was negatively related with students' departmental satisfaction. Students felt different races generally got along well together, and that the faculty and administration were supportive of individuals from different cultural backgrounds working together. However, when it came to actually working with people who were different from them, it had a negative effect on their departmental satisfaction. One possible reason for this result is that it is socially acceptable to support the idea of diversity, however actually participating in diversity initiatives may be uncomfortable.

It was concerning that neither promotion of cultural competence nor cultural socialization contributed to the multiple regression model. This finding indicates that many of the current diversity practices may not be impacting students' satisfaction with the department. This is not to say that they do not have an effect, but instead that students may not view them as an important component to their educational experience.

The second research question asked "is the relationship between cultural climate and students' departmental satisfaction impacted by student and university characteristics?" Data indicates marginal support in the affirmative. In examining minority status, results indicated minority students perceive a much higher level of stereotyping than their non-minority counterparts. Interestingly, there is no statistical difference between the groups when examining equal status. One possible reason for this may be that while students perceive their faculty and peers to hold negative stereotypes about them, it does not affect how they are treated in the classroom. Another possible reason may be the authority behind the perceived stereotypes. In other words, questions

about stereotyping included, faculty, administration, and peers while questions about equal status only addressed faculty and administration. It is possible that the majority of the stereotyping perceptions are being felt horizontally (peer to peer) rather than vertically (faculty to student). In either case, the literature has examined the impact of stereotyping on minority students and found it can negatively impact their persistence (Ancis et al., 2000).

Differences between students with a minority faculty role model and those without were also examined against the latent factors of the measurement model. Results indicate students with faculty minority role models also perceived higher levels of cultural socialization and promotion of cultural competence. As previously stated, neither construct was found to contribute to the regression model, however the issue may be lack of implementation. It is not inconceivable that a minority faculty member's instruction may include personal experiences about their race and culture, intertwined with course content. In contrast, literature has identified that some faculty members may not be ready or open to the inclusion of diversity in their teaching and therefore forgo its inclusion (Kezar & Eckel, 2007).

Finally, the differences between those with minority industry role models and those without were examined. As with minority faculty role models, both cultural socialization and promotion of cultural competence were significantly higher for students with a role model than those without. In addition, students with a minority industry role model also perceived a higher level of stereotyping. These findings, added with the previous findings, may highlight a lack of exposure to minority role models for both minority and non-minority students.

Conclusions and Limitations

As with most research conducted with human subjects, the current study is not free of limitations. The first major limitation for this study is generalizability. While found to be appropriate for statistical analysis, the sample size for this kind of study would generally be considered low. In addition, a larger sample of minority students may yield more substantive results especially between the different racial categories. Several other differences were evident between student characteristics, however without the critical mass to examine them further, lack of statistical significance leaves them untouched. A second limitation of this study was the analysis of self-reported data from a closed-ended question survey instrument. Future research should incorporate a mixed methods approach to understanding this phenomenon in order to collect data with deeper meaning and understanding. Finally, due to questionnaire distribution techniques, response bias may have been a limitation of this study. Questionnaires were distributed through administrators at each individual institution, and while students were assured that the results would be kept private, some students may have been reluctant to share their true feelings about their satisfaction within the department. Future research should attempt to make direct contact with participants in order to remove any influence the administrator may have over them.

The purpose of this study was to evaluate student perceptions of cultural climate within the hospitality and these findings were generally positive. Specifically, this study wanted to examine the perceptions of minority students. Findings indicate that minority students experience higher levels of stereotyping than their non-minority counterparts, and this can lead to lower levels of departmental satisfaction. This study also identified a

possible need for more exposure to diverse persons within hospitality education through minority role models. Possible methods of increasing these minorities' interactions could be through directed hires, increased minority guest speakers within the classroom, increased minority role model participation within student organizations, and increasing internship opportunities at hospitality firms with a high level of minorities in managerial positions.

The current study may have identified a gap in the diversity efforts of many hospitality programs. Many programs present themselves as diverse, however the majority of this diversity is internationally driven and diversity in the sense of domestic racial diversity is overlooked. For students who are diverse, and not international, the cultural climate may not match their personal expression of diversity. Through the increase of diverse role models, we may in turn be able to increase the number of minority students that persist through graduation.

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CHAPTER V

AM I CONNECTED? DOES RACE IMPACT STUDENT PERCEPTIONS OF SENSE OF BELONGINGNESS

Abstract

Research on the experiences of minority students within hospitality education is sporadic over the past few decades. The present study examines these experiences by evaluating students' sense of belonging within the department. Using Hoffman et al.'s (2002) Sense of Belonging Scale and items from the Cultural Attitudes and Climate Questionnaire (CACQ) (Helm et al., 1998), current minority students in hospitality education evaluated their sense of belonging within the department and its effect on satisfaction. Student characteristics and departmental characteristics are also examined. Theoretical and practical implications for both hospitality education and industry are investigated.

If one were to evaluate the number of minorities currently employed by the hospitality industry, the levels would seem to be very encouraging. The NAACP reports that approximately 46% of the hospitality workforce is persons of color, while the 2010 U.S. Census records the working age population in the United States was approximately 36% minority. However, when we examine these numbers a bit closer, we find that top management in hospitality firms are only 19.4% minority managers and only 12.8% are minority participants in the governing bodies of these organizations (NAACP, 2012). This lack of diversity should be concerning to an industry whose customer base is becoming more diverse. By 2060, the U.S. Census projects that minorities will comprise 57% of the U.S. population. Hospitality firms, who do not also diversify at all levels of the organization, risk alienating potential customers and employees (Singal, 2014).

This dearth of minorities in upper level management and governing positions is not completely the fault of hospitality organizations. Organizations such as Marriott, Sodexo, and Hyatt have all created scholarships and training programs directed at increasing the number of minorities in the industry (Singal, 2014). Instead, attention should be directed at the greatest pipeline of new managers into the hospitality industry: hospitality education programs (Costen et al., 2002). According to the U.S. Department of Labor, a college degree is becoming increasingly important for individuals interested in advancing to managerial positions. A recent examination of the number of minorities in hospitality education shows that the number of minorities is increasing in hospitality education, but not at the same rate as their non-minority counterparts (Hornsby & Scott-Halsell, in press). With the percentage of minorities in hospitality education remaining stagnant over the past 24 years, it is not surprising that, even with the recruitment efforts

of hospitality firms, minorities are still underrepresented in management positions (Hornsby & Scott-Halsell, in press).

The scarcity of minorities is fairly well recorded in hospitality literature, however defining this need for diversity is often left to the author's interpretation. In many cases, the hospitality authors focus primarily on African American students (Costen et al., 2013), Hispanic students (Hobson-Horton & Owens, 2004), and international students (Kwek et al., 2013). Few of these studies strive to evaluate all of these marginalized groups simultaneously. In this study, minorities will be defined in terms of higher education. In many universities, minority status is defined as "those students who have enrolled in the university whose race, sex-oppressed ethnic status and or physical condition have rendered their historical presentence in institutions of higher education a minor one based on their status in American society" (Washington, 1996, p. 69).

The shortage of minorities in hospitality managerial positions and currently enrolled in hospitality educational programs are only symptoms of a larger issue: the recruitment and retention of minorities seeking degrees in hospitality education programs. The current study focuses more on the latter of these two issues; the retention of minority students. To evaluate in greater detail, it must first be seen as an issue of importance. Few researchers have attempted to address this issue (Bosselman, 1994; Jaffé, 1990; Stanton, 1989) and of those who have, their findings are grossly outdated. Therefore, the present study attempts to explain the scarcity of minorities in hospitality management positions by examining the current experiences of minority students in hospitality education that may lead to departure or persistence. The purpose of this study was to evaluate hospitality student's perceptions of belongingness within their hospitality

department and to identify if student characteristics (namely race/minority status) impacted these perceptions. These perceptions were then examined against the student's level of departmental satisfaction. Further, the impact of the university environment with evaluated for their effect on perceptions of belongingness.

In keeping with the traditions of previous diversity research, this study used the critical theory approach. Critical Race Theory (CRT) (a subcomponent of the paradigm critical theory (Guba & Lincoln, 1994)) is well used and is deemed appropriate based on previous literature (Hobson-Horton & Owens, 2004; Shaun, Lori, & Ontario, 2009). A key component of CRT is that an understanding of the phenomenon can only be found by analyzing the experiences of those individuals (Hobson-Horton & Owens, 2004). Other components of CRT are:

1. Racism is a part of everyday life and is therefore hard to eliminate and address.
2. A color-blind society does not exist.
3. The lived experiences of minorities are the major focus.
4. The majority power structure will only support minority interests if its self-interests are promoted.

   (Shaun et al., 2009)

Other theoretical underpinnings used to frame this study are Tinto's Theory of Student Persistence and Astin's Theory of Student Involvement (Seidman, 2005). Both assert that a student's persistence is based on their interaction with both the formal (academic) and informal (social) dimension of the university, however Tinto's theory is based on the unobservable variable of integration while Astin's theory is based on the observable variable of involvement.

In addition, this study was based on Fit Theory to further explain the concept of belongingness. Fit Theory refers to the perception that one's values or characteristics are congruent with others (Hoffman et al., 2002). State-environment Fit Theory states, "if changes in needs are aligned with changes in opportunities at a certain stage in life, positive outcomes will result" (Midgley et al., 2002, p. 110). Therefore, if there is lack of fit between the values, goals, and needs of the individual and the demands of the institution (especially during the transition into college), negative outcomes can result (Hoffman et al., 2002). Based on these foundations the following research questions were asked:

1. Is students' overall departmental satisfaction influenced collectively and individually by different aspects of belongingness within the hospitality program?
2. Is the relationship between belongingness and students' departmental satisfaction impacted by student and university characteristics?

In the following section, an in-depth review of current and past literature is presented to support and further define the purpose of this study.

Literature Review: Minorities in Higher Education

Minority students have the fastest growing rate of enrollment in higher education (Kim, 2011). Kim reported that from 1998 to 2008 minority student enrollment in higher education increased by 62.7%. Compared to Caucasian students during the same timeframe who only increased 16.7%, minorities seem to be flooding the higher education landscape (Kim, 2011). However, reports like these can be misleading. An evaluation of the raw data show that from 1998 to 2008, Caucasian students on four-year

college campuses increased by 1,041,808 students. Looking at all minority groups (African Americans, Hispanics, Asian Americans, and Native Americans) during the same timeframe, there was an increase of 1,243,704 students. In total, over the 10 year period, only 201,896 more minority students enrolled at a four-year university than Caucasian students. Essentially, minority students enrolled in higher education increased 6% from 24% to 30% during the ten year time frame. The majority of these increases can also be explained by increases in the American population. These data highlight the fact that disparities in minority enrollment are still present today (Swaner & Brownell, 2008).

To further understand this disparity, it is important to examine the population data of the US during this same time period. Census data reports in 2008 approximately 22% of the country were classified as minorities which is substantially lower than the percentage of minorities enrolled in higher education. These calculations however do not take into account the age of the individuals. Kim (2011) explains the enrollment disparity exists because while 46% of college age Caucasians enrolled in higher education only 35% of college age African Americans and 23% of college age Native Americans were enrolled in colleges and universities. These findings are complemented by Hornsby and Scott-Halsell (in press) in which the authors found that while the numbers of minorities in hospitality have increased, little has been done to close the enrollment gap between minority and non-minority students.

Throughout the literature, researchers presented several different reasons as to why this gap may still be in existence (Hobson-Horton & Owens, 2004). One plausible, albeit underdeveloped, reason may be a student's sense of belonging within their

department. The following section discusses the origins of the study of belongingness as well as findings from more current research.

Origins of Belongingness

The origins of belongingness can be traced back to the theory of self-psychology and the writings of Kohut (Lee & Robbins, 1995). Self-psychology proposes that "self [is] the organizing center of experience" (Lee & Robbins, 1995, p. 232). Originally, the theory only included the needs for grandiosity and idealization, but after clinical observations, the need for belongingness was added. Lee and Robbins further divided belongingness into the aspects of companionship, affiliation, and connectedness. Due to the fact "companionship" is usually achieved at a very young age, much of the literature covering the topic falls outside of the scope of this study. Affiliation and social connected were both researched at the post-secondary level. After further examination of belongingness, research geared toward the aspects of affiliation and social connectedness will also be discussed. However, as discussed by Pittman and Richmond (2008), belongingness is likely linked to affiliation and belonging is often referred to as connectedness. Because these terms seem to be used interchangeably, from this point forward, the term belongingness will be used.

Sense of Belongingness

Sense of belonging is defined as "the experience of personal involvement in a system or environment so that persons feel themselves to be an integral part of that system or environment." (Hagerty et al., 1992, p. 173). Belongingness is also conceptualized as an aspect of interpersonal relatedness, closely associated with social support and dissimilar to feelings of loneliness (Hoffman et al., 2002). Sense of

belonging is also associated with positive outcomes for students (Freeman et al., 2007) and feelings about oneself rather than actual behaviors (Pittman & Richmond, 2008). Belongingness was historically researched with much of the focus on primary and secondary students while (Pittman & Richmond, 2008)research conducted at the post-secondary level also provided support for a focus on college students (Pittman & Richmond, 2008). Further, few examined the potential associations between belongingness and motivation (Freeman et al., 2007). Pittman and Richmond (2008) assert that belongingness may be an important factor in a model that predicts adjustments, as a clear association was found. The authors found that belongingness was also linked to positive self-perceptions of social acceptance and academic competence. These findings are supported by research that interviewed minority students and found that students who did not feel as if they belonged might be deterred from entering post-secondary education programs or feel out of place (Read et al., 2003).

Underlying factors that comprise belongingness include: commitment to the institution, commitment by the individual to work with the setting, and the perception that one's abilities are being recognized (Pittman & Richmond, 2008). In a study conducted by Freeman et al. (2007), in which 238 college freshman were surveyed, they found that students with a stronger perception of university belonging reported a greater degree of involvement on campus. Students with a higher level belongingness also perceived more faculty based caring and support (Pittman & Richmond, 2008). Research shows that involvement on campus, and perceived support from faculty, may lead to higher levels of persistence among students (Astin, 1984; Pittman & Richmond, 2008). Students lacking a good perception of belongingness, and who are less involved, may

experience both stress and emotional distress (Pittman & Richmond, 2008). Hoffman et al. (2003) indicated that, "the greater a student's sense of belonging to the university, the greater is his or her commitment to that institution (satisfaction with the university) and the more likely is that he or she will remain in college" (p. 228). This supports the notion that access is not the only barrier within higher education for minority students. When all things are held constant, sense of belonging may still have an effect on student persistence.

Social connectedness. Social connectedness is defined as "the degree of interpersonal closeness that is experienced between an individual and his/her social world as well as the degree of difficulty maintaining his/her world" (Costen et al., 2013, p. 16). Lee and Robbins state that, "a person struggling to feel connected begins to feel different and distant from other people. He or she may find it hard to accept social roles and responsibilities, leading the person into greater isolation" (p. 233). In 2008, Allen, Robbins, Casillas and Oh conducted a study in which, among other things, they evaluated the effect of social connectedness on third-year college student retention and transfer. They found that social connectedness had a direct effect on the retention of students. Specifically, they found that social connectedness was predictive of persistence, after academic preparation was controlled. As before, this supports the notion that access is not the only barrier, and there are psychological dimensions to retaining students (Hurtado et al., 2008).

Affiliation. Unlike connectedness, which represents a connection to the university, affiliation represents a connectedness with peers (Pittman & Richmond, 2008). Lee and Robbins (1995) conceptualize affiliation as establishing peer relationships and

functioning more comfortable with those who are similar. The authors state that these peer relationships are commonly expressed through participation in civic clubs, sports, and religious organizations . Freeman et al. (2007) found that these interpersonal interactions can have an additive effect and influence the overall perception of the environment. This means that the interactions with peers, faculty, and staff may all affect a student's perceptions (Freeman et al., 2007; Hoffman et al., 2002). A student who does not develop positive interpersonal interactions (affiliations) may find it uncomfortable to engage in group activities (Lee & Robbins, 1995).

As previously stated, the aspects of connectedness and affiliation are contained within the construct of belongingness. Therefore, both cultural climate and sense of belongingness were the constructs used to examine the current experiences of minority students, and the effect on satisfaction with hospitality program. In addition, research also indicated that there may be a relationship between the constructs of climate and belongingness. The literature found that a negative perception of cultural climate can negatively influence the minority students sense of belonging (Museus et al., 2008). Hurtado and Carter (1997) found that hostile climates negatively affected the level at which minority students felt they belonged to the campus community. Therefore, this study did not only evaluate cultural climate and belongingness separately, but also evaluated the relationship between the constructs. The following section provides theoretical support for each of these constructs.

Minorities in Hospitality Education

Few studies over the past few decades have addressed and evaluated minority student experiences in hospitality education (Bosselman, 1994; Costen et al., 2013; Jaffé,

1990). However, of the studies published, the findings have not been encouraging. Researchers concluded the overall number of minority students enrolled in hospitality education was low (Stanton (1989) and recruitment and retention practices were in a fledgling state (Jaffé (1990). Bosselman (1994) also found minority retention and recruitment practices to be insufficient, however he presented strategies that could be applied by hospitality programs to increase the number of minority students. He suggested that more industry role models are needed for young minority students, to present possible career paths for these students, and increasing the number of minority faculty and graduate students, to also serve as role models for students. These works laid a foundation for the need for more attention being paid to the scarcity of minorities in hospitality education.

In more recent research, Frater et al. (1997) presented a narrative in which they discussed lessons learned from working with minority students in the recreation and leisure field. They found that minority students are not only leaving home for an unfamiliar setting, but they must also enter an alien social and physical environment. Therefore, educators must foster a learning environment that welcomes diversity. Faculty must be willing to assume the role of mentor to assist students in this transition. This complements Bosselman's (1994) suggestions and further the assertion that faculty play a large role in the transition of minority students to college, as presented by belongingness and climate scholars (Antonio, 2002; Carter, 2006; Jones & Williams, 2006; Pittman & Richmond, 2008).

From a student perspective, Deale and Wilborn (2006) examined the stereotypes held by hospitality students against those of other races and ethnicities. Using qualitative

methods, the authors collected data for two opened questions from 280 students across the U.S. The questions asked, "Who or what groups of people are you prejudiced against and why?" and "Who or what groups of people are you biased towards and why?" Once responses were collected and analyzed using content analysis. The findings highlighted that stereotypes where present among the students surveyed and these stereotypes were representative of particular racial and ethnic groups. This finding is congruent with findings of Chung-Herrera and Lankau (2005) at the management level. Concerning for both the hospitality industry and hospitality education is that these stereotypes have the ability to alienate and cause departure at both levels. This departure could lead to the loss of talented minorities in the industry (Kim, 2006).

Yet from another angle, Bradford and Williams (2008) also examine the perceptions of hospitality management among minority students. The authors used qualitative methods and collected data from 6 focus groups at historically black colleges and universities (HBCUs). They found that none of the students had been recruited by industry representatives or family members. In fact 80% of the participants were recruited by a friend already studying hospitality management. After evaluating students' perceptions of different aspects of the industry, the authors concluded:

> Students are aware that their race may determine 1) what jobs they are offered in the hospitality industry, 2) how rapidly they will be promoted, 3) how society views them as individuals, 4) how society views an entire race when that particular race is found in low level jobs in large numbers or perception of an industry, and 5) pay scale (p. 19).

Wen and Madera (2013) examined the perceptions of hospitality careers among minority students. Specifically, they wanted to determine if minority students perceived any career barriers in the hospitality industry, based on their minority status. Barriers included workplace discrimination, access barriers, and job search barriers. The authors surveyed 82 undergraduate students with 71% identifying as an ethnic minority. The findings identify that minority students perceive greater career barriers than Caucasian students. They concluded that hospitality education must do a better job dispelling this image by inviting guest lectures and industry presentations that present career opportunities for minority students.

Taken together, the research indicates a feeling of alienation that students may feel when coming into a hospitality program. These feeling may be compounded if the majority students have preconceived negative stereotypes and if the department does not do a good job of presenting minority role models in the faculty and industry. Previous literature presented several methods and actions that can alleviate the aforementioned issues (diversity training, mentorship, minority guest speakers, and minority faculty), however hospitality programs must take an active role in making it happen. Through these actions, a greater sense of belongingness can be felt by minority students, leading to a more positive experience within the hospitality program.

Methods

The current study is classified as cross sectional quantitative research. The study used a modified version of Hoffman et al.'s (2002) Sense of Belonging Scale and items from the Cultural Attitudes and Climate Questionnaire (Helm et al., 1998) to examine the effect of sense of belongingness on minority student's satisfaction within the hospitality

department in which they study. In addition, a goal of this study was to determine if perceptions of belongingness differed between student and university characteristics. For example, the current research addresses if differences exist between MSI's and PWI's when evaluating belongingness.

Design of the Study

The design of this research was a non-experimental study and collected quantitative data. Data were collected via online questionnaires from current hospitality education students with an emphasis on collecting data from minority students. Minority students were defined as "any member of a non-European ethnic group who is an American citizen yet whose cultural experiences is one of exploitation and oppression because of the United States government and U.S. corporate interests" (Washington, 1996, p. 71). While minority students' perceptions were the central focus of the study, previous research showed that there are few minorities enrolled in hospitality programs nationwide (Hornsby & Scott-Halsell, in press). In addition, differences between majority and minority students are well established in the greater academic discussion, however with few hospitality studies purporting these differences, the researcher felt it was important to test if the differences also exist in the hospitality discipline. The goal was to determine student perceptions of departmental climate and belongingness in conjunction with their perception of departmental satisfaction.

Instrumentation

The survey was administered via Qualtrics online survey software. The first page of the survey included the informed consent sheet as prescribed by the IRB. The first

section included items from the Sense of Belonging Scale (SBS) (Hoffman et al., 2002). The questionnaire development was a component of a multi stage exploratory mixed methods design. Coefficient alphas were also calculated for each of the constructs, or in this case factors, identified. These results are as follows: Perceived Peer Support, Perceived Faculty Support/Comfort, Perceived Classroom Comfort, Perceived Isolation, and Empathetic Faculty Understanding. All factors reached the standard of .70 and were included in the current study.

The second section included items that addressed student satisfaction from Cultural Attitudes and Climate Questionnaire (CACQ). Five items were included. The third and final section included questions pertaining to demographic information such as age, gender, and ethnicity. Other questions in the section asked participants if they had a minority mentor faculty member within the department or from the hospitality industry. The final question asked participants to provide their university email address. From their address, institutional type was determined. The instrument was evaluated by hospitality educators and then piloted with students enrolled in a basic food preparation course. After minor changes and adjustments to wording, the survey was administered.

Population and Sampling

As discussed by Hair et al. (2006), the sampling process for any study can be divided into five stages. These stages are: Defining the target population, choosing a sampling frame, identifying sampling method, determining sample size, and implementing a sampling plan. The current study was no different, and the following section discusses these stages in detail.

Target population: the target population for this research was minority students enrolled in four year hospitality programs across the United States. Minority student was defined as "any member of a non-European ethnic group who is an American citizen yet whose cultural experiences is one of exploitation and oppression because of the United States government and U.S. corporate interests" (p. 71).

Sampling frame and method: A random sample universities was garnered from the list of universities that had once had an active NSMH chapter. Due to a low response rate from the original sampling of universities, a more purposive sample was drawn from universities with hospitality undergraduate programs to gain a larger pool of possible students.

Sample Size. The researcher determined that the statistical methods used to analyze data would range from simple independent *t*-tests to regression analysis. Based on sample size calculations and a desired statistical power of .8, a sample greater than 140 participants was deemed sufficient for detection of an effect with the most stringent data analysis method (Soper, 2015).

Sampling Plan: A link to the online survey was sent to a representative of the institutions. In total 40 institutions were approached in two phases. The initial twenty included a convenience sample of universities where NSMH chapters had previously been active or were currently active. No response was received from 11 universities, two institutions declined to participate and seven institutions agreed to distribute the survey. A second phase of requests was then sent to an additional 20 purposively sampled institutions for participation in the study. No response was received from 13 universities,

one institution declined to participate, and six institutions agreed to distribute the survey. In total, 13 universities (32.5%) contacted agreed to distribute the survey to their student body. After the initial email was sent including the survey, a reminder email was sent two weeks later. At the conclusion of data collection, 268 students open the link while 169 completed the survey leading to a 63.1% completion rate. After an incomplete response was removed, 168 usable responses were analyzed.

Research Questions and Hypotheses

Each research question is followed by a set of hypotheses that address the proposed outcomes based on the literature review. These research questions are:

1. Is students' overall departmental satisfaction influenced collectively and individually by different aspects of belongingness within the hospitality program?

   H1: Overall perceptions of belongingness will have an impact on students' departmental satisfaction.

   H2: Latent variables of belongingness will have an impact on students' departmental satisfaction.

      H2a-d: A positive relationship will be found between students' departmental satisfaction and a) Perceived Peer Support, b) Perceived Faculty Support/Comfort, c) Perceived Classroom Comfort, and d) Empathetic Faculty Understanding.

      H2e: A negative relationship will be found between students' departmental satisfaction and Perceived Isolation.

2. Is the relationship between belongingness and students' departmental satisfaction impacted by student and university characteristics?

   H3: Student characteristics will influence the relationship between perception of belongingness and overall satisfaction.

      H3a-e: A student's a) gender, b) minority status, c) race/ethnicity, d) perception of industry minority role model, or e) perception of faculty minority role model will influence the relationship between perception of departmental climate and students' overall satisfaction.

   H4: Institutional type will influence the relationship between perception of departmental climate and students' overall satisfaction.

Data Analysis

Data collected for this study were analyzed using several different statistical methods. As a first step data, were screened for outliers, missing values and other anomalies (Creswell, Plano & Clark, 2010). Then data were analyzed using descriptive statistics in order to ascertain the demographic make-up of the study population.

In order to address the first portion of the research question examining the influence of social belongingness, variables were imputed from a CFA in order to create composite variables. Manifest variables that were negatively worded based on the theoretical foundation of this study were reverse coded. The composite variable was then regressed on the departmental satisfaction measure. Specifically, hypotheses one are addressed through this analysis.

The second portion of research question one was analyzed by multiple regression. This analysis was used to determine is a statistically significant relationship exists between previously determined latent variables (subscales) and the endogenous variable of departmental satisfaction. Specifically, multiple regression was used to test hypotheses two.

Data collected in response to research question two were analyzed using *t*-tests and *F*-tests. Demographic questions about the participant, such as gender and minority role model, were analyzed using the independent *t*-test while the omnibus *F*-test was conducted to determine differences based on age, race, and desired hospitality sector for employment. Likewise, questions addressing differences based on the institution such as: minority faculty, institutional type, and program location were analyzed using the independent *t*-test and omnibus *F*-test respectively.

Results

Among the 268 responses received, one hundred responses were removed for excessive missing responses. Of the deleted responses, many did not complete any portion of the questionnaire beyond the informed consent notice. Of the 168 usable responses, 82.1% were female, 16.7% were male, and two respondents (1.2%) identified as transgender. Of the respondents, 31.5% were classified as minorities and the remaining 68.5% as non-minorities. A closer look at the minority respondents identifies 20.8% as African American, 26.4% as Asian/Pacific Islander, 30.2% as Hispanic,11.3% as Native American, and 11.3% as Multiracial.

Respondents were also asked whether they had minority role models within their hospitality faculty or the hospitality industry. Only 27.4% of respondents indicated that they did have a minority faculty role model and a slightly higher percentage (32.7%) indicated having a role model in the industry. Upon further examination, it was discovered that 41.5% of minority students had faculty role models while only 20.9% of non-minority students felt as if they had a minority role model within their department. This was also true with industry role models as 50.9% of minority students reported having a role model while only 24.3% of non-minority respondents reported the same. When the data was examined via institutional type, the data indicated 53.3% of students at minority serving institutions (MSIs) had a faculty minority role model while only 24.8% of respondents at predominately white institutions (PWIs) reported having a minority role model on their faculty. Further, 66.7% of respondents at MSIs reported having a minority role model in the industry while 29.4% of respondents reported the same. Tables 5.1 and 5.2 present the results of the respondents' demographic characteristics in detail.

Confirmatory Factor Analysis

Before assessing the relationships of the above demographic data with that of the constructs (factors) identified in the Sense of Belonging Scale, a confirmatory factor analysis was conducted to determine the adequacy the original measurement model with the current data. Model fit of the original measurement model was poor (cmin/df=1.744, p<.001; CFI= .913; GFI=..776; SRMR=.060; RMSEA=.067; PCLOSE=.001). After errors were allowed to correlate and items with low loadings with factors were removed, model fit moderately increased (cmin/df=1.533, p<.001; CFI= .944; GFI=.824;

SRMR=.053; RMSEA=.057; PCLOSE=.136). Results of these modifications can be found in Table 5.3. Compared with the standards presented by Hair et. al (2010), the final measurement model had moderate fit.

Table 5.1: Respondents' Demographic Profile

		Frequency (n)	Valid Percentage (%)
Gender			
	Female	138	82.1
	Male	28	16.7
	Transgender	2	1.2
Minority Status			
	Minority	53	31.5
	Non-Minority	115	68.5
Race			
	African American	11	6.5
	Asian/Pacific Islander	14	8.3
	Hispanic	16	9.5
	Native American	6	3.6
	Caucasian	115	68.5
	Multiracial	6	3.6
Institutional Type			
	Minority Serving Institutions	15	8.9
	Predominately White Institutions	153	91.1
Faculty Minority Role Model			
	Yes	46	27.4
	No	122	72.6
Industry Minority Role Model			
	yes	55	32.7
	no	113	67.3

After the model with selected, both convergent and discriminant validity were evaluated. Convergent validity is assessed by the correlation among items in the same factor or constructs (internal consistency). Poor convergent validity may identify a need for more factors in order to create more consistency between items. Both composite reliability (CR) and average variance extracted (AVE) estimate were used to test the

internal consistency of the model. All estimates were generated using IBM SPSS AMOS version 20.

Table 5.2: Comparisons of % within Demographic Categories

	Institutional Type	
	MSI	PWI
Faculty Minority Role Model		
Yes	53.3	24.8
No	46.7	75.2
Industry Minority Role Model		
yes	66.7	29.4
no	33.33	70.6
Minority Status		
Minority	86.7	26.1
Non-Minority	13.3	73.9

	Minority Status	
	Minority	Non-Minority
Faculty Minority Role Model		
Yes	41.5	20.9
No	58.5	79.1
Industry Minority Role Model		
yes	50.9	24.3
no	49.1	75.7

**further analysis of data split by gender is not presented due to homogeneity. **further analysis of data split by race is not presented due to low responses per category.*

Table 5.3: Measurement Model with Modification Iterations

Measure	Threshold	Original	Modification 1	Modification 2
cmin/df	<3 good	1.744	1.669	1.533
P-value	>.05	.001	.001	.001
CFI	>.95 great, >,90 traditional	.913	.918	.944
GFI	>.95	.776	.787	.824
AGFI	>.80	.734	.747	.786
SRMR	<.09	.060	.059	.053
RMSEA	<.05 good, .05-.10 moderate	.067	.065	.057
PCLOSE	>.05	.001	.002	.136

**Modification1: errors allowed to correlate; Modification 2: three items removed from PFS factor*

After the model with selected, both convergent and discriminant validity were evaluated. Convergent validity is assessed by the correlation among items in the same factor or constructs (internal consistency). Poor convergent validity may identify a need for more factors in order to create more consistency between items (Brown, 2015). Both composite reliability (CR) and average variance extracted (AVE) estimate were used to test the internal consistency of the model. All estimates were generated using IBM SPSS AMOS version 20.

Composite reliability and average variance extracted estimates were calculated using formulas presented by Fornell and Larcker (1981, p. 45). They are as follows:

$$CR = (\Sigma \lambda)^2 / (\Sigma \lambda)^2 + \Sigma \theta \qquad AVE = \Sigma \lambda^2 / (\Sigma \lambda^2 + \Sigma \theta)$$

In the formula "λ" is the standard factor loading and "θ" is the variance for each loading (variance is calculated by taking 1 minus the square of each loading). It is recommended that each of the CR indices be above .70 (Bagozzi, 1980) and each of the AVE scores exceed a cut off of .50 (Fornell &Lacker, 1981). Table 5.4 shows the results of the convergent validity analysis and findings identify that each of the factors presented exceed the minimum levels presented in the research.

In addition to convergent validity, discriminant validity was also evaluated. Discriminant validity assess if the factors within the model are actually measuring different constructs. This can be evaluated by examining the correlations between the different factors. Brown (2015) suggests that any correlation between factors of .850 and above would indicate poor discriminant validity.

Table 5.4: Results of Measurement Model and Convergent Validity Analysis

Construct and Items	Std. Loading	SMC	CR	AVE
Perceived Peer Support			0.91	0.57
PPS1	0.85	0.72		
PPS2				
PPS2	0.74	0.54		
PPS3	0.84	0.71		
PPS4	0.75	0.56		
PPS5	0.81	0.65		
PPS6	0.65	0.42		
PPS7	0.75	0.56		
PPS8	0.65	0.42		
Perceived Faculty Support			0.8	0.57
PFS1	0.78	0.6		
PFS2	0.69	0.45		
PFS3	0.8	0.63		
Perceived Classroom Support			0.93	0.76
PCS1	0.82	0.67		
PCS2	0.87	0.75		
PCS3	0.94	0.89		
PCS4	0.87	0.75		
Perceived Isolation			0.87	0.63
PIS1	0.72	0.52		
PIS2	0.72	0.51		
PIS3	0.91	0.82		
PIS4	0.82	0.67		
Empathetic Faculty Understanding			0.81	0.52
EFU1	0.81	0.65		
EFU2	0.73	0.54		
EFU3	0.65	0.42		

**SMC= squared multiple correlation; CR= composite reliability; AVE= average variance extracted*

Table 5.5 presents the correlation matrix between all but one pair of factors correlate below the .850 level. The correlation between perceived faculty support and empathetic faculty understanding exceeds this standard and upon further analysis of collinearity statistics, multicollinearity does exist. However due the theoretical

importance of each variable, neither was removed. Future research should gain a larger sample in order to better differentiate between the individual effects of each variable.

Table 5.5: Construct Correlations for Discriminant Analysis

Construct	1	2	3	4	5	6
1. PPS	1					
2. PFS	0.714	1				
3. PIS	-0.665	-0.512	1			
4. EFU	0.592	0.916	-0.327	1		
5. PCS	0.625	0.748	-0.412	0.563	1	
6. DSAT	0.477	0.61	-0.287	0.695	0.474	1

Regression Analysis

Correlation, linear regression, and multiple regression analysis were conducted to examine first the relationship between students' departmental satisfaction and student perceptions of belonging within the department. Then the relationship between the various latent variables of belongingness and students' departmental satisfaction were evaluated. Table 5.6 summarizes the descriptive statistics and analysis results. Results indicate a positive and significant correlation between overall belongingness and students' departmental satisfaction, meaning students with higher perceptions of belongingness have higher levels of departmental satisfaction. These results are mirrored for four of the five latent variables with one variable (the reverse coded "perceived isolation" variable) being negatively correlated with students' departmental satisfaction. Essentially, students with lower levels of isolation also have lower levels of departmental satisfaction.

The linear regression conducted between overall belongingness and students' departmental satisfaction led to a significant regression model (R^2 = .429, F(1,166) = 124.733, p<.001). The multiple regression model with the five latent variables also produced a significant regression model (R^2 = .818, F(5,162) = 146.051, p<.001). "Perceived classroom support", and "empathetic faculty understanding" had significant positive regression weights, indicating students with higher perceptions of these variables had higher levels of departmental satisfaction. Consistent with the correlation tables, the reverse coded variable "perceived isolation" had significant negative regression weights indicating a positive relationship between students' departmental satisfaction and the non-reverse coded variable. In essence, as perceptions of isolation increase, so does satisfaction with the department. "Perceived faculty support" however had significantly negative weights (opposite sign form correlation with the criterion) indicating that after accounting for other variables, those students with higher perceptions of faculty support were expected to have lower levels of departmental satisfaction (suppressor effect). "Perceived peer support" did not contribute to the multiple regression model.

Variable	mean	std. dev.	correlation with DSAT	B	Beta

Table 5.6: Regression Analysis of Latent and Composite Variables on the Criterion

DSAT	4.280	.625			
PPS	3.433	.735	.517	.053	0.062
PCS	3.686	.808	.507	.892	1.154*
PFS	4.280	.638	.664	-3.830	-3.913*
EFU	4.037	.588	.753	3.665	3.450*
PIS	1.628	.977	-.314	-.413	-0.646*
Belonging	3.297	.411	.655	.994	0.655*

Independent sample *t*-tests

In order to determine if a statistical difference was present between respondent or university characteristics and the latent variables of the Social Belongingness Scale, a series of independent sample *t*-tests were conducted. Analysis indicates that there is statistical difference between levels of isolation between minorities and non-minority students. Minority students feel less isolation (M=1.85) than their non-minority counterparts (M=1.53; t=1.990, p<.05, d=.226).

Results also indicate that students who attend MSI have higher perceptions of peer support (M=3.85) than students who attend PWIs (M=3.39; t=2.345, p<.05, d=.435). Examination of the effect size of this relationship (d=.435) indicates a moderate effect that would be reasonable visible to the naked eye (Cohen, 1988). Literature supports these findings stating MSI have a more congenial atmosphere, while the promotion of individualistic tendencies can be found at PWIs (Carter, 2006; Museus et al., 2011). Most of the statistical difference found in this set of analyses was found between students who had a minority role model in the hospitality industry and those who did not. Students who had a minority mentor in the industry had significantly higher perceptions of classroom support (t=2.218, p<.05, d=.23), faculty support (t=2.617, p<.01, d=.24), empathetic

faculty understanding (t=2.748, p<.01, d=.24), and overall sense of belongingness (t=3.464, p=.001, d=.25) than their counterparts. No difference was found when examining individual race categories, gender, or institutional type.

Discussion

In order to address the research questions and hypotheses presented in this study, the sense of belongingness scale (Hoffman et al., 2002) was selected as an appropriate survey tool. However, after the initial confirmatory factor analysis, issues of fit arose mainly with one variable. Upon further analysis of the content, the variable (perceived faculty support) contained questions addressing faculty support both academically and socially. Items which addressed the social nature of faculty support (a construct that was already being addressed in the "empathetic faculty understanding" variable) were removed and model fit was increased greatly.

The first research question the study addressed asked, "Is students' overall satisfaction influenced collectively and individually by different aspects of belongingness within the hospitality program?' Results indicate the answer is yes. Findings from the regression analysis indicate an increase in overall sense of belongingness is consistent with an increase in students' departmental satisfaction. The question also took a more granular approach to the different aspects of belongingness which were partially supported. The variables "perceived classroom support" and "empathetic faculty understanding" both had positive regression weights meaning the more comfortable

students felt speaking in the classroom and the more they feel faculty would understand if they had a nonacademic issue, the more satisfied they were with the program. These findings are in agreement with previous literature that identified that support and understanding from faculty can lead to persistence among students (Astin, 1984; Pittman & Richmond, 2008). In contrast however, perceived faculty support had a negative relationship with students' departmental satisfaction. One possible reason for this is that questions in this section addressed students need for academic support from faculty and students who may feel as if they need more help (i.e. the work is too difficult) may be less satisfied with the department. Another interesting variable was the reverse coded perceived isolation which had a negative regression weight although the correlation departmental satisfaction was weak. It is possible that connection to peers within the department has very little to do with a student's satisfaction with the department. In other words, students did not seem to judge the department by the actions of their peers. This is further supported by the non-significant regression weight of the variable perceived peer support.

The second research question asked "is the relationship between belongingness and students' departmental satisfaction impacted by student and university characteristics?" The results also indicated the answer is (at least marginally) yes. In examining minority status, results indicated minority students had a lower level of perceived isolation than their non-minority counterparts, although there was no difference in their overall sense of belongingness or their satisfaction with the department. As stated before, it may be that connection to peers within the department is not a factor in the evaluation of belongingness or satisfaction with the department. Further, the finding that

minority students have lower levels of isolation are in direct conflict with the greater body of research on the topic (Carter, 2006; Chavous et al., 2002; Locks et al., 2008; Pittman & Richmond, 2008). One possible reason may be that minority students form tight-knit groups with like individuals within the department which reduces feelings of isolation. In other words, students may find a sense of belongingness within self-selected subgroups of the department. When examining institutional type, only perceived peer support was found to be significantly different between MSIs and PWIs, with students at MSIs having a higher level perceived peer support. Based on previous literature, this finding is not surprising. MSIs have placed an importance on connection with other students as a way to strengthen a cultural community that PWIs do not have as a part of their mission or focus.

Most interesting and most illuminating were the statistical differences between students who had a minority industry role model and those who did not. Findings indicated those students who had minority industry role models were more comfortable in the classroom presenting and speaking, and more willing to ask a faculty member for help if they were struggling. In addition they had had higher perceptions of faculty understanding when it came to issues outside of the classroom and had a higher overall sense of belongingness than those students who did not have a minority industry role model. One possible explanation may be students with the minority mentor are being directed to be more engaged in the classroom and with their faculty in order to prepare them for their future career. It may also be that those students who sought a minority mentor in the hospitality industry may have a higher drive to seek out help. This may translate the same way into seeking out help in the classroom setting and with the faculty.

What is important to note is that these findings are not based on minority status, but in spite of meaning that having a minority industry role model is just as important for minority students as it is for non-minority students.

Conclusions and Limitations

As with most research conducted with human subjects, the current study is not free of limitations. The largest of these limitations is that of sample size. While found to be appropriate for statistical analysis, in order for these results to be generalized across hospitality higher education a larger sampling of the population may be necessary. In addition, a larger sample of minority students may yield more substantive results especially between the different racial categories. A second limitation of this study was the analysis of self-reported data from a closed-ended question survey instrument. Future research should incorporate a mixed methods approach to understanding this phenomenon in order to collect data with deeper meaning and understanding. Finally, due to questionnaire distribution techniques, response bias may have been a limitation of this study. Questionnaires were distributed through administrators at each individual institution, and while students were assured that they results would be kept private, some students may have been reluctant to share their true feelings about their satisfaction within the department. Future research should attempt to make direct contact with participants in order to remove some of this stress.

The purpose of this study was to evaluate student perceptions of belongingness within the hospitality and these findings were generally positive. Of paramount importance to this study were the specific perceptions of minority students. The study highlighted that minority students do feel a lower level of isolation within the department, but that these lower levels do not have an effect on student's perceptions of satisfaction. Future research should further examine the construct of isolation to determine why it is positively related to departmental satisfaction and provide a deeper explanation of the differences between minority and majority students. What was surprisingly highlighted in this study was the importance on minority role models for both minority and non-minority students. In order to increase the number of minority role models for students currently in the industry, it is recommended that hospitality education programs increase the contact opportunities students have with these individuals. This can be accomplished through increased minority guest speakers within the classroom, increased minority role model participation within student organizations, and increasing internship opportunities at hospitality firms with high level of minorities in managerial positions.

It seems the current study may not have found the missing link to solving the lack of minorities in the industry, however it may have identified an indirect course of action. By increasing contact with minority industry role models, hospitality administrators may be able to increase the number of minority students who feel as if they belong within the hospitality department and eventually persist to the hospitality industry. In turn, it is the goal that these minority students become minority mentors and begin the process anew.

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CHAPTER VI

CONCLUSION

The following chapter synthesizes the findings from both Chapters 4 and 5 into a set of more cohesive conclusions for the entire study: examining minority student experiences in hospitality education. In addition the chapter will also provide results of hypothesis testing for each chapter as well as provide directions for future research. Finally the chapter concludes by providing practical implications for study findings.

Hypotheses Testing

The results from both studies lead to findings that were generally supportive of hypotheses. A detailed examination of these hypotheses for each study can be found in Tables 6.1 and 6.2 respectively. First we will examine the results of study one. The hypotheses can be separated into two distinct categories based on the research question they are designed to address: hypotheses that test the use of the SPRCS (research

question 1) and hypotheses that test whether the constructs of SPRCS are sensitive to differences in student and university characteristics (research question 2). All constructs are evaluated in their relationship to the outcome variable of departmental satisfaction and findings indicate the modified version of the SPRCS is a good predictor of satisfaction. Interestingly though, frequency of interaction is negatively related to satisfaction meaning the more frequent the interaction between students of different backgrounds, the more dissatisfied students will be with the department. Questions within this section were generally vague and did not put a value on whether these interaction were positive or negative. Future research should attempt to clearly delineate these interactions in order to better understand the negative relationship.

Table 6.1: Cultural Climate Study Hypothesis Testing

Hypothesis #	Hypothesis	Support	Analysis
H1	Overall Climate→DSAT	Supported	Regression
H2	Factors→DSAT	Partially Supported	Regression
H2a	EQS→DSAT (+)	Supported	Regression
H2b	QIN→DSAT (+)	Supported	Regression
H2c	FIN→DSAT (+)	Reverse Supported	Regression
H2d	SPI→DSAT (+)	Supported	Regression
H2e	INDr→DSAT (+)	Not Supported	CFA
H2f	STEr→DSAT (+)	Supported	Regression
H2g	PCC→DSAT (+)	Not Supported	Regression
H2h	CSO→DSAT (+)	Not Supported	Regression
H2i	CCO→DSAT (+)	Not Supported	CFA
H2j	DIS→DSAT (-)	Not Supported	CFA
H2k	COL→DSAT (-)	Not Supported	CFA
H3	Climate→Student Characteristics→DSAT	Partially Supported	*t*-test/ANOVA
H3a	Climate→gender→DSAT	Not Supported	*t*-test
H3b	Climate→Minority status→DSAT	Partially Supported	*t*-test
H3c	Climate→race→DSAT	Not Supported	ANOVA
H3d	Climate→Ind Role Model→DSAT	Partially Supported	*t*-test
H3e	Climate→Fac Role Model→DSAT	Partially Supported	*t*-test
H4	Climate→Institutional Type→DSAT	Not Supported	*t*-test

Table 6.2: Belongingness Study Hypothesis Testing

Hypothesis #	Hypothesis	Support	Analysis
H1	Overall Belonging→DSAT	Supported	Regression
H2	Factors→DSAT	Supported	Regression
H2a	PPS→DSAT (+)	Not Supported	Regression
H2b	PFS→DSAT (+)	Reverse Supported	Regression
H2c	PCS→DSAT (+)	Supported	Regression
H2d	EFU→DSAT (+)	Supported	Regression
H2e	PIS→DSAT (-)	Reverse Supported	Regression
H3	Belonging→Student Characteristics→DSAT	Supported	*t*-test/ANOVA
H3a	Belonging→gender→DSAT	Not Supported	*t*-test
H3b	Belonging→Minority status→DSAT	Supported	*t*-test
H3c	Belonging→race→DSAT	Not Supported	ANOVA
H3d	Belonging→Ind Role Model→DSAT	Supported	*t*-test
H3e	Belonging→Fac Role Model→DSAT	Not Supported	*t*-test
H4	Belonging→Institutional Type→DSAT	Supported	*t*-test

The second set of hypotheses showed a higher level of homogeneity than expected and a higher level of homogeneity than presented in previous literature. While there were several important statistically significant *t*-tests conducted, the majority of the findings lead to no differences based on the student and university characteristics. As explained in the limitation sections of both articles, sample size may have been a factor. While the data were adequate for statistical analysis, a larger number of respondents may provide more differentiation between the groups. On the other hand, it is possible that there is not much differentiation between the student and university characteristics based on these constructs. While the SPRCS is adequate at predicting departmental satisfaction, the instrument may not be sensitive enough to examine the differences based in diversity characteristics.

The findings of the second study also follow the same pattern when examining the collected data. The hypotheses are separated into two categories based on the research questions: hypotheses that test the use of the SBS (research question 1) and hypotheses that test whether the constructs of SBS are sensitive to differences in student and university characteristics (research question 2). All constructs are evaluated in their relationship to the outcome variable of departmental satisfaction. Results from study two indicate a slightly modified version of the SBS adequate in predicting departmental satisfaction. As before, this instrument also contained constructs that were reverse coded form what was expected. Perceived faculty support was negatively related to departmental satisfaction while perceived isolation was positively related to satisfaction. In short, students are more satisfied with the department when they feel less interference from the faculty and are left alone by their peers. Due to the relatively surface understanding that can be garnered from close-ended questioning, future research should take a more mixed methods approach to this issue to gain a deeper understanding of this phenomenon.

The second set of hypotheses for study two also showed a higher level of homogeneity than expected. Again sample size may be the issue or this instrument may not be best suited for this task as previously thought. It may be appropriate for future research to develop a questionnaire better suited to address the question rather than modifying an instrument created for a different purpose.

Directions for Future Research

While the topic of diversity in hospitality education is ripe with future research possibilities, one relationship that was not discussed in the current study is the moderating relationship between cultural climate and sense of belongingness. This relationship was identified in the original conceptual model however it was outside of the scope of the current project to further explore. Theoretically, it is plausible that students' sense of belongingness would be impacted by the cultural climate of the department. However it is also plausible that a student may have a high sense of belonging within a department with poor cultural climate because of relationships with students or faculty within the department. In any case, the relationship deserves further exploration.

In addition, future research should examine further demographic data beyond characteristics related to race. Specifically, future samples should include a sample that is also stratified by student majors to determine if these perceptions are also held by students outside on hospitality education. These data may identify that these perceptions are greater than the departmental environment. The student's country of origin and citizenship should also be taken into account when examining topics of diversity. Race is socially constructed and not as visceral a topic in other countries so it is possible a student may not even consider themselves a minority.

Finally, another future research path may be to explore connection to the department and university simultaneously. Past literature mainly focused on connection at the university level and the current study focused solely on climate and belongingness at the departmental level. An examination of a students' perceptions of both levels at the

same time may be provide more rich data. The current study found that students with a higher level of isolation were more satisfied with the department. This finding may be a result of a high level of belonging outside of the department within the university, however this was not explored.

Practical Implications

The findings of both studies identify a greater need for minority role models in hospitality educational programs. These findings directly support previous literature that place an importance on mentorship and role models (Antonio, 2002; Jones & Williams, 2006). Specifically, both studies found strong support for role models outside of the classroom. Bedini et al. (2000) also placed importance on these industry driven minority role models finding mentoring relationships outside of the classroom were highly beneficial. What is more, these findings indicate the benefits of having minority role models go beyond solely impacting minority students, but also majority students. Locks et al. (2008) found that interaction with diverse peers may lead to a reduction in racial tension felt by both minority and majority students. While the current study was unable to support this conclusion, it plausible to assume that exposure to diverse individuals in a mentoring relationship can also reduce tensions and lead to more successful students regardless of race.

This exposure to positive minority industry professionals also has the possibility of removing negative stereotypes that may held by majority students. The literature identified that both majority hospitality students (Deale & Wilborn, 2006) and young professionals (Chung-Herrera & Lankau, 2005) may have negative stereotypes about

minorities, but the findings of the current study identify negative stereotypes may be reduced by the presence of minority role models.

These findings should encourage and inform the current practices of hospitality educational programs. Hospitality administrators are already striving to make connections with industry professionals through guest speakers and internships so increasing minority representation may fit within current efforts. In addition, programs should also attempt to increase minority representation in instructional faculty. While it may not have a direct impact on student satisfaction, the study did find that students that had faculty role models had higher perceptions of cultural socialization and cultural competence than those who did not.

Finally, the findings of this study were intended to impact hospitality educators and administrators. While the goal of much research conducted in hospitality education is directed at impacting the hospitality industry, the current study takes a more indirect approach at this goal. By providing this information to educators, we take a proactive stance at increasing the diversity in our industry, rather than searching for answers retroactively. If through the recommendations of this study, hospitality educational programs are able to increase the number of trained minority students in the employment pool, then the occurrence of minority managers is likely to increase. However even with the current programs of the hospitality industry, without a critical mass of minorities to benefit from these actions, the issue will remain unsolved.

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APPENDICES

A: Questionnaire

B:IRB Approval

C: Informed consent

D: Emails Sent to University Representatives

E: Emails sent to study participants

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APPENDIX A: Questionnaire

Please answer the following questions thinking about faculty, peers, and classes within the hospitality program

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
In this department, people think race/ethnicity is not an important factor in how people are treated.	○	○	○	○	○
Faculty encourage students to make friends with students of different races/ethnicities.	○	○	○	○	○
In this department, people say that everyone who works hard can be successful, regardless of race/ethnicity.	○	○	○	○	○
This department has a colorblind perspective.	○	○	○	○	○
Faculty are fair to students of all races/ethnicities.	○	○	○	○	○
People of different races/ethnicities get along well.	○	○	○	○	○
Students of different races/ethnicities work together in class.	○	○	○	○	○
The administration likes for students to have friends of different races/ethnicities.	○	○	○	○	○
Faculty and administration believe that being a good student is what determines your success, not your race/ethnicity.	○	○	○	○	○
Here, taking about race/ethnicity is seen as divisive.	○	○	○	○	○
People here believe that being an individual is more important than being a member of a certain race/ethnicity.	○	○	○	○	○
Students of All races/ethnicities are treated equally.	○	○	○	○	○
Students of different races/ethnicities hang out together.	○	○	○	○	○
People here think it's better not to pay attention to race/ethnicity.	○	○	○	○	○
Faculty and administrators say it's good to be a diverse school.	○	○	○	○	○
Students here believe that skin color/cultural background does not define who you are.	○	○	○	○	○
Students of different races/ethnicities study together.	○	○	○	○	○

Please answer the following questions thinking about faculty, peers, and classes within the hospitality program

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I discuss events which happen outside of class with my classmates.					
I feel comfortable seeking help from a teacher before or after class					
I feel comfortable contributing to class discussions.					
Speaking in class is easy because I feel comfortable.					
I feel comfortable volunteering ideas or opinions in class.					
I invite people I know from class to do things socially.					
I feel that a faculty member would be sensitive to my difficulties if I shared them.					
I feel comfortable asking a teacher for help if I do not understand course-related material					
I feel comfortable talking about a problem with faculty.					
I feel comfortable socializing with a faculty member outside of class.					
I have discussed personal matters with students who I met in class.					
I have met with classmates outside of class to study for an exam.					
I feel comfortable asking a question in class.					
I could call another student from class if I had a question about an assignment.					
I feel that a faculty member would be sympathetic if I was upset.					
I rarely talk to other students in my classes.					
I have developed personal relationships with other students in class.					
Other students are helpful in reminding me when					

Please answer the following questions thinking about faculty, peers, and classes within the hospitality program

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Others expect your work to be not as good as others.					
In this department, you have opportunities to learn about the history and traditions of a cultural, ethnic, or racial group you identify with.					
You have been insulted or called a name					
Faculty here believe that minority status barriers can be overcome by hard work.					
This department encourages you to think about what it means to be a member of your racial/ethnic group.					
Other students think minority students are not as smart as other students.					
In this department, they encourage you to learn about different cultures.					
You have been exposed to new cultures and traditions here.					
Your racial or ethnic group is seen in stereotypical ways here.					
Other students the students with ethnic differences aren't as good as other students without ethnic differences					
Your coursework exposes you to diverse cultures and traditions.					
Faculty think students with ethnic differences aren't as good as other students.					
Faculty are prejudiced against certain racial/ethnic groups.					
You are left out of conversations.					
This department encourages you to think about what it means to be a member of your racial/ethnic group.					
You have opportunities to learn about social justice.					
In this department, you have the opportunity to participate in activities that teach you more					

Block 4

Please answer the following questions thinking about your satisfaction with your hospitality program.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
This department provides an environment for the free and open expression of ideas, opinions, and beliefs.					
Overall, my educational experience in this department has been a rewarding one.					
I would recommend this major to siblings or friends as a good place to go to college.					
The overall quality of this academic program at is excellent.					
I feel as though I belong in the departmental community.					

Block 6

Do you have a minority role model within the faculty?

- Yes
- No

Do you have a minority role model with the hospitality industry?

- Yes
- No

Where is your hospitality program located on your campus

- Business College
- Education College
- Agricultural College
- Human Sciences College
- Human Ecology College
- My hospitality program is a stand alone program/college

What area of the hospitality and tourism field are you currently working in or would like to work in?

- ○ Lodging
- ○ Food and Beverage
- ○ Event Management
- ○ Travel and tourism
- ○ Resort and Spa
- ○ Cruise Ships
- ○ I am not currently working in the hospitality and tourism industry/ I do not plan to work in the hospitality and tourism industry

Block 5

Race/Ethnicity

- ○ African American/Black
- ○ Asian/ Pacific Islander
- ○ Hispanic/Latino
- ○ Native American/American Indian
- ○ Caucasian/White
- ○ Multiracial
- ○ Not Listed (please specify

Gender/Sex

- ○ Male
- ○ Female
- ○ Transgender

Age

- ○ Under 25
- ○ 25-28
- ○ 29-32
- ○ 33-36
- ○ 37-40
- ○ Above 40

Block 7

Thank you again for your participation. Please enter your campus email address below in order to be eligible for entry into the drawing for Amazon Gift Cards!

APPENDIX B:IRB Approval

Oklahoma State University Institutional Review Board

Date:	Wednesday, October 15, 2014
IRB Application No	HE1471
Proposal Title:	Examining the Minority Experience in Hospitality Education
Reviewed and Processed as:	Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 10/14/2017

Principal Investigator(s):

Gilpatrick Homsby
245 N. Univ. Place Apt. 204
Stillwater, OK 74077

Bill Ryan
210 HES
Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1.Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2.Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3.Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4.Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,

Hugh Crethar, Chair
Institutional Review Board

APPENDIX C: Informed consent

PARTICIPANT INFORMATION
OKLAHOMA STATE UNIVERSITY

Title: Examining Student Experiences in Hospitality Education

Purpose: The purpose of this study is to examine hospitality student experiences and the potential effect on career aspirations.

What to Expect: This research study is administered online. Participation in this research will involve completion of three questionnaires. The first questionnaire will ask you to answer questions about your past perceptions of cultural climate within your academic department; the second questionnaire will ask for how well you felt like you belonged within your academic department. The final questionnaire will ask questions about you and your satisfaction with your academic department. You may skip any questions that you do not wish to answer. You will be expected to complete the questionnaire once. It should take you about 20-25 minutes to complete. When you have completed the questionnaire, you will have the opportunity enter your email address for entry into the drawing.

Risks: There are no risks associated with this project which are expected to be greater than those ordinarily encountered in daily life.

Benefits: There are no direct benefits to you. However, this research will assist administrators in developing retention and counseling programs.

Compensation: After completion of the study, you will be entered into a drawing for one of six $50.00 Amazon Gift Cards.

Your Rights and Confidentiality: Your participation in this research is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this project at any time.

Confidentiality: The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. Research records will be stored on a password protected computer in a locked office and only researchers and individuals responsible for research oversight will have access to the records. Data will be destroyed three years after the study has been completed.

Contacts: You may contact any of the researchers at the following addresses and phone numbers, should you desire to discuss your participation in the study and/or request information about the results of the study: Gilpatrick Hornsby, M.S.., Human Sciences West, School of Hotel and Restaurant Administration Oklahoma State University, Stillwater, OK 74078, Gilpatrick.hornsby@okstate.edu. If you have questions about your rights as a research volunteer, you may contact the IRB Office at 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu

APPENDIX D: Emails Sent to University Representatives

Good Afternoon Dr. XXX,

My name is Gilpatrick Hornsby and I am currently collecting online survey data for my dissertation examining students' experiences in hospitality education under the advisement of Dr. Shelia Scott-Halsell. Of particular interest are the experiences of minority students and the perceptions of cultural climate, however data is being collected from students of all races, creeds, and nationalities. I am contacting you because I would like to collect data from your hospitality students at XXX. If you or another faculty member in the department would be able to help me with this endeavor, I will send an email that can be forwarded directly to students with the link to the survey as well as a copy of the informed consent form. In addition, I will include contact information for the Institutional Review Board here at Oklahoma State should you have any further questions about how this study is being conducted. Finally, attached to this message is the approval letter by the Oklahoma State University IRB office.

Thank you for your time and I sincerely hope that you would be able to help me with this project as I attempt to complete the requirements for my doctoral degree!

G. Hornsby

Gilpatrick Hornsby, M.S.
Doctoral Candidate
Coordinator, Center for Africana Studies
Adjunct Instructor
School of Hotel and Restaurant Administration
208 Human Sciences West
Oklahoma State University
Stillwater, OK 74078
gilpatrick.hornsby@okstate.edu

Good Afternoon Dr. XXX!

I hope all is well with you!!! Again, I would like to thank you for all your help with collecting my dissertation data! I have had several responses from XXX students however I would love a few more!!! I wanted to know if you could also share the reminder email below with your students. We are coming to the end of data collection and I want to make sure they all have a chance to participate. We would like to finish collecting data on March 29th, so I was hoping to have this message sent at your earliest convenience! Again, thank you for all of your help!!!

Sincerely,

G. Hornsby

APPENDIX E: Emails sent to study participants

Hello Hospitality and Tourism Students,

My name is Gilpatrick Hornsby and I am currently completing the requirements for my dissertation, but I need your help. I am conducting a study looking at your experiences in your hospitality education program and how they have impacted your view of the industry and the program itself. The survey will address specifically diversity and how well you feel you "fit." By taking part in this study, not only will you help me, but you will also be entered into a drawing for one of six $50.00 gift cards on Amazon.com. Attached to this message you will find a participant information sheet that tells you more about your rights as a participant should you choose to take the survey as well as provides you with contact information if any questions or concerns arise. This information is also repeated in the first page of the online survey.

The link to the survey is:
https://okstateches.az1.qualtrics.com/SE/?SID=SV_741aq2Xl6vkqj9X (if it does not automatically launch when clicked, please copy and paste into your browser window)

Thank you for reading this message and I hope you will take part in the survey!!!

Sincerely,

Gilpatrick Hornsby, M.S.

Hello Again Hospitality and Tourism Students,

An email was sent on my behalf earlier this semester requesting participation in my dissertation research. Many have helped by taking part in the study and I would like to thank you for your participation!!! If you have not yet had a chance to participate, I would like to encourage you. Your thoughts and opinion on feelings of belongingness and cultural climate on your campus are important to me, as well at educators and academic leaders, who will have access the results when the study is completed. Your opinion counts.

I will be collecting responses until March 29th, 2015 so don't delay!!! Remember, by taking part in this study you will also be entered into a drawing for one of six $50.00 gift cards from Amazon.com. Attached to this message is a participant information sheet that tells more about your rights as a participant, should you choose to take the survey, as well as providing contact information if any questions or concerns arise. This information is also repeated in the first page of the online survey.

The link to the survey is:
https://okstateches.az1.qualtrics.com/SE/?SID=SV_741aq2Xl6vkqj9X (if it does not automatically launch when clicked, please copy and paste into an internet browser window)

Thank you for reading this message, and I hope you will take part in the survey!!!

Sincerely,

Gilpatrick Hornsby, M.S.

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VITA

Gilpatrick Deshone Hornsby

Candidate for the Degree of

Doctor of Philosophy

Thesis: EXAMINING THE MINORITY STUDENT EXPERIENCE IN HOSPITALITY EDUCATION

Major Field: Human Sciences with a Focus in Hotel and Restaurant Administration

Biographical:

Education:

Completed the requirements for the Doctor of Philosophy in Human Sciences at Oklahoma State University, Stillwater, Oklahoma in July, 2015.

Completed the requirements for the Master of Science in Hotel and Restaurant Administration at Oklahoma State University, Stillwater, Oklahoma in 2012.

Completed the requirements for the Bachelor of Science in Hospitality Management at the University of North Texas, Denton, Texas in 2010.

Experience:

Adjunct Instructor in the School of Hotel and Restaurant Administration at Oklahoma State University

Research and Development Executive at Billy Goat Ice Cream in Stillwater Oklahoma

Graduate Assistant and Catering Manager with Celebrations Catering at Oklahoma State University Dining Services

Coordinator of the Center for Africana Studies at Oklahoma State University

Professional Memberships:

International Council on Hotel, Restaurant and Institutional Education