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UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

CORRELATES OF ACADEMIC SUCCESS FOR ETHNIC MINORITY STUDENTS ENROLLED AT A PREDOMINANTLY ANGLO UNIVERSITY

A Dissertation

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

Doctor of Philosophy

By

RHONDA A. MATTHEWS
Norman, Oklahoma
1998

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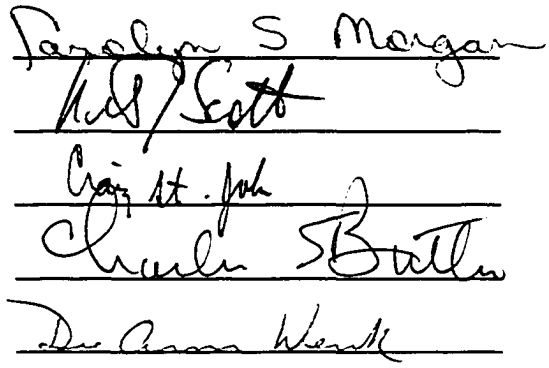
A Dissertation APPROVED FOR THE
DEPARTMENT OF SOCIOLOGY

BY



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ABSTRACT

Previous research has indicated that factors such as high school grade point average and standardized test scores can accurately and consistently predict the success of college students, regardless of ethnicity. There are also other non-cognitive factors that influence academic success in college, regardless of the ethnicity of the student. However, this research aims to investigate some cultural correlates of the academic success of ethnic minority students at a predominantly Anglo university.

The sample consists of 68 African-American, 19 Native American and 15 Hispanic students who were first time entering, first year students in 1990 at the University of Oklahoma. Quantitatively, their academic success is measured by number of hours completed, university grade point average and graduation in four year. The findings are consistent with previously conducted research on the "traditional" predictors of success. High school grade point average is the most accurate predictor. Cultural factors are more difficult to quantify, but there are some variables that have positive correlation with academic success and some that indicate a negative correlation. Those variables with positive relationships to the variable number of hours completed are OU's efforts to *assist* ethnic students; attitude regarding university activities and high school grade point average. The variable with a positive relationship to the variable university grade point average is high school grade point average. Negative correlations to number of hours completed include the variables attitudes regarding OU's efforts to *assist* and integration into the university community. The variable with a negative correlation to the graduation in four years is integration into the university community via campus living.

The qualitative portion of the study reveals two categories of responses to two open ended questions – positive and negative. In each of the two categories, responses yielded two or three themes per sub-sample. Positive responses for all sub-samples included the themes "relationships with others", "support of the respective campus ethnic communities" and "opportunities for growth." Negative responses for the African-American sample include the themes "general campus atmosphere", "relationships with other African-Americans" and "campus racism." Negative responses for the Native American sample include the themes "campus

atmosphere" and "campus racism." Lastly the themes for the Hispanic sub-sample include "institutional racism", "separation and isolation," and "cultural identity." Negative comments presented by sample members outnumbered positive responses.

Further work and research is recommended to better quantify cultural factors of academic success. Additionally, systemic changes at the university level such as the development of formal, structured mentoring relationships between faculty and students, opportunities for facilitated dialogue, mandatory diversity training for *all* students, increased support and evaluation of campus services to ethnic minority students and a moratorium on first year "rushing" and "pledging" for all Greek letter organizations, are recommended as positive actions that the university institute. This reorganization is expected to precipitate changes in the university environment which will make it a more positive foundation for student learning, thereby making it a "university family."

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CORRELATES OF ACADEMIC SUCCESS FOR ETHNIC MINORITY STUDENTS ENROLLED AT A PREDOMINANTLY ANGLO UNIVERSITY

Chapter 1
INTRODUCTION TO THE PROBLEM

In our increasingly technological society, education and social mobility are closely linked. Projections of lifetime earnings indicate that a bachelor's degrees can mean at least $600,000 in additional earnings for Americans and a postgraduate degree can raise lifetime earnings by as much as $2.2 million (Kominsky, 1994). Formal education is the major avenue to upward mobility and can function as an equalizer of ascribed social inequality, especially for members of minority groups. However, minority students who are successful in institutions of higher education must be able to live in their culture of origin, from which they receive their basic support, and to function safely in the dominant culture. An ethnic minority who attends a predominantly Anglo college or university must learn to negotiate the educational process in the principle concentric circle of race (in this case, Anglo) while at the same time negotiating the marginal circle to which she or he belongs.

Compared with Anglo and Asian American students, African-American, Hispanic and Native American students are underrepresented both in entering and completing college (Trent, 1990). In 1940 the college completion rates for African-Americans in the United States was 1.3 percent and 4.6 percent for Anglos. In 1960 those numbers grew to 3.1 percent and 7.75 percent respectively. In 1970 the rates of completion increased to 4.5 percent for African-Americans and for Anglos 11 percent. In 1981 African-Americans held a completion rate of 8.2 percent and Anglos 17.1 percent (Statistical Abstracts, 1983). These numbers indicate that as late as the 1980's people who are Anglo were twice as likely to obtain college degrees as people who are African-American. In 1983, the American Council on Education reports that of the students who entered college in 1982 the following had dropped out (without obtaining a degree) by 1986: 71 percent of African-Americans, 66 percent of Hispanics, 65 percent of Native Americans and 55 percent of Anglos (1988). Also, between 1984 and 1988, 2.17 million first time, first year students were enrolled in college. Fifty-six percent completed their degrees within six years (NCAA, 1994). In 1993, though the overall number of ethnic minorities who enrolled in college decreased,

historically black colleges and universities attracted African-American students and they performed well. In addition, more African-Americans earned doctorates in 1993 than in the previous year (ACE, 1995). The trends in the enrollment increase continued into 1994 (ACE, 1996). It should be noted, however, that for African-Americans, enrollment rose less than that of other ethnic groups, except for Native Americans. Another set of national statistics finds completion rates between 26 and 30 percent for African-American and Hispanics and 50 percent for other ethnic groups (NCES, Table 302, 1993a). Most recently the American Council on Education (1997) reported minority enrollment figures for 1995 (the last year available). Ethnic minority students made up a fourth of all students enrolled in college during that year. Enrollment for African-Americans had increased by 1.7 percent from the previous year. Graduation rates for African-American students is important to note because though 10.7 percent of the total undergraduate population was African-American, only 7.2 percent of all bachelor's degrees were earned by them (ACE, 1997).

Native Americans have not faired well in the realm of higher education. Chavers (1991) reports that it is only in the past 20 years that Native American students have begun to enter institutions of higher education at rates which were high enough to conduct research. In these past 20 years, Chavers indicates that the dropout rate was sometimes as high as 85 percent. Estimates have placed the college completion rates of Native Americans at 32 percent of those enrolled (NCAA, 1994). Minority students comprised 24 percent of the people enrolled in college in 1994 (ACE, 1996). Within that number, Native American students experienced an increase from the previous year, but to a lesser degree than all other ethnic groups. Parenthetically, this mirrored the trend of more ethnic minorities graduating from high school. In 1995, Native American enrollment increased 3.1 percent from the previous year. Figures on the graduation rates for Native Americans were not available (ACE, 1997).

Hispanic Americans have fallen somewhere in the middle of African-Americans and Native Americans in terms of educational attainment. Massey & Denton (1987:190) note that immigration plays a large factor in the educational attainment of people of Hispanic descent. They state, ". . . by the second and third generation, Hispanics are able to translate education into

occupational prestige and to leave segregated barrios." Overall, however, Hispanics gain substantially lower education rates than both African-Americans and Anglos. The American Council on Education (1996) reports an overall 6.9 percent increase in 1993 (from the previous year) in the college enrollment of Hispanic students. Also, during that year, Hispanics comprised 14 percent of all United States residents, but earned only 3.9 percent of the bachelor's degrees. During 1995, Hispanic American students made the greatest gains in college/university enrollment an increase of 4.6 percent. The same trend in enrollment and graduation occurred with Hispanic American students, as with African-American students. In 1995 Hispanic Americans consisted of 7.9 percent of the undergraduate population, but earned 4.3 percent of the bachelor's degrees (ACE, 1997).

There is a direct correlation between the amount of education and subsequent employment and income. Carney & Rothstein (1997) state that for education, as well as, wages, Anglo people consistently attain higher levels. The employment rates of ethnic minority people look much like the college attendance and completion rates stated above. The Hudson Institute of Indianapolis and the Bureau of Labor Statistics project that by the year 2000 most jobs will require a minimum of a post-secondary education (Bureau of Labor Statistics, 1990). This signals a fundamental shift of the numbers and percentages of jobs that will require this level of education as its minimal standard. Though there are other factors which also contribute to the finding and keeping of employment, education is by far the most important and most predictable factor. The need for credentials is important in the highly specialized labor force, which has developed as a by-product of the information age. If the need for education in the market place is not met, then the person seeking a position cannot have that fundamental need met.

Since education is a major predictor of occupational attainment, it is evident that the lack of higher education by many minority groups places them at a disadvantage in terms of occupational and earning potential. Blackwell (1981) states that there are other critical factors at work besides education in gaining upper echelon employment (such as the ability to make informed decisions and to take advantage of opportunities); however, the most important factor, by far, is level of educational attainment.

This research addresses the issue of the academic success of ethnic group members who are students on a predominantly Anglo, mid-western university campus. Research on success of college students consistently has shown that high school grade point average has been the best indicator of persistence, regardless of ethnic status (Linn, 1990; Ramist, 1984; Young, 1991 & 1994). This study of minority student success will examine the predictive power of high school grade point average on university grade point average, hours completed and rate of graduation, but will hold as its focus the less chronicled issue of community integration within the university setting. The major research question is:

> *In what ways do culture and community integration contribute, as major factors, to the college success of ethnic minority students?*

There are ethnic minority people who have completed their education and have gone on to become employed in some of the more specialized positions dictated by the technological age. What allows these minority students to remain in college and complete their degrees? The correlates are varied. One predictor of the success of African-American college students is attendance at a predominantly or Historically Black College or University (HBCU). HBCUs graduated 40 percent of African-American college students in 1988 (American Council on Education, 1988). However, the number of students who are graduating from these institutions is small in comparison to the African-American population, because the schools are small and there are fewer of them. Furthermore, there are even fewer colleges and universities which are predominantly Hispanic or Native American in enrollment.

We might expect that minority students who persist at predominantly Anglo institutions are those who are most integrated into their own ethnic communities. The use of the community as a springboard allows the student to maintain a connection to their culture, while maintaining a space in the majority culture of the university setting. Though it is expected that high school grade point average will be a predictor of success, it is also predicted that cultural factors will also play a role in determining the future success of an ethnic minority student on a predominantly Anglo campus.

High school grade point average is one of the most important predictors of the success of entering first year college students. Sax, et al (1996) found that the success rate of ethnic

students varies according to the type of colleges and universities. This is due to the selectivity of the institutions. In other words, some institutions can afford to select only those students who are better academically prepared for college. For example, of students entering private universities sixty percent had an "A" high school grade point average, while 26 percent of students entering public universities had the same average. Astin (1996) further makes the point by stating that those students who maintain "A" averages (from high school) are four to five times more likely to finish college than those who maintain a "C" average or lower. Hodum & Martin (1996) also document that those students with higher high school grade point averages are more likely to remain in school than their counterparts with lower grade point averages. Astin (1993) finds that of the attributes that lend themselves to the prediction of the success of entering first year students in college; high school grade point average is the one of the four that "account[s] for the bulk of the variance in retention" (p. 2). Baron and Norman (1992) indicate the importance of the predictive powers of high school grades by noting that when grade point average is combined with SAT scores, SAT adds only a small contribution to the prediction of success.

This study seeks to identify the demographic and cultural factors which predict academic success of ethnic minority students on a predominantly Anglo university campus. It examines a facet of college life which is very important, but often overlooked -- the social/environmental facet. Specifically, it seeks to study the often overlooked aspect of African-American, Native American and Hispanic American students' lives -- that is the very thing which cements their membership in the ethnic group. Determination of this information will take place for a cohort of African-American, Native American and Hispanic Americans who entered the University of Oklahoma in the fall of 1991.

Several researchers have indicated that of particular relevance to the success of ethnic minority college students is "academic integration" (Donovan, 1984; Terenzini, Rendon, Upcraft, Miller, Allison, Gregg and Jalomo, 1994; Eimers and Pike, 1996). Blackwell (1981) states that college persistence or non-persistence is connected to many factors which range from an undesirable school environment to financial need to academic difficulties. Nettles (1988) and Allen, Epps & Haniff (1991) state that African-American students who attend predominantly Anglo

colleges and universities are more likely to experience a negative environment. This, in turn, results in lower academic achievement and higher attrition rates than for Anglo students. Part of this outcome is a result of fundamental differences of ethnic minority students and their Anglo counterparts. Most are cultural in nature. This lends itself to a great many adjustment problems that many Anglo students do not have to face. Most often ethnic minority students face the lack of adjustment comes because of isolation, lack of support and alienation from the larger group (Allen, 1985 & 1986). Furthermore, ethnic minority students consistently reach lower levels of educational attainment than their counterparts (Allen, 1987). According to Eimers and Pike (1996) in order for students to persist they must become integrated, both academically and socially, into the institution. This, in turn, allows them to become committed to earning a degree.

The differences in the college enrollment and completion numbers of ethnic minority and Anglo students may be explained by a number of factors. As stated earlier, many minority students may come from lower socio-economic backgrounds, which usually denotes lower income public schools, which in turn, denotes lower standards of education (National Board on Graduate Education, 1976; Vasquez, 1982). This may place students at a disadvantage from the very beginning of their college careers. Macionis (1995) states that the factor, which most affects a student's access to higher education, is money. He notes that the income of a student's family is a good predictor of whether or not a student will attend college. These factors may be compounded by size of hometown and familial support for college attendance. Culture and culture shock, however, are rarely discussed. Berry (1980) states that the more difference there is in the two cultures (in this case the culture of the ethnic student and the Anglo culture of the university) the more "acculturative stress" minority groups will experience. While this provides a foundation, it is only a very basic one. It discusses only the fact that a member of a minority group, or an entire minority group will experience the dilemma of acculturation versus maintenance of their own culture of origin. It does not provide a discussion of the "gray areas" that inevitably come with some students. Chief among them is, the decision to incorporate some facets of each culture without losing the culture of origin. Keefe and Padilla (1987) state that this "selective acculturation" (Negy & Woods, 1992) gives the individual the opportunity to pick and

choose which traits are most important from the dominant culture, while simultaneously maintaining the basic tenets of her or his own culture. Negy & Woods' (1992) assertion about Keefe & Padilla's work makes no attempt to state that people who choose selective acculturation are highly adept in more than one culture. Their argument does, however, leave room for the many possibilities between being totally immersed in one's own culture and being totally immersed in a culture which is different from that of one's ethnic group.

This present research contends that those students who are members of an ethnic minority group are, for the most part, more adept at surviving in their own culture and utilize all means at their disposal to maintain that connection while they attend a predominantly Anglo university. It is this connection which "fortifies" them against the larger culture and ultimately allows them to succeed.

Many authors have found that culture shock is an important reason for Native American students' high dropout rates at predominantly Anglo colleges and universities (Chavers, 1991; Huffman, Sill & Brokenleg, 1986). Scott (1986) notes that "...being a 'cultural Indian' reduces the likelihood of academic success ... those committed to Indian ways are less likely to become integrated into the university community, and consequently less likely to succeed" (p. 381). Those who experience the cultural conflict leave college (Chadwick, 1972; Falk & Aitken, 1984). Native American students who have been assimilated into the larger culture generally have lower levels of cultural conflict and are able to succeed (Huffman, et al, 1986). Blackwell (1981) discusses the same problems of identity and identity crisis for African-American students. The African-American middle class student, according to Blackwell, is sometimes caught in the dilemma of an identity crisis because the values of middle class America are decidedly Anglo. This identity crisis can be alleviated by involvement in a support system which allows the members the freedom to engage in activities which are specific to their culture.

Structural characteristics are important to the support network that ethnic minority students build on campuses in which they are in the numerical minority. Allen (1987) and Peterson, et al, (1978) cite the absence of remedial programs, limited involvement in campus activities and limited information exchange with faculty members and the larger population of

students as reasons for the high college dropout rate of African-American students. The institutional programs that are in place to assist students are important in terms of their academic adjustment as well as their personal growth. Scott (1986) cites ethnic studies programs as an incentive for students to succeed as well as a factor which provides them with a higher level of comfort within the environment.

Cultural identity appears to be paramount to the success of ethnic minority college students in addition to all other documented predictors of their success. It begins in their early lives so that by the time that they reach the university level, students generally have some sense of identity and group membership. How students handle their group membership and whether they adhere to the culture of their ethnic group seems important as a determining factor of academic success.

SETTING

The University of Oklahoma is a predominantly Anglo public (state supported) university located in Norman, Oklahoma. Founded in 1890 the university is a nationally recognized four-year research institution. Employing approximately 1,830 full time faculty members, the University of Oklahoma offers course work in 19 colleges, 115 undergraduate majors, 111 areas of master's study and 78 doctoral program fields (University of Oklahoma General Catalog, 1997). It also offers degrees in medicine, dentistry and law. The university's enrollment consists of approximately 25,400 students.

During the fall semester of 1991, the first time entering, first time student cohort had 2,199 members. The breakdown of this cohort, by ethnicity is presented in Table 1.

Table 1
Retention of First Time Entering, First Year Students
Fall 1991 Cohort
University of Oklahoma, Norman Campus

		Retention Rates		Cumulative Graduation Rates and Continuation Rates					
		After	After	Within 3 Years		Within 4 Years		Within 5 Years	
Group	Count	1 Year	2 Years	Graduate	Continue	Graduate	Continue	Graduate	Continue
All	2,199	77.0%	87.8%	0.5%	59.4%	16.2%	39.7%	38.2%	14.3%
Anglo	1,653	76.0%	67.9%	0.7%	59.4%	17.6%	38.1%	39.9%	13.2%
Af-Am.	204	79.4%	65.2%	0.0%	56.9%	3.4%	46.6%	19.6%	22.1%
Hisp.	59	84.7%	79.7%	0.0%	69.1%	13.6%	57.2%	40.7%	22.0%
Asian	113	90.3%	73.5%	0.0%	69.4%	23.0%	48.1%	54.0%	15.0%
N. Am.	140	68.6%	58.6%	0.0%	49.4%	12.9%	31.6%	27.1%	11.4%
Intnat'l	30	86.7%	76.7%	3.3%	63.0%	23.3%	53.0%	56.7%	10.0%

Source: Office of Institutional Research, University of Oklahoma, 1996

Average high school grade point average, standardized test scores and University of Oklahoma grade point averages (at the end of the first year) are presented in Table 2.

Table 2
Average High School Grade Point Average, ACT Score & University Grade Point Average (after one year) for First Time Entering, First Year Students
Fall 1991 Cohort
University of Oklahoma, Norman Campus

	Average HSGPA	Average ACT	Average OUGPA
African-American	3.13	20.5	2.47
Native American	3.37	23.0	2.45
Hispanic	3.28	22.8	2.69
Asian American	3.52	23.9	2.82
Anglo	3.41	23.9	2.79

Source: University College, University of Oklahoma, 1996

SAMPLE

Table 3
Bachelor's Degree or Higher in United States & Oklahoma, 1990
Percentages

Ethnic Group	United States	Oklahoma
Anglo	21.5	18.7
African American	11.4	12.0
Hispanic	9.2	10.5
Native American	9.3	10.8

Source: United States Bureau of Census, 1993

Enrollment in college is, of course, the first step to completion of a degree from an institution of higher education. The students who are members of this sample began their academic careers at the University of Oklahoma in the fall semester of 1991 as first-year students. Nationally, the rates of enrollment and completion of ethnic students are low when

compared to that of their Anglo counterparts. In 1991, 64.6 percent of Anglo high school graduates enrolled in college, as did 45.6 percent of African-Americans and 57.1 percent of Hispanics. In 1992, the percentage of Anglo and Hispanic student enrollment had decreased slightly to 63.4 percent and 54.8 percent respectively; the enrollment of African-American students had increased to 47.9 percent (United States Bureau of Census, 1993). In 1993, of the 41.9 percent of Anglo high school graduates enrolled in college, 66.7 percent of them had completed one year or more of college. In the African-American population of the 32.9 percent of high school graduates enrolled in college, 53.9 percent had completed one year or more of their higher education. High school graduates enrolled in college from the Hispanic population numbered 36.0 percent and those completing one year or more of college numbered 55.8 percent (United States Bureau of Census, 1994).

In the state of Oklahoma in 1990, 11.8 percent of the entire population (25 years and older) had earned bachelor's degrees and 6.0 percent had received graduate degrees. In terms of ethnic breakdown, 18.7 percent of the Anglo population, 12.0 percent of the African-American population, 10.5 percent of the Hispanic population and 10.8 percent of the Native American population had obtained bachelor's degrees or higher (United States Bureau of Census, 1990). In 1995, data show that for the state of Oklahoma, 13,837 (8 percent) Native American, 13,147 (7 percent) African-American and 4,180 (2 percent) Hispanic students were enrolled in institutions of higher education (ACE, 1997).

These statistics are important because they indicate the number of ethnic minority students who enrolled in college upon completion of a high school education. The numbers at the beginning of their college careers are important, but not as important as the completion of the programs that they begin. The completion rates, as stated earlier, are low. Some factors such as academic performance have been researched. The underlying themes for ethnic minority students at a predominantly Anglo university, however, are exclusion and inclusion. It is one or both of these factors which will create a climate that will allow ethnic students to either succeed or to fail.

Chapter 2
THEORETICAL FOUNDATION

EDUCATION

The attainment of education (i.e., diplomas and degrees) is proof that the holder is able to perform in the labor market. The link between education and employment explains, in part, the motivation for college students to persist until graduation. Collins (1993) further assesses that the attainment of degrees allows for a type of gate keeping mechanism for employers. It allows them to choose those people who possess "the manners, attitudes, and even color" that they desire. This allows for a very narrow part of the population to occupy the important positions in the labor market. According to Macionis (1995), over education is an outcome of the emphasis on credentials. Many employees have earned a higher level of education than is required by the position. This is particularly important when one considers the growth of jobs which require lower skill levels. This basic understanding of the employment structure underlines the connection of employment to higher education in our society.

THEORIES OF PERSISTENCE

Tinto's (1987) work on the persistence of college students, in general, has been labeled as the Student Integration Model. His work is an expansion of the work and theories of Spady (1970; 1971) and Durkheim (1951). This model states that the environment in which students live and attend school is crucial to success. It is the interaction between the student and this environment which works to provide an atmosphere conducive to the persistence or non-persistence of students (Tinto, 1987). Though there are many variables at work in the determination of success, according to Tinto, the commitment of the student is the most important factor. He states that the student's "goal commitment" (the commitment to completing college) and the "institutional commitment" of the student (the commitment to the institution that s/he attends) are the most important to success (Tinto, 1987). Strong engagement in each of these areas indicates and predicts a strong commitment to achievement. The Student Integration Model highlights academic performance as the most important indicator of the academic integration of students. However, it also cites the factors of social integration and institutional and

goal commitments as having the most important effect on the retention of students (Anderson, 1981; Munro, 1981; Pascarella, 1985 & 1980; Terenzini, 1981). Cabrera, et al (1992 & 1993) tested Tinto's theory and found that there is a direct effect of Academic Integration on persistence. This effect is not a hypothesis of the Student Integration Model, but the effect exists nonetheless. Furthermore, the relationships between the variables of academic integration, social integration, goal commitment and institutional commitment are positive and significant. Cabrera, and colleagues (1992; 1993), have stated that a weakness in the Student Integration Model is that it does not adequately address "... the role of external factors in shaping perceptions, commitments and preferences " (Bean, 1980; 1982; 1983; 1985). The Student Attrition Model provides a somewhat larger scope of the problem of persistence. Bean compares the success of students with the turnover in work organizations. He states that the behavioral intention of a student is a crucial determining factor of achievement. That is, the willingness, or desire, to stay at the university is critical (Bean, 1980; 1982; 1983; 1985). Cabrera and colleagues state that Bean's model presumes a linear "pecking order." Beliefs affect and shape the attitudes of students and those attitudes, in turn, affect and shape the behavioral intent of students. Beliefs are shaped by experience. These may be shaped by environmental factors. Family and community environments play an indirect role in success (Cabrera, 1992; 1993). The focus on the experience of a student within the university is cited as most important to Bean's theory.

Both Tinto's and Bean's theories, ". . . are correct in presuming that college success is the product of a complex set of interactions among personal and institutional factors, as well as, in presuming that intent to persist is the outcome of the successful match between the student and the institution" (Cabrera, et al, 1992, p. 158). For both models, "most of the effects of institutional and personal factors (Academic Integration, Social Integration, Institutional Commitment and Goal Commitment) were found to be channeled through "Intent to Persist" (Cabrera, et al, 1992, p. 159). The models are similar on the following points:

1. They agree that persistence is the result of a "complex set of interactions over time."
2. They agree that there are pre-college characteristics that are determining factors in student's adjustment to an institution.
3. They agree that a successful match between students and the institution affects their persistence. The Student Integration Model labels it "Institutional Commitment" and the Student Attrition Model labels it "Institutional Fit" (Cabrera, et al, 1992:145).

Tinto's and Bean's models both discuss the concept of "the goodness of fit" between the students and the university. Both theorists have placed within their models the important factor of university environment and its impact on students. This is significant for students of all minority groups. It is, however, tantamount for ethnic minority students who attend predominantly Anglo colleges and universities. For it is this "goodness of fit" -- this integration into the "family" of the university which most affects their success. One must be able to fit into the community and feel like an important part of it in order to become a successful, producing member.

Bean (1985) theorizes that there are a number of environmental factors that play a part in determining a student's "goodness of fit." In recent research it is called, "Integration into Community." The experiences that shape this integration are crucial in terms of "gate keeping." If students are unable to fit into the narrowly defined "norms" of the university, they are considered marginal, and therefore, unimportant. They must fit into all of the university standards or they will be viewed as uncooperative at best, and outcast at worst. The university becomes a place that they must fit into, not a place which seeks to include them. This distinction is important in Bean's model because it is the lack of effort to include minority students which ultimately colors their perception about whether or not they fit into the community and, therefore, whether or not they will stay. This lack of effort to include minority students is important because it is an indicator of the larger group's grasp on what is considered to be acceptable. It is the difference between "normal" and "abnormal." At a predominantly Anglo university, the perception of minority students is that they are not "normal" because activities are geared toward Anglo students and their parents as members of a group of people thought to have the advantages in society.

It is group membership that provides the basis for Ogbu's theories concerning academic achievement of minority students in higher education. Ogbu (1992) states that the success of minority students can be understood if one comprehends the cultural models of a minority group, the cultural and language frame of reference, the degree of trust of Anglo Americans and the educational strategies which come about from all of the above. There are differences in the educational achievement of various groups of minority students. Ogbu (1992) classifies these

groups as fitting into one of the following categories: autonomous, immigrant, or voluntary and non-immigrant or involuntary. African American students fall into the latter category. These groups are defined as "those groups that are a part of the United States society because of slavery, conquest, or colonization, rather than by choice because of expectations of a better future." (p. 290)

Ogbu's theories of student achievement (as related to their minority status and the characteristics, thereof) provides the "glue" which holds the theories of Tinto and Bean together in this research. Tinto and Bean address the issue of "goodness of fit." Ogbu's research provides another view for ethnic minority students. It is true that a student must feel comfortable in an academic environment which s/he has chosen. However, if the environment is in direct opposition to the cultural model and/or cultural/language frames of reference in order to succeed members of that group must form an enclave within the larger group in order to achieve. "Goodness of fit" is important for the overall success of all students. It is most important for ethnic students attending a predominantly Anglo university because it provides a frame positive frame of reference.

AFRICAN-AMERICAN STUDENTS

There is much speculation and discussion of "African-Americanness." More specifically, the discussion pivots around the question, "What makes a person "African-American?" Is it skin color? Is it culture? Is it an epistemology? This discussion is useful on a number of levels. However, in the larger societal view, the semantics of the issue are placed to the side and what becomes important is how others identify ethnic minority members. This is crucial to a discussion of "African-Americanness" as it pertains to education. For, it is this physical identity which becomes most important to grouping. Within the group structure, comes the breakdown of physical attributes, culture and epistemology.

The culture of African-Americans finds its roots in the traditions of African people. It is these traditions which have provided the foundation of what is now known as African-American culture. Intermixed are the values and identity that are associated with being "American" as well. The culture of America is itself a conglomeration of cultures from the many ethnic groups which settled and immigrated to this country. All of these cultures have been melded into something

which is now labeled American culture. African-American culture is a part of this mix. Negy and Woods (1992) remind researchers that any emphasis on the acculturation of ethnic minority students must "acknowledge that two groups coming into contact with one another are mutually influential although not necessarily to the same degree" (p. 226).

Important to the African-American culture is the emphasis on community. When contrasted with American notions of individualism, an emphasis on community in African-American culture is bound to clash with the larger culture, which is predominantly viewed as "Anglo" culture. This clash presents a monumental problem for African-American students when education is the issue at hand. For it is education that is perceived as one of the most important achievements and/or possessions that any American may obtain. When the very heart of the matter of achievement lies in education and the education is being sought at a predominantly Anglo college or university, it is not the education which becomes an obstacle, rather it is the environment and its culture. Culture then, becomes an important factor in achievement. Dorsey & Jackson (1995) find that if a student's sense of alienation and isolation (on a predominantly Anglo college campus) are reduced, the success rates of African-American's will be more positive. Additionally, they find that students who are academically successful attribute their performance to the following external factors; positive faculty relations, academic quality and *sociocultural environment* (my emphasis).

"The Community" is seen as an extension of African-American family life in the United States. The influence of "The Community", though it does not take precedence over the influence of "The Family," provides an added dimension to family norms, mores and behavior. Ogbu (1992) found (when seeking information on the differences in academic performance between minority groups) that there are "complex and interlocking forces" that contribute to the difference: One of these is the impact that the community has on the student. Ogbu (1992) suggests that there are four factors that make up community forces. They are;

> ". . . (a) the *cultural models* a minority group has with regard to the U. S. society and schooling, (b) the *cultural and language frame of reference* of a minority group, (c) the *degree of trust or acquiescence* the minorities have for White Americans and the societal institutions they control, and (d) the *educational strategies* that result from the above elements." (p. 289)

He goes on to state, "'cultural model' is used to mean peoples' understandings of their world, which guide their interpretations of events in that world and their own actions in it." (p. 289)
All of these factors are important to the discussion of the structure of the family, but also of its influence on the academic success of the children.

Fordham (1981, 1982, 1988; Fordham & Ogbu, 1986) addresses coping strategies that African-American students often use in order to adapt to the environment so that they may, in fact, succeed in the system of which they are a part. At the very least they seek to make themselves comfortable in the environment. She states "fictive kinship ties" and "racelessness" as the most prevalent mechanisms for coping with an environment which is hostile to "foreign" culture.

Fictive kinship "refers to a kinship-like connection between and among persons in a society, not related by blood or marriage, who have maintained essential reciprocal social or economic relationships" (Fordham, 1988). It indicates an identity which is not only social in nature, but collective. Brain (1972) states that skin color is not the only factor that makes African-Americans a part of the collective. There is a certain way of thinking and viewing the world that is particularly important to group membership. Fictive kinship provides a social identity which is set apart from the social identity of Anglo-Americans. This social identity provides African-Americans with a "sense of peoplehood" in the face of negative images and assumptions (Fordham, 1988). DeVos (1967) calls it "ethnic consolidation." Students create an environment within an environment (Weis, 1985a; 1985b) that helps them to maintain their culture.

The stigma attached to "acting white" is great. Fordham and Ogbu (1986) state that any one of a number of behaviors can be identified as "acting white." Ogbu (1986) states that the conflicts and opposition that ethnic minorities have faced in the United States has led them to form "oppositional social identities" and "oppositional frames of reference." It is the acceptance of these two concepts which then allows ethnic group members to view some behaviors and patterns as unacceptable within the framework of the social identity that has been formed as a coping mechanism. The non-acceptance of certain behaviors provides an opposition to Anglo culture and protects their identity as a group. Students who attend predominantly African-

American colleges and universities have less of this to contend with than do African-American students who attend predominantly Anglo colleges and universities.

Allen, Epps and Haniff (1991), Nettles (1988), and Hall, Mays & Allen, 1984 have conducted studies which have found that in Anglo institutions, African-American students have lower achievement and higher attrition than do the Anglo students. Though all students experience problems in adjustment at the university level, (Allen, 1985 & 1986, Smith and Allen, 1984; and Thomas 1984) African-American students often have to create networks which provide social and cultural havens, which counteract their exclusion from the rest of the university. Furthermore, Allen (1992) states that when African-American students experience academic problems on Anglo college campuses, they often do not have tutorial programs available. Further compounding the problem is the fact that African-American students have limited exchange with Anglo faculty members and staff. Allen (1992) found that on African-American college campuses the students often lagged behind students at predominantly Anglo colleges in test scores, high school grade point averages, parental level of education and socio-economic status. However, they surpass their counterparts at Anglo universities in other areas. The psychological adjustments of African-American students at predominantly African-American universities is higher, their academic achievements are higher and they have a greater cultural awareness and commitment than do the African-American students on Anglo campuses. When compared to African-American students at African-American universities, African-American students at Anglo universities report lower academic achievement (Allen 1992:35). The level of social involvement of African-American students on Anglo campuses is also "substantially lower" than that of African-American students on African-American campuses. Allen further states, "On predominantly White campuses, Black students emphasize feelings of alienation, sensed hostility, racial discrimination, and lack of integration. On historically Black campuses, Black students emphasize feelings of engagement, connection, acceptance, and extensive support and encouragement" (1992, p. 39). "In the social aspect, the important ingredients are an extensive network of friends, numerous social outlets, and supportive relationships. In the psychological aspect, the key ingredients are multiple boosts to self-confidence and self-esteem, feelings of psychological comfort and

belonging, and a sense of empowerment/ownership -- a sense that 'this is our campus'" (p. 40). Tinto's (1987) contention is much the same. He hypothesizes that student attrition can be predicted by the level of integration into the academic portion of the educational experience as well as the level of social integration. Those students (regardless of ethnic group membership) who feel that they are an integral part of campus life often have higher academic performances, and hence higher graduation rates than those students who do not.

The question then is "Why do African-American students on Anglo campuses succeed?" Tinto (1987) and Bean (1982) cite that students require a necessary comfort level in which they choose to pursue their academic careers. It follows then that those African-American students who assimilate into the cultural mainstream have a higher rate of success than those students who do not seek acculturation into the "mainstream" and it is my contention that those students who are able to negotiate both cultures are also likely to succeed, and it is the group of African-American students who have chosen to negotiate their own culture on a predominantly white campus who are most likely to succeed. Those students who maintain a membership in the campus African-American community are those who are most likely become involved in African-American organizations, seek out and accept mentorship, and participate in the cultural activities which take place on campus. It is this group of students who will succeed because they use the African-American community as a foundation for their identity and interactions with others. In other words, the group provides cohesion and balance. It is this community which supports and nurtures them when the University community disappoints them. Those students who succeed maintain a membership in their own campus community (within a community) and use it as a springboard to success. In this instance, "oppositional" culture is a positive force in the lives of ethnic minority students because it provides group solidarity.

NATIVE AMERICAN STUDENTS

Little attention has been paid to Native American people in our society. This is especially important to note when comparisons are made between the available literature on other ethnic minority groups. Though there is a paucity of information, that which is available begins to provide a sociological structure that bears study.

The 1990 United States Census reports that there are two million Native Americans and Alaska natives (United States Bureau of Census, 1993). Dobyns (1983) and Thornton (1987) theorize that prior to contact with Europeans, Native Americans had a population of as much as ten million. This number was estimated at less than a quarter of a million at the end of the nineteenth century. This genocide is important for a number of reasons, chief among them that the lives of millions of people were taken. However, when one views this genocide in the context of the loss of culture, the impact becomes much greater (Snipp, 1992). For ultimately, it is the culture which creates the most important form of group membership. Culture is the basis upon which self-identification with a group is formed. This fact becomes paramount when the history of the forced assimilation of Native American people into Anglo culture is examined. Hoxie (1984) states that the decline in the number of Native American people coincides with the rise in public policies that strongly encouraged cultural assimilation. The rise in government controlled boarding schools is a prime example of these types of policies. Boarding schools were set up to provide Native American children with formal education. However, their foremost aim was to erase all traces of the Indian culture from the children who attended. The same was true of missionaries and other government agencies (Szasz, 1977 & 1988). This background in the formal educational systems of the United States provides the most pointed examples of an attempt to eradicate a culture other than the dominant one in the United States. Though is it true that African-American and Hispanic students do suffer this incompatibility of culture, rarely have the attempts to eradicate it been so blatant as in the case of govemment sponsored education of Native American students.

The educational attainment of most Native American students is determined, in large part, by the education that they receive on the elementary school level. Under achievement is something of a misnomer. "Under enrollment" is perhaps a better descriptor for young children. A number of Native American children do not attend school, or they leave while in elementary school and do not return (Kelley, 1991). A historical tracing of the educational attainment of Native American students finds that in 1970 the average Native American teenager had not completed the second year of high school. By 1980 the median years of education for Native

American students was 12.2 years as compared to 12.5 years for Anglo students (Snipp, 1989). These figures are important because of the view of education in American society. The inability to attain an education in the "American" sense of the word means non-integration into the larger society. Also, "American" education teaches the values and culture of American society. Hence, it is an important tool for "learning to get along in the world." In this exclusive sense, "the world" happens to be "majority" America. This cultural difference manifests itself more profoundly in the Native American community because of the barriers of language and the multiple barriers that many cultures bring to the equation.

Native Americans in higher education have achieved some success. The enrollment of students has been on the incline from the 1970's. However, professional degree completion is declining (Snipp, 1989). Fries (1987) notes that between 1975 and 1981 the number of Native American students who earned baccalaureate degrees was constant. The Carnegie Foundation for the Advancement of Teaching (1989) found that more than one half of Native American students leave colleges and universities at the end of their first year. About 90 percent of those Native American students who attend predominantly Anglo colleges and universities drop out (Snipp, 1989). Those who attend tribal colleges attain bachelor's degrees at a rate of about 35 percent, even though the majority of the schools do not offer baccalaureate and/or master's degrees because they are two year community colleges (Carnegie Foundation, 1989). A number of Native American students who attend public colleges have difficulty succeeding. In 1991 the percentage of Native American students who were enrolled at four-year public institutions of higher learning (as undergraduates) was 0.5. During the same year, the percentage enrolled in graduate school was the same (United States Bureau of Census, 1993). Kerbo (1981) found that one of the strongest predictors of the success of Native American students is their positive social integration with Anglo people.

HISPANIC STUDENTS

Hispanic people in the United States numbered at least 23 million in 1991. This amounts to 9.3 percent of the entire population (United States Bureau of Census, 1993). The Hispanic population of the United States consists of people from various countries in Latin America. The

three groups which make up the Hispanic classification are Mexican American, Puerto Ricans and Cuban Americans. The rest of the population is made up of people whose origins lie in the Latin American region of the world, but do not fall into any of the aforementioned categories. For the purposes of this study, the three major groups, and any others of Latin American origin will be categorized in one group -- Hispanic. Mexican Americans, Puerto Ricans and Cuban Americans all have cultures that are distinctly different, as do the various tribes of Native Americans. However, there are some similarities that provide the basis for the attention provided to them in this study as one group. For instance, the median family income of Hispanic people (this includes all groups) is $23,431. This places 25 percent of all Hispanic families in poverty. The median family income for the United States is $35,225 and the poverty rate is 13.1 percent (United States Bureau of Census, 1993).

In terms of education, Hispanic people have a median level of 12.0 years of education. Compared to 12.7 years for the entire United States population, this number of years of schooling is competitive. However, the discrepancy comes when examining the percentage of Hispanic people who have completed some higher education (age 25 years and older). Nine point two percent of Hispanic people have completed four or more years of college. The percentage for the entire United States is 20.3 percent of the population (United States Bureau of the Census, 1993). Astone and Nunez-Wormack (1990) found that the graduation rates of Hispanic students from a four-year university to be 20 percent as compared to 44 percent for Anglo students. The University of California conducted a longitudinal study form 1978 to 1988 which found that first year Hispanic students were not faring well in terms of grade point averages and number of course units completed when compared to all other first year students at the university. Their grade point averages were lower and they completed less course units (University of California, 1988). Furthermore, most Hispanic students (56 percent) attend two-year community colleges and junior colleges. This is a number which is disproportionate to the population. Thirty-six percent of Anglo students are enrolled at these same types of institutions (National Center for Educational Statistics, 1990).

Once in institutions of higher education, Hispanic students must deal with the vast difference in culture that comes with the difference in a cultural setting. Researchers have labeled the reactions of Hispanic students in the setting of an Anglo university as "stress" (Cervantes & Castro, 1985; Vega, Hough & Miranda, 1985; Vega & Miranda, 1985; Muñoz, 1987; Solberg, et al, 1991, 1993 & 1994). According to Muñoz (1987) this stress is experienced by Hispanic students at higher rates than their Anglo counterparts because they feel alienated by college and college life. Quintana, Vogel, & Ybarra, (1991) find that Hispanic college students "who were more comfortable with Anglo culture had low stress scores" (p. 164). The stress that students feel is more pointed when there is a greater gap in the cultures which are present in the setting (Berry, 1980). When students are placed in environments that are hostile to their cultural heritage or they are forced to reject it, they are more likely to experience higher levels of acculturative stress. Saldaña (1988, 1990 & 1994) measured the ethnic identities of African-American and Hispanic students and found that the students who experienced the highest levels of stress were those who were questioning their ethnic identity. In an earlier study in 1988, Saldaña found that those students who displayed a positive attitude both about their culture of origin (in this case, Latino) and the Anglo culture had lower levels of acculturative stress (Saldaña (1988, 1990 & 1994).

In addition to acculturative stress, one of the barriers to the academic success of Hispanic students lies in the lack of adequate funding for their higher education (Rodriguez, 1995; Justiz, 1995). Rodriguez (1995) points out that the United States government had provided various grants for African-American colleges, but has lagged in its efforts to provide financial support to Latin American graduate programs. Justiz (1995) addresses the issue on the undergraduate level by stating that the ever increasing cost of higher education, coupled with the decreases in financial aid programs have an extremely detrimental effect on Hispanic students. This is mainly because many tend to come from low-income families.

Arellano & Padilla (1996) address these issues by focusing on the post secondary experience of Hispanic students. By interviewing a group of Hispanic college students, they discover, and advocate, the implementation of enriched school programs for Hispanic students.

Indicated in further research is the success of comprehensive programs adopted by many California universities and aimed at Hispanic students. These programs are credited with the increase of Hispanic college graduates in the state, between 1983 and 1993 (Leary, 1995).

It must be noted that in the present research there is no data available for students from the original cohort who are no longer enrolled at the University of Oklahoma. Information is available for only for those students who are currently enrolled, and they are considered to be successful to some degree. Academic success can be defined in many ways. This study seeks to measure the variation of success of the students who remained at OU through eight semesters in the following way: "number of hours completed," "university grade point average" and "graduation in four years." One of the problems with the data available is that these students show little variation from one another. They have all maintained continuous enrollment until graduation, and those who have not yet graduated can reasonably be expected (and predicted) to do so. Furthermore, they are distinguished as persisters by their mere presence at the university. They have remained on the path to graduation as opposed to their cohort members who have, for unknown reasons, not continued their education at the University of Oklahoma. All of these factors have contributed to the overall success of the members of this cohort.

The number of hours successfully completed is necessary to the success of students at the University of Oklahoma because a certain number of hours are necessary to complete university and major requirements. Without the successful completion of hours, students cannot graduate. Another factor used to address success is university grade point average. Research has shown the these students with higher university grade point averages are more likely to complete their education than those with lower university grade point averages. Lastly, graduation from the university in four years is used as a factor in addressing the success of students. This is not to say that those students who do not graduate in four years, but ultimately graduate, are not successful in a larger sense. Graduation with a degree from a four-year institution is an accomplishment. For the purposes of this study, however, those students who graduated within the four-year time frame are considered successful. The same measures are used to address success for the combined sample and the smaller African-American sample. Important to note is

the lack of quantitative information from members of the cohort who are no longer enrolled at the university. The hypotheses are specific to those students who are currently considered successful.

Based on the literature review, there are eight major hypotheses. They are as follows:

H_1: Students who report the presence of an on-campus mentor are likely to have higher rates of success.

H_2: The more positive the student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students, the more likely it is that the student is to exhibit higher rates of success.

H_3: The more positive a student's attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students, the more likely the student is to exhibit higher rates of success.

The university's commitment to helping ethnic students is important to the success of those students at a predominantly Anglo university. This is primarily a reflection of "goodness of fit." In a study of those ethnic students who succeed, it is noted that African-Americans show higher levels of feeling alienated on campus than some other groups (Bennett & Okinaka, 1990). If an ethnic student perceives that the university makes the effort to not only assist, but reach out to ethnic minority students they are comforted by the "show of good faith." It also indicates that the university is not only committed to the recruitment of minorities, but to the facilitation of any problems that may arise for them. Their view of this assistance (or lack thereof) is crucial to success. According to Falk & Aitken (1996) it is necessary for Native American students to see an "institutional commitment." This includes the involvement of top level administrators, special staffing and special programs designed to aid Native American students. Furthermore, the effectiveness of an institution is often measured by meeting the needs of the students in all facets of their educational experiences (Hodum & Martin, 1994). It is by this commitment and its subsequent effectiveness that students are able to become more comfortable with, and committed to, the university. This commitment, then allows the students to become fully integrated, both socially and academically. This, in turn, increases their desire to complete a college degree (Eimers & Pike, 1996).

H_4: Students who report membership strictly in cultural student organizations are likely to exhibit higher rates of success than those students who report membership strictly in non-cultural student organizations.

Since culture and on campus cultural integration are important, it follows that the opportunity to participate in such organizations on a social level, will also be important. This aspect of social integration enables ethnic students to participate and interact with others from an environment, which may not view them positively. Furthermore, this interaction may be purely social, or may focus on the professional. Either way, the cultural organization provides an environment within the larger environment: a safe haven. In the case of African-American Greek letter organizations, Kimbrough (1995) finds, that "it seems likely that [Black Greek letter] organizations would play a crucial role in facilitation and improving Black students' perceptions of the college environment, especially at PWI's [predominantly white institutions]" (p. 63). Membership solely in cultural organizations lends itself to the integration into the university ethnic community. Sole membership in non-cultural organizations lends itself to a disconnection from the university ethnic community.

H_5: The higher the student's high school grade point average, the more likely the student is to exhibit higher rates of success.

The academic performance of college students is obviously very important. The ability to predict the success of those who enter institutions of higher learning provide university officials with a measure which may assist them in assisting the students whom they serve. Johnson (1987) notes that throughout the years of research on this subject high school grade point averages has been one of the most popular variables. He rates the high school performance of a student as a more than adequate predictor of the student's first year college performance. In fact, his study found this correlation to be significant. Crouse and Trusheim (1988, 1991) contend that high school grades present a much more reliable indicator of college performance than does SAT. However, they state that when used in conjunction, the two variables improve a researcher's ability to predict college performance. They also argue that this improvement is not significant enough to warrant the effort. Li & Pike (1995) note a similar finding when predicting first year grade point averages (using high school grade point average as a predictor). They find that those

with predicted first year grade points of 3.00 are more likely to graduate in five years than those students with a predicted first year grade point of 2.35 or below. Sax, et al (1995) finds that private institutions have a higher completion rate than public colleges because nearly 60 percent of their first time entering students have an "A" average, as opposed to 26 percent of students entering four-year public colleges. Astin (1996) also reports that high school grade point average is a major factor in the completion of a college degree. Students with an "A" average in high school are four to five times more likely to complete a degree than those who maintained a "C" average.

The majority of studies support overall findings that indicate high school grade point average as an important, accurate predictor success. However, this is not the only factor that should be taken into account when studying members of ethnic minority groups and their success. Young (1994) states that a key to the prediction of grades of minority students "may be related to variables not included in the prediction equation such as non-cognitive or personal adjustment factors" (p. 1029). It is the factor of adjustment which is most important to the success of minority students. It does not, however, negate the importance of high school grade point average as a predictor. It is still the most reliable source of prediction of college performance.

H_6: The weaker the student's integration into the larger University of Oklahoma community, the less likely it is that the student will exhibit higher rates of success.

H_7: The stronger a student's integration into her/his respective university ethnic community, the more likely it is that the student will exhibit higher levels of success.

Students who are fully integrated into the larger university community are integrating themselves into the larger culture as well. This may be done to the exclusion of the ethnic culture to which the student belongs. Rejection of the ethnic culture, then, removes a crucial part of the foundation of many students. Though the importance of positive attitudes toward the university have been stated, when integration into the larger community comes at the expense of integration into the smaller ethnic community, the effect is expected to be negative. Conversely, when students weaken their integration into the university community, they strengthen their foundation (i.e., their integration into the university ethnic community) and they are likely to succeed. Deyhle

(1995) finds that there is a constant racial and cultural struggle occurring between Navajo and Anglo people. She posits that because of this struggle Navajos refuse cultural integration with Anglos. Though the belief of this group of people is not necessarily indicative of the beliefs of all Native American people, it provides a window to the importance of the self-imposed maintenance of ethnic culture. Additionally, it informs the difficulty of integration into a larger community when it is deemed hostile.

H_8: *The stronger a student's attachment to ethnic culture while at the University of Oklahoma, the more likely it is that the student will exhibit higher rates of success.*

Individual factors that allow ethnic minority students to succeed at predominantly Anglo universities include their ability to create a support network of other group members within the larger context of the school setting. Gender, high educational aspirations and psychological identification with the ethnic group from which they come is also extremely important to the successful functioning of an ethnic minority student at a predominantly Anglo college or university. (Allen, 1987) Seemingly the most important piece of the puzzle of the success of ethnic minority college students on predominantly Anglo colleges and universities is their identification, or lack of identification with their culture of origin (Baldwin, 1984; Scott, 1986; Baldwin, Brown & Rackley, 1990; Allen, 1987). The relationship of culture to identity is paramount. If a student finds that there is a discrepancy in the view of self and the way that the larger society views her/him, conflict most likely is the result. In American society there are very real, and often intangible, notions of identity that seem to fall along lines of ethnicity. Though it is culture that provides African-American students with a basic foundation, it must be preceded by the students' identification with the culture. Identity, therefore, becomes the hallmark by which culture is accepted, or not accepted. This process of achieving and/or accepting ethnic identity is not a birthright. It is learned. As such, it is the first characteristic that a student will seek in others when attending a predominantly white university.

Chapter 3
DATA COLLECTION

The three major ethnic groups at the University of Oklahoma are, African-Americans, Native Americans and Hispanic students. Each group is considered a minority and is considered marginal in the larger context of American society. Each group has a membership which may be attributed to physical appearance by those who are outside the group. However, within the context of the group, identity comes via culture and the degree to which the individual exhibits an attachment to that culture. In addition, there are certain ethnic minority groups in American society which fare better in terms of school enrollment and completion. For instance, Asian and Asian American students typically have a higher completion (graduation) rate and university grade point average than the three groups used in this study. (OU Office of Institutional Research, 1996). It is for that reason that Asian Americans are not included in this study.

The data for this research are based primarily on a survey of all African-American, Native American and Hispanic students who entered the University of Oklahoma in the fall semester of 1991. Questionnaires were mailed to 204 African American, 140 Native American and 59 Hispanic American students. A personal correspondence, which contained the questionnaire and a return envelope, was mailed to each of the members of the group. A copy of the letter is included in Appendix A. Approximately three to four weeks after the initial mailing, in an attempt to gain further responses, a second identical mailing was conducted. There was a telephone follow-up two weeks later, to students who failed to respond to the second mailed request. All requests for information netted 102 responses. A total of 78 questionnaires were returned from African-American students. This is a response rate of 38.2 percent. Native American students returned twenty-four questionnaires. This is a response rate of 17.1 percent. Lastly, Hispanic students returned 18 questionnaires for a response rate of 31 percent. Of these, almost all were from students who were still enrolled in school. Of the 78 surveys returned from African-American students, only 10 were from students who were not enrolled. In the Native American sample five of the twenty four questionnaires returned were from students who were not enrolled at the time. Hispanic students returned a total of 18 surveys and only 3 of them were from

students who were not enrolled. So few questionnaires were returned that those students who were not enrolled in school were eliminated from the analyses. Hence, this is an examination of measures of academic success among the 102 minority students entering the university in 1991 and remaining enrolled in 1994. The 102 students range in age from 20 years to 32 years of age at the time of the research (1995). Their average high school grade point average is 3.24. The average composite ACT score is 22. Forty-five members are female and 57 are male.

Supplementary data collected on the subjects were gathered from the students' cumulative university file folders. It includes: age, high school grade point average, number of university hours completed, cumulative university grade point average, number of semesters completed and graduation information. The latter consists of two items of information; 1) whether the student has graduated and 2) if so, the date of graduation.

Furthermore, Dr. Myrna Carney of University College provided the following additional information about each member of the group.

1. University of Oklahoma Identification number
2. Student's Name
3. Student's First Declared Major
4. Student's Second Declared Major Code (This applies only to those who have changed their major at some point during their college careers.)
5. High School Grade Point Average
6. Student's Self-Reported Ethnic Group Membership
7. ACT and or SAT Composite Scores (Scores for those students who completed the SAT have been converted to their ACT equivalent.)
8. Student's Sex
9. Student's Birth Date
10. Student's Permanent Address
11. Student's Enrollment Status.

INSTRUMENT

The primary data collected on the subjects were gathered from the surveys returned by the students in the sample. The instrument used to gather data is a composite taken from several

sources (Thompson, 1990). In addition to demographic items, it has quantitative scales, which measure: integration into the university community, integration into respective university ethnic communities, and attachment to ethnic culture while at the university. Three variations of the instrument were used to gather data. The variations were necessary due to the cultural identity scales which are different for each ethnic group. General information about the subjects, such as size of hometown, the extent of parental education, and other familial educational levels was obtained via the survey.

An "Integration into the University Community" (UC) scale is present as part of the instrument. It measures the degree to which students feel that they are a part of what is labeled as "the University family." This scale is represented by items 3, 8, 9, and 10 (approximately; see questionnaires in Appendix). Some items were created subsequent to receiving the completed surveys, using the information provided by the respondents. For instance, some items using Likert scale responses wee converted to items using dummy coded responses. The importance of this scale lies in its potential for providing the attitudes of participants about whether they feel that the University is a community which seeks to include them as members. The scale "Integration into the University Ethnic Community" is measured by items 17-23 on the African-American, Native American and Hispanic questionnaires. Attachment to ethnic culture while at the University of Oklahoma is measured by items 27-29, 27-32 and 27-30 for the African-American, Native American and Hispanic sub-samples, respectively.

The surveys sent to the African-American, Native American and Hispanic American groups contain 44 items, 46 items and 40 items, respectively. In addition to the items contained in the scales, the questionnaire also seeks information on the types of organizations to which respondents participated in during their enrollment. It also seeks their attitudes regarding their respective ethnic campus communities, as well as the larger university community. Additionally, the survey seeks to find information on the respondents' general background. This includes items which address hometown size, racial composition of neighborhoods in which the respondents were reared, educational levels of parents, financial aid and employment information. The survey sent to the Native American group contains 46 items

The last page of the questionnaire is qualitative in nature. It poses two questions to the participant:

- "Please describe some of the positive experiences that you have had while a student at OU."
- "Please describe some of the negative experiences that you have had while a student at OU."

Both items are designed to elicit the maximum response from sample members. This portion of the questionnaire is included because it can provide crucial perceptions of sample members about the reasons for the varying rates of their success. This information can be translated into reasons for success and non-success rates as well as solutions to potential problems for ethnic minority students at the university. The qualitative portion of the questionnaire can support and/or refute the quantitative portion of the instrument.

LIMITATIONS OF THE STUDY

The first limitation of the study concerns the lack of information from those students who entered in the cohort of fall 1991, but who were no longer enrolled by the time of the first mailing. This leaves the sample to consist only of those who were still enrolled. This lack of information is crucial since without it success cannot be measured by an overall graduation rate. This greatly diminishes the ability to utilize a well-rounded view of success and, indeed, why students succeed. Additionally, it does not allow the researcher the opportunity to know why others do not succeed. It provides a very narrow view of the topic of success because it utilizes only students who are at least moderately successful. Their responses indicate the varying degrees of accomplishment within a group of people who are already considered to be successful and are expected to complete their education. For instance, even those students who do not graduate in four years are still expected to graduate. Hence, they are all considered to be successful, even if some students succeed at a slower rate than other successful students in this sample. The second limitation is that the sample is gleaned from one major university, the University of Oklahoma. Third, is that the number of respondents from two of the three specific ethnic groups are very low. Responses from Native American students were low. Responses from the Hispanic American and Native American groups are unable to withstand analyses as separate groups because of the response rate. Multiple regression analyses for the Native American and Hispanic American

groups, does not yield results, due to the low number of surveys received. The data from this study are not generalizable to other student groups.

Chapter 4
VARIABLE CREATION

There are three dependent variables to be considered for this study. They are; number of university hours completed, university grade point average and graduation from the university within four years. Each of these variables is a measure of the variation of success of the members of this sample. Since this sample has marked limitations, the dependent variables are used to study the degree to which a group of persisters varies. The dependent variable "number of university hours completed" is measured by using the raw number of university hours successfully completed by students in the group. This information was obtained from University of Oklahoma records. The dependent variable "university grade point average " is measured by using the raw university grade point averages of students in the sample. This information was also obtained from University of Oklahoma records. Lastly, the dependent variable "graduation from the university within four years" is determined by whether or not the student graduated in eight semesters, or four years. This information was obtained from the students' cumulative file folders.

The independent variables are as follows: ACTIVE, ASSIST, CETHNIC, CLIVING, CORGS, KNOWCOM, MENTOR, NCORGS, OUROWN, REACH, STUDIES and UETHNIC. ACTIVE is a measure of a student's attitude regarding university activities. ASSIST is a measure of attitudes regarding OU's efforts to *assist* ethnic students. CETHNIC is a measure of the students' attachment to ethnic culture while at OU. CLIVING is a measure of integration into the university community via campus living. CORGS measures membership strictly in cultural organizations. KNOWCOM measures attitudes regarding the importance of ethnicity in the lives of ethnic people. MENTOR addresses the presence of an on-campus mentor. NCORGS measures membership strictly in non-cultural organizations. OUROWN measures students' attitudes regarding the formation of ethnically run programs and organizations. REACH measures students' attitudes regarding OU's efforts to *reach out to* ethnic students. STUDIES measures the African-American students' attitudes regarding the importance of obtaining knowledge of African-

American heritage. UETHNIC measures students' integration into the university ethnic community.

Administrative variables are those which were received from university records. They are high school grade point average, cumulative university grade point average, raw number of successfully completed hours, and date of graduation. "High school grade point average" (HSGPA) is the cumulative grade point average reported to the university. It is required of first time entering, first year students. "Cumulative university grade point average" (UGPA) is the result of the grades earned by students while at the University of Oklahoma. The cumulative grade point average is taken from the spring of 1995 records, which is the eighth semester of enrollment for this particular sample of students. "Raw number of successfully completed university hours" (HOURS) is a direct result of the students' completion of course work. "Date of graduation" (GRAD) is determined by whether or not the student has graduated by the eighth semester of enrollment. All information is reported and used as raw scores, except for "graduation in four years," which is coded as a dummy variable with 1 representing "yes" and 0 representing "no."

The important function of the data analysis is to gain an insight into factors of success beyond the most common high school grade point average. Most important to the investigator is the description of cultural factors involved in the success of students (who due to their cultural background, may hold the same views toward formal education) at the University of Oklahoma. Specifically, what factors allow some students to succeed? Initially, bivariate relationships will be examined, then multiple regression is used to specify the nature of relationships among the variables. "A multiple regression equation. . . describes the extent of linear relationships between the dependent variable and a number of other independent (or control) variables where Y is the dependent variable and X_1 and X_2 are the independent variables" (Frankfort-Nachmias and Nachmias, 1992:415). It provides an indication of the direction, strength and quality of the relationships among variables.

Chapter 5
QUANTITATIVE DATA ANALYSIS

INTEGRATION INTO UNIVERSITY COMMUNITY

Information on integration into the larger university community of the University of Oklahoma is measured by four items. The items stress issues of campus activities, and on-campus living arrangements. Two of the items, UNIVACTS (OU attempts to involve all students in university activities) and CAMPACTS (Extracurricular activities on campus reflect my interests) have the following response formats: strongly disagree, disagree, agree, and strongly agree. Lower scores indicate negative responses and higher scores indicate positive responses. The items RHALLS1 (Has respondent lived in the residence halls?) and GREEKS1 (Has the respondent pledged a Greek letter organization?) are both dummy coded with 1 representing "yes" responses and 0 representing "no" responses. The items, their means and standard deviations are as follows:

Table 4
Means and Standard Deviations for Items Measuring "Integration into the University Community" (N=102)

#	Item	Mean	SD
1	OU attempts to involve all students in university activities (UNIVACTS)	2.20	.79
2	Has respondent lived in the residence halls? (RHALLS1)	.81	.39
3	Extracurricular activities on campus reflect my interests. (CAMPACTS)	2.55	.78
4	Has the respondent pledged a Greek letter organization? (GREEKS1)	.28	.45

Principal components analysis and eigenvalues are presented below in Table 6. The eigenvalues provide an indication of the number of underlying factors measured by the four items. Two rules of thumb may be used to make this determination.

Table 5
Eigenvalues for Items in the Scale Measuring "Integration into the University Community" (N=102)

Variable	Communality	Factor	Eigenvalue	percent of Var.	Cum Pct
RHALLS1	1.00000	1	1.45	36.1	36.1
UNIVACTS	1.00000	2	1.20	30.1	66.2
GREEKS1	1.00000	3	.82	20.3	86.6
CAMPACTS	1.00000	4	.54	13.4	100.0

The discontinuity (scree) test states that the number of factors is equal to the number of eigenvalues before the main break (Gorsuch, 1974). Kaiser's rule states that the number of factors is equal to the number of eigenvalues greater than one. Both rules indicate that these four

items measure two underlying variables which are referred to as ACTIVE (attitudes regarding university activities) and CLIVING (integration into the university community via campus living). The items and their factor loadings (using Varimax rotation) are summarized in Table 7 below.

Table 6
Rotated Factor Matrix for the Scale Measuring "Integration into the University Community" (N=102)

	Factor 1	Factor 2
RHALLS1	-.25	.69◆
UNIVACTS	.80●	-.28
GREEKS1	.23	.77◆
CAMPACTS	.83●	.240

Two factors from the principal components analysis result in the new variables "attitude regarding university activities" (ACTIVE) and "integration into the university community via campus living" (CLIVING). The two new variables measure different underlying constructs. ACTIVE is a measure of students' attitude regarding university activities. The two variables, which when added together, create the scale measuring students' attitude regarding university activities (ACTIVE) are *UNIVACTS* ("OU attempts to involve all students in university activities") and *CAMPACTS* ("Extracurricular activities on campus reflect my interests"). CLIVING (integration into the university community via campus living) is constructed by adding together the two variables *GREEKS1* ("Has the respondent pledged a Greek letter organization?") and *RHALLS1* ("Has the respondent lived in the residence halls?"). These two items likely measure the extent to which on-campus living arrangements are important to the analysis. Though the variable GREEKS1 does not directly address the issue, many students who pledge these organizations live on campus.

The new variables attitude regarding university activities and CLIVING (integration into the university community via campus living) were created by first converting the data from the variables UNIVACTS and CAMPACTS and RHALLS1 and GREEKS1 (respectively) into z scores and adding the scores together. The alpha reliability coefficient for the scale attitude regarding university activities is .56, and the alpha reliability coefficient for the scale CLIVING (integration into the university community via campus living) is .25. The reliability for CLIVING (integration into the university community via campus living) is low, indicating a weakness in the reliability of the scale.

INTEGRATION INTO UNIVERSITY ETHNIC COMMUNITY

Respondents also provided information on their integration into their respective university ethnic communities. This scale addresses issues important to the ethnic communities on the University of Oklahoma's campus. Again, they responded to each of the following seven items using the four-point Likert response format. The means and standard deviations are listed in Table 7.

Table 7
Means and Standard Deviations for the Items Measuring the Scale "Integration into University Ethnic Community" (N=102)

#	Item	Mean	SD
1	It is important to keep up w/ issues important to the ethnic community @ OU. (ETHISSUE)	3.382	.748
2	I have a strong attachment to other [ethnic group members] at OU. (ATTACHMT)	2.843	.931
3	I am very concerned about the problems [ethnic group members] have at OU. (CONCERND)	3.275	.822
4	[Ethnic group] representation at OU is important in all organizations, activities, etc. (ETHREP)	3.356	.729
5	[Ethnic group] faculty and staff representation in all departments is important at OU. (FACSTAFF)	3.396	.813
6	We as, [ethnic group members] should develop our own programs & organizations, etc., and not be dependent on White organizations and support while on campus. (OWNPROGS)	2.942	.842
7	[Ethnic group members] have a distinct culture at OU that is worth protecting & documenting. (DISTINCT)	3.333	.777

The principal components analysis of these seven items indicates one underlying factor. The eigenvalue presented in Table 8 show only one eigenvalues larger than one and only one eigenvalue before the first break in a distribution of the values.

Table 8
Eigenvalues for Items Measuring the Scale "Integration into University Ethnic Community" (N=102)

Variable	Communality	Factor	Eigenvalue	percent of Var.	Cum Pct
ETHISSUE	1.00000	1	4.12◆	58.8	58.8
ATTACHMT	1.00000	2	.75	10.8	69.6
CONCERND	1.00000	3	.61	8.7	78.3
ETHREP	1.00000	4	.51	7.2	85.5
FACSTAFF	1.00000	5	.40	5.7	91.2
OWNPROGS	1.00000	6	.35	5.0	96.2
DISTINCT	1.00000	7	.27	3.8	100.0

The factor derived from these variables will be labeled UETHNIC (integration into the university ethnic community). The items and their factor loadings are summarized in Table 9 below. Since there is only one factor the matrix is not rotated.

Table 9

Factor Matrix for the Scale Measuring "Integration into University Ethnic Community" (N=102)

Variable	Factor 1
CONCERND	.87
ATTACHMT	.80
ETHREP	.79
ETHISSUE	.78
FACSTAFF	.76
DISTINCT	.75
OWNPROGS	.59

The new variable, "integration into university ethnic community," i.e., UETHNIC, is created by converting the data from the variables CONCERND (I am very concerned about the problems [ethnic group members] have at OU), ATTACHMT (I have a strong attachment to other [ethnic group members] at OU.), ETHREP ([Ethnic group] representation at OU is important in all organizations, activities, etc.), ETHISSUE (It is important to keep up w/ issues important to the ethnic community @ OU.), FACSTAFF ([Ethnic group] faculty and staff representation in all departments is important at OU), DISTINCT ([Ethnic group members] have a distinct culture at OU that is worth protecting & documenting.) and OWNPROGS (We as, [ethnic group members] should develop our own programs & organizations, etc., and not be dependent on White organizations and support while on campus.) into z scores and adding them together. The factor loadings, all larger than .59, provide a strong indication that the items presented in the scale measure one construct. The alpha reliability coefficient for the scale is very strong -- .88.

ATTACHMENT TO ETHNIC CULTURE WHILE AT OU

The third scale addresses attachment to ethnic culture while at the University of Oklahoma. It is designed to measure the respondent's attachment to ethnic culture while a student at the University of Oklahoma. Participants provided information by responding to the following items with the four-point Likert response format. The means and standard deviations are listed in Table 10.

Table 10

Means & Standard Deviations for Items Measuring the Scale "Attachment to Ethnic Culture While at OU" (N=102)

#	Item	Mean	SD
1	[Ethnic group members] at OU are knowledgeable about their heritage. (KNOWLEDG)	2.39	.78
2	An [ethnic] studies program is an important part of an [ethnic] student's college program. (ETHSTUD)	3.15	.92
3	It is preferable for [ethnic] people to live in [ethnic] communities. (COMUNITY)	2.20	.88

The principal components analysis and eigenvalues presented in Table11 reveal two factors, as there are two eigenvalues larger than one.

Table 11
Eigenvalues for Items Measuring the Scale "Attachment to Ethnic Culture While at OU" (N=102)

Variable	Communality	Factor	Eigenvalue	percent of Var.	Cum Pct
KNOWLEDG	1.00000	1	1.36◆	45.2	45.2
ETHSTUD	1.00000	2	1.02◆	34.0	79.3
COMUNITY	1.00000	3	.62	20.7	100.0

The two items measure one underlying variable which will be called CETHNIC (attachment to ethnic culture). The items and their factor loadings are summarized below in Table 12.

Table 12
Rotated Factor Matrix for the Scale Measuring "Attachment to Ethnic Culture While at OU" (N=102)

	Factor 1	Factor 2
COMUNITY	.84◆	.04
ETHSTUD	.72◆	-.50
KNOWLEDG	.37	.88◆

The CETHNIC (attachment to ethnic culture) variable is derived from the two variables COMMUNITY (It is preferable for [ethnic] people to live in [ethnic] communities) and ETHSTUD (An [ethnic] studies program is an important part of an [ethnic] student's college program.); KNOWLEDG ([Ethnic group members] at OU are knowledgeable about their heritage) will stand by itself as a second variable. The new variable (CETHNIC) is a measure of students' attachment to ethnic culture while at OU. The variables *COMUNITY* (It is preferable for [ethnic] people to live in [ethnic] communities) and *ETHSTUD* (An [ethnic] studies program is an important part of an [ethnic] student's college program) create the scale. KNOWLEDG provides a measure of the respondent's view of the importance of the knowledge of heritage in their respective communities. The variables of the importance of living in ethnic communities, the importance of an ethnic college course of study and knowledge of heritage no longer represent one scale. The alpha reliability coefficient for the scale CETHNIC (attachment to ethnic culture) is .49. The second factor contains only one item; hence, it remains a variable rather than a scale and has no alpha reliability coefficient. The KNOWLEDG ([Ethnic group members] at OU are knowledgeable about

their heritage) variable will be left out of the analysis since attachment to ethnic culture while at OU contains the substance intended by these three items.

Table 13 contains a summary of the dependent and independent variables used in the analyses which follow. ACTIVE (attitude regarding university activities), CETHNIC (attachment to ethnic culture while at OU), CLIVING (integration into the university community via campus living) and UETHNIC (integration into the university ethnic community) are composite scales created as described in the preceding pages on the basis of the factor analyses. The remaining are single item variables.

Table 13
Variable Definitions

	Dependent Variables
GRAD	Graduation within four years
HOURS	Number of university hours completed
UGPA	Cumulative university grade point average
	Independent Variables
ACTIVE	a measure or a student's attitude regarding university activities
ASSIST	attitudes regarding OU's efforts to *assist* ethnic students
CETHNIC	attachment to ethnic culture while at OU
CLIVING	a measure of integration into the university community via campus living
CORGS	membership strictly in cultural organizations
HSGPA	raw high school grade point average
MENTOR	presence of an on-campus mentor
NCORGS	membership strictly in non-cultural organizations
REACH	attitudes regarding OU's efforts to *reach out to* ethnic students
UETHNIC	integration into the university ethnic community

In order to determine relationships and the strength of those relationships, bivariate regressions were performed resulting in a correlation matrices which include all variables in the model. A multivariate analysis was then performed to present a picture of the strength of the relationships between variables when controls are used. Lastly, an examination of all hypotheses is performed based upon the information obtained from the bivariate and multivariate analyses.

FINDINGS FOR THE COMBINED SAMPLE WITH NUMBER OF HOURS COMPLETED AS THE DEPENDENT VARIABLE

Table 14 contains the means and standard deviations for all the independent and dependent variables in the analysis. Included in the bivariate correlation matrix are these same variables. In an examination of the independent variables and their potential effects on success -- HOURS, UGPA, and GRAD -- only two of them, attitude regarding university activities (.24) and HSGPA .(26) display significant correlation with number of hours completed (HOURS); the

variables ASSIST (attitude regarding OU's efforts to assist ethnic minority students, .22) and HSGPA (.52) display significant correlation to the dependent variable university grade point average (UGPA) and one variable, ASSIST (attitude regarding OU's efforts to assist ethnic minority students, .22) displays a significant correlation with the dependent variable graduation in four years (GRAD). In the bivariate analysis these results indicate that students in the sample are more likely to complete more university hours if they feel positively about campus activities and if they have a higher high school grade point average. Additionally, those students who have more positive attitudes regarding OU's efforts to assist ethnic minority students are more likely to have higher grade point averages. High school grade point average has an effect on university grade point average. The higher the high school grade point average, the higher the university grade point average is likely to be. Lastly, graduation within four years is correlated with attitudes regarding the university's efforts to assist ethnic students.

A number of additional, significant relationships among variables become apparent upon further examination of the matrix. Correlated with integration into the university ethnic community are: CETHNIC (attachment to ethnic culture while at OU, .70), CLIVING (integration into the university community via campus living, .23), ASSIST (attitudes regarding OU's efforts to assist ethnic minority students, -.36), REACH (attitudes regarding OU's efforts to reach out to ethnic minority students, -.42), MENTOR (presence of an on-campus mentor, .26), NCORGS (membership strictly in non-cultural organizations, .23), and CORGS (membership strictly in cultural organizations, -.26). The positive relationship between CETHNIC (attachment to ethnic culture while at OU) and UETHNIC (integration into the university ethnic community) suggests that the stronger the attachment to ethnic culture while at OU the more likely the student is to be integrated into the university ethnic community. The relationship between UETHNIC (integration into the university ethnic community) and CLIVING (integration into the university community via campus living) indicates that those students who are more strongly integrated into the university community via campus living are likely to also be integrated into the university ethnic community. The relationship between MENTOR (presence of an on-campus mentor) and UETHNIC (integration into the university ethnic community) suggests that those students who report the

presence of a mentor are likely to have stronger integration into the university ethnic community. The relationship between CORGS (membership strictly in cultural organizations) and UETHNIC (integration into the university ethnic community) suggests that students who report membership strictly in cultural organizations are likely to have a higher integration into the university ethnic community than those students reporting membership strictly in non-cultural organizations. Conversely, the negative relationship between integration into the university ethnic community and ASSIST (attitude regarding OU's efforts to assist ethnic minority students) indicates that the higher the integration to the university ethnic community, the less likely it is that the student will report the presence of an on campus mentor. The negative relationship between UETHNIC (integration into the university ethnic community) and REACH (attitude regarding OU's efforts to reach out to ethnic minority students, -.42) indicates that the higher the level of integration into the university ethnic community the more negative the attitudes regarding OU's efforts to reach out to ethnic minority students. The last variable correlated with UETHNIC (integration into the university ethnic community) is CORGS (membership strictly in cultural organizations). This relationship indicates that the stronger the integration into the university ethnic community, the less likely it is that students will report membership strictly in cultural organizations.

Positively correlated with CETHNIC (attachment to ethnic culture while at OU) are MENTOR (presence of an on-campus mentor, .22) and NCORGS (membership strictly in non-cultural organizations, .29). These relationships suggest that the stronger the attachment to ethnic culture while at OU, the more likely a student is to report the presence of a mentor and the more likely the student is to report membership strictly in non-cultural organizations.

There are three variables which are positively correlated with attitude regarding university activities. They are: ASSIST (.43), REACH (.43) and MENTOR (.30). All variables are positively correlated. The relationship between attitude regarding university activities and ASSIST indicates that the more positive the students' attitudes regarding university activities the more positive the attitudes regarding OU's efforts to assist ethnic minority students. The relationship between attitude regarding university activities and REACH indicates that the more positive the students' attitudes regarding university activities the more positive the attitudes regarding OU's efforts to

reach out to ethnic minority students. The positive relationship between attitude regarding university activities and presence of an on-campus mentor also indicates that the more positive the attitude regarding university activities, the more likely a student is to report the presence of a mentor.

The variables attitude regarding OU's efforts to assist ethnic minority students and attitude regarding OU's efforts to reach out to ethnic minority students (.68) have a positive relationship. It indicates that the more positive the students' attitudes regarding OU's efforts to assist ethnic minority students the more positive the students' attitudes regarding OU's efforts to reach out to ethnic minority students. Positively correlated with REACH is the variable NCORGS (.22). The relationship suggests that the more positive the students' attitudes regarding OU's efforts to reach out to ethnic minority students the more likely it is that the students will report membership strictly in non-cultural organizations. Lastly, the relationship between NCORGS and CORGS (-.23) indicates that the more likely a student is to report membership strictly in non-cultural organizations, the less likely it is that the student will also report membership strictly in cultural organizations.

Table 14

Bivariate Correlation for the Combined Sample with the Dependent Variables Number of Hours Completed, University Grade Point Average and Graduation Within Four Years (N=102)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
(1) HOURS	1.000	—											
(2) UGPA	—	1.000											
(3) GRAD	—	—	1.000										
(4) U-ETHNIC	-.04	-.19	-.14	1.000									
(5) C-ETHNIC	-.01	-.07	-.05	.70★	1.000								
(6) ACTIVE	.24◆	.03	.11	-.17	-.15	1.000							
(7) CLIVING	-.06	-.14	.17	.23◆	.03	.00	1.000						
(8) ASSIST	.17	.22◆	.22◆	-.36★	-.24▲	.43★	-.23	1.000					
(9) REACH	.04	.10	.19	-.42★	-.39★	.43★	-.13	.68★	1.000				
(10) MENTOR	.09	.13	.03	.26▲	.22◆	.30▲	.19	.11	.07	1.000			
(11) NCORGS	-.08	-.03	.20	.23◆	.29▲	-.19	.25	-.14	-.22◆	-.15	1.000		
(12) HSGPA	.26▲	.52★	.19	-.03	-.04	.04	-.01	.06	.01	-.08	.19	1.000	
(13) CORGS	-.05	.03	.01	-.26◆	-.20	.20	-.04	.07	.15	.01	-.23◆	.09	1.000
Mean	132.11	2.80	.53	.04	.18	.13	.02	2.46	2.21	2.66	1.97	3.40	1.60
SD	27.19	.58	.50	.99	.92	.92	1.01	.70	.70	.98	.17	.51	.49

◆p < .05 ▲p < .01 ★p < .001

MULTIVARIATE ANALYSIS OF THE NUMBER OF UNIVERSITY HOURS COMPLETED AS THE DEPENDENT VARIABLE

The multivariate analysis, presented in Table 15, indicates that those with higher high school grade point averages (18.73) are likely to have completed more university hours than those students with lower high school grade point averages. Though the variable CORGS (-13.03) approaches, it does not display a significant relationship to number of university hours completed.

As shown in the bivariate correlation matrix there are two independent variables which have a direct effect on the number of university hours completed. They are: high school grade point average (.26) and students' attitudes regarding university activities (.24). However, attitude

regarding university activities (-2.63) is no longer significant when controlling for the effects of all other variables. High school grade point average remains significant and highly correlated.

Table 15
Multivariate Regression for the Combined Sample with Number of Hours Completed as the Dependent Variable (N=102)

Variable	B	SE B	Beta	T	Sig T
UETHNIC	6.023	3.896	.219	1.546	.127
CETHNIC	2.692	3.770	.091	.714	.478
ACTIVE	-2.625	5.171	-.089	-.508	.614
CLIVING	1.832	4.739	.068	3.87	.700
ASSIST	5.456	6.234	.140	.875	.385
REACH	-.978	6.372	-.025	-.153	.879
MENTOR	-1.807	4.034	-.065	-.448	.656
NCORGS	-17.405	21.129	-.107	-.824	.413
HSGPA	18.728	6.458	.352	2.900●	.005
CORGS	-13.027	6.975	-.236	-1.868■	.067
Constant	117-122	49.673	------	2.358	.022

● indicates significance ■ approaches significance

EXAMINATION OF THE HYPOTHESES

$H_{1\text{-}1}$: Students who report the presence of an on-campus mentor are likely to have completed more university hours than those students who do not report the presence of an on-campus mentor.

$H_{01\text{-}1}$: There is no relationship between the presence of an on-campus mentor and number of university hours completed.

The bivariate correlation table indicated no statistically significant relationship between the presence of an on-campus mentor and number of university hours completed (.09). Likewise, the standardized regression coefficient in the multivariate analysis is not statistically significant (unstandardized B= -1.807, p>.05) (Table 15). Therefore, the null hypothesis is not rejected. There is no established relationship between the presence of an on-campus mentor and number of university hours completed.

$H_{2\text{-}1}$: Those students with positive attitudes regarding the University of Oklahoma's efforts to *assist* ethnic students are likely to complete more university hours than those students with negative attitudes.

$H_{02\text{-}1}$: There is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students and the completion of university hours.

The bivariate correlation matrix indicated that a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students is statistically correlated with completion of university hours (.17). The regression equation also indicates an insignificant effect on the completion of university hours variable (unstandardized B= 5.456, p.> .05). The null hypothesis

is not rejected. When controlling for all other variables in the model, there is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students and completion of university hours.

$H_{3\text{-}1}$: Those students with positive attitudes regarding the University of Oklahoma's efforts to *reach out* to ethnic students are likely to complete more university hours than those students with negative attitudes.

$H_{03\text{-}1}$: There is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students and number of university hours completed.

The bivariate correlation table indicated no statistically significant relationship between attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students and number of university hours completed (.04). This is further confirmed by the presence of the non-significant standardized regression coefficient in the multivariate Table 15. The unstandardized regression coefficient is -.98, (p.>.05). The null hypothesis is not rejected. When controlling for the effects of all other variables in the model, there is no established relationship between attitudes regarding the University of Oklahoma's efforts to *reach out to* ethnic students and number of university hours completed.

$H_{4\text{-}1}$: Students who report membership strictly in cultural student organizations are likely to complete more university hours than students who report membership strictly in non-cultural student organizations.

$H_{04\text{-}1}$: There is no relationship between a student's reported membership strictly in cultural or non-cultural student organizations and number of university hours completed.

The bivariate correlation table indicates no statistically significant relationship between the variables membership strictly in cultural student organizations (-.05) or, membership strictly in non-cultural student organizations (-.08) and number of university hours completed. This is also the case here. There is a non-significant standardized regression coefficient in the multivariate analysis. The unstandardized beta for the variable membership strictly in cultural organizations is -13.03, with a probability of greater than five percent. The same pattern emerges when examining the unstandardized beta for membership strictly in non-cultural organizations (B= -17.41). It should be noted that the unstandardized beta for CORGS approaches, but does not reach significance. The null hypothesis is not rejected. There is no established relationship between membership strictly in cultural student organizations and number of university hours completed, or

between membership strictly in non-cultural student organizations and number of university hours completed, when controlling for all other variables in the model.

$H_{5\text{-}1}$: Students with higher high school grade point averages are likely to have completed more university hours than students with lower high school grade point averages.

$H_{05\text{-}1}$: There is no relationship between a student's high school grade point average and number of university hours completed.

The bivariate correlation matrix indicated that a student's high school grade point average is statistically correlated with number of university hours completed (.26). The regression equation also indicates a significant effect on the number of university hours completed variable. The unstandardized regression coefficient for high school grade point average (B=18.73) represents the completion of 18.73 hours for each increase of one point in high school grade point average. This indicates that high school grade point average has a significant effect on whether a student completes a larger number of hours at the university, when controlling for all other variables in the model. The null hypothesis is rejected. High school grade point average is a significant variable and must be included in the theory.

$H_{6\text{-}1}$: Students with weaker integration into the larger university community are likely to complete less university hours than students with stronger integration.

$H_{06\text{-}1}$: There is no relationship between integration into the larger university community and number of university hours completed.

The bivariate correlation matrix indicated that a student's integration into the larger university community is statistically correlated with number of university hours (ACTIVE, r=.24). However, the regression equation indicates an insignificant effect on the variable number of university hours completed. When controlling for all other variables in the model, the unstandardized regression coefficient attitudes regarding university activities (B= -2.63, p> .05) is no longer statistically significant. Similarly, the relationship between integration into the university community via campus living (CLIVING, B= 1.83, p> .05) is positive though not significant. Therefore, the null hypothesis is not rejected. When controlling for all other variables in the model, there is no relationship between integration into the larger university community and number of university hours completed.

$H_{7\text{-}1}$: Students with stronger integration into the university ethnic community, are likely to complete more university hours than students with weaker integration.

$H_{07\text{-}1}$: There is no relationship between integration into university ethnic community and number of university hours completed.

The bivariate correlation table indicated no statistically significant relationship between integration into university ethnic communities (-.04) and number of university hours completed. This is further confirmed by the presence of the non-significant standardized regression coefficient in the multivariate Table 15. The variable integration into the university ethnic community (B= 6.02, p> .05) when controlling for all other variables, is not statistically significant. The null hypothesis is not rejected, because there is no established relationship between integration into university ethnic community and number of university hours completed.

$H_{8\text{-}1}$: Students with stronger attachment to ethnic culture while at the University of Oklahoma are likely to complete more hours than students with weaker attachment.

$H_{08\text{-}1}$: There is no relationship between attachment to ethnic culture while at the University of Oklahoma and number of university hours completed.

The bivariate correlation table indicated no statistically significant relationship between the variables attachment to ethnic culture while at the University of Oklahoma (CETHNIC, -.01) and number of university hours completed. There is also a non-significant standardized regression coefficient in the multivariate analysis. The unstandardized beta for the variable attachment to ethnic culture (B= 2.69, p> .05) is not statistically significant. The null hypothesis is not rejected. There is no established relationship between a student's attachment to ethnic culture while at the University of Oklahoma, and number of university hours completed.

MULTIVARIATE ANALYSIS OF THE COMBINED SAMPLE WITH UNIVERSITY GRADE POINT AVERAGE AS THE DEPENDENT VARIABLE

The following analysis measures the effects of the independent variables on the dependent variable university grade point average. In order to determine initial relationships and the strength of those relationships, bivariate correlations, presented earlier, were calculated. A multivariate analysis was then performed to present a picture of the strength of the relationships between variables when controls are used. Lastly, the analysis concludes with an examination of all hypotheses based upon the information obtained from the bivariate and multivariate analyses.

As shown in the earlier bivariate correlation matrix, there are two independent variables which have a direct effect on university grade point average. They are attitude regarding OU's efforts to assist ethnic minority students (.22) and high school grade point average (.52). One of these, HSGPA, remains significant when controlling for the effects of all other variables in the multivariate analysis. One variable (presence of an on campus mentor) approaches, but does not reach, significance when controlling for all other variables. The variable attitude regarding university activities becomes significant in the multivariate analysis.

Table 16
Multivariate Regression for the Combined Sample with University Grade Point Average as the Dependent Variable

Variable	B	SE B	Beta	T	Sig T
UETHNIC	-.0895	.073	-.153	-1.231	.223
CETHNIC	.002893	.070	.005	.041	.967
ACTIVE	-.245	.101	-.387	-2.419●	.019
CLIVING	.07088	.093	.123	.766	.447
ASSIST	.07519	.121	.089	.622	.536
REACH	-.103	.121	-.124	-.853	.397
MENTOR	.138	.078	.225	1.766■	.082
NCORGS	.282	.406	.081	.695	.490
HSGPA	.599	.128	.511	4.679●	.000
CORGS	-.04504	.131	-.038	-.343	.733
Constant	-.02335	.947	-------	-.025	.980

● indicates significance ■ approaches significance

EXAMINATION OF THE HYPOTHESES

$H_{1\text{-}2}$: Students who report the presence of an on-campus mentor are likely to have a higher university grade point average than students who do not report the presence of an on campus mentor.

$H_{01\text{-}2}$: There is no relationship between the presence of an on campus mentor and university grade point average.

The bivariate correlation table indicated a non-significant relationship between the presence of an on-campus mentor and university grade point average (.13). The unstandardized regression coefficient in the multivariate analysis (B= 1.38, p> .05) is also not significant (though at least approaches statistical significance, t= 1.76). Therefore, the null hypothesis is not rejected. There is no established relationship between the presence of an on campus mentor and university grade point average.

$H_{2\text{-}2}$: The more positive the student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students, the higher the university grade point average.

$H_{02\text{-}2}$: There is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students and university grade point average.

The bivariate correlation matrix indicated that a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students is statistically correlated with university grade point average (.22). However, the regression yields the unstandardized beta of .075 ($p > .05$), which is not statistically significant. Therefore, the null hypothesis is not rejected. When controlling for all other variables in the model, there is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students and university grade point average.

$H_{3\text{-}2}$: The more positive a student's attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students, the higher the student's university grade point average.

$H_{03\text{-}2}$: There is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students and university grade point average.

The bivariate correlation table indicated no statistically significant relationship between the variables attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students and university grade point average (.10). This is further confirmed by the presence of the non-significant standardized regression coefficient in the multivariate analysis. The unstandardized regression coefficient, is -.10 ($p > .05$). The null hypothesis is not rejected. When controlling for the effects of all other variables in the model, there is no established relationship between attitudes regarding the University of Oklahoma's efforts to *reach out to* ethnic students and university grade point average.

$H_{4\text{-}2}$: Students who report membership strictly in cultural student organizations are likely to maintain higher university grade point averages than students who report membership strictly in non-cultural student organizations.

$H_{04\text{-}2}$: There is no relationship between a student's reported membership strictly in cultural or non-cultural student organizations and university grade point average.

The bivariate correlation table indicated no statistically significant relationship between membership strictly in cultural student organizations (.03) or, membership strictly in non-cultural student organizations (-.03) and university grade point average. This is also the case in the multivariate analysis. The unstandardized beta for the variable membership strictly in cultural organizations is $B = -.05$ ($p > .05$). The unstandardized beta for membership strictly in non-cultural organizations is $B = .28$, ($p > .05$). The null hypothesis is not rejected. There is no established

relationship between membership strictly in cultural student organizations and university grade point average, or between membership strictly in non-cultural student organizations and university grade point average, when controlling for all other variables in the model.

$H_{5\text{-}2}$: The higher the student's high school grade point average, the higher the student's university grade point average.

$H_{05\text{-}2}$: There is no relationship between a student's high school grade point average and university grade point average.

The bivariate correlation matrix indicated that a student's high school grade point average is statistically correlated with university grade point average (.52). The regression equation also indicates a significant effect on the university grade point average variable. The unstandardized regression coefficient for high school grade point average (B= .60, p> .05) represents an increase of .60 grade points for each increase of one point in high school grade point average. This indicates that high school grade point average has a significant effect on a student's university grade point average, when controlling for all other variables in the model. The null hypothesis is rejected. High school grade point average is a significant variable and must be included in the theory.

$H_{6\text{-}1}$: The weaker the student's integration into the larger university community, the lower the student's university grade point average.

$H_{06\text{-}1}$: There is no relationship between integration into the larger university community and university grade point average.

The bivariate correlation matrix indicated that a student's integration into the larger university community via attitudes regarding university activities is not statistically correlated with university grade point average (.03). The regression equation, however, indicates a significant effect on university grade point average. When controlling for all other variables in the model, the unstandardized regression coefficient for the variable attitude regarding university activities (B=.25, p<.05) becomes statistically significant. There is a decrease of .25 grade points for each increase on the independent variable. It is a significant relationship. The unstandardized regression coefficient for CLIVING (integration into the university community via campus living) is B= .08 (p> .05). The null hypothesis is rejected. When controlling for all other variables in the

model, there is a relationship between integration into the larger university community and university grade point average.

$H_{7\text{-}2}$: The stronger a student's integration into her/his respective university ethnic community, the higher the student's university grade point average.

$H_{07\text{-}2}$: There is no relationship between a student's integration into university ethnic community and university grade point average.

The bivariate correlation table indicated no statistically significant relationship between the variables integration into university ethnic community (-.19) and university grade point average. This is further confirmed by the presence of the non-significant standardized regression coefficient in the multivariate analysis. The unstandardized regression coefficient for integration into the university ethnic community is B= -.09, (p> .05). It is not statistically significant. The null hypothesis is not rejected. There is no established relationship between integration into university ethnic community and university grade point average.

$H_{8\text{-}2}$: The stronger a student's attachment to ethnic culture while at the University of Oklahoma, the higher the student's university grade point average.

$H_{08\text{-}2}$: There is no relationship between a student's attachment to ethnic culture while at the University of Oklahoma and university grade point average.

The bivariate correlation table indicated no statistically significant relationship between the variable of a student's attachment to ethnic culture while at the University of Oklahoma (attachment to culture while at OU -.07) and university grade point average. This is also the case in multivariate analysis. The unstandardized beta for the variable attachment to ethnic culture is B= .00, (p> .05). It is not statistically significant. The null hypothesis is not rejected. There is no established relationship between a student's attachment to ethnic culture, while at the University of Oklahoma, and university grade point average.

MULTIVARIATE ANALYSIS FOR THE COMBINED SAMPLE WITH GRADUATION AS THE DEPENDENT VARIABLE

The next set of analyses measures the effects of the independent variables on the dependent variable, graduation within four years. The dependent variable is measured by determining whether the student graduated in eight semesters. This information was obtained from University of Oklahoma records. It is dummy coded with 1 representing "yes" and 0 representing "no." A multivariate analysis was performed to present a picture of the strength of

the relationships between variables when controls are used. An examination of all hypotheses is performed based upon the information obtained from the bivariate and multivariate analyses using graduation within four years as the dependent variable.

As shown earlier in the bivariate correlation matrix, there is one independent variable which has a direct effect on rate of graduation, attitude regarding OU's efforts to assist ethnic minority students (.22). However, it does not remain significant when controlling for the effects of all other variables in the multivariate analysis.

Table 17
Multivariate Regressions for the Combined Sample with Graduation in Four Years as the Dependent Variable (N=102)

Variable	B	SE B	Beta	T	Sig T
UETHNIC	-.01378	.071	-.027	-.193	.848
CETHNIC	.167	.068	.310	2.471●	.016
ACTIVE	-.149	.096	-.272	-1.555	.125
CLIVING	.02406	.087	.048	.275	.784
ASSIST	.04067	.116	.056	.351	.727
REACH	.08513	.118	.118	.722	.473
MENTOR	.02471	.074	.048	.334	.739
NCORGS	.643	.394	.212	1.633	.108
HSGPA	.170	.120	.171	1.421	.160
CORGS	-.01121	.125	-.011	-.090	.929
Constant	-1.658	.924	------	-1.796	.077

● indicates significance ■ approaches significance

EXAMINATION OF THE HYPOTHESES

$H_{1\text{-}3}$: Students who report the presence of an on-campus mentor are more likely to graduate in four years than those students who do not report the presence of an on-campus mentor.

$H_{01\text{-}3}$: There is no relationship between the presence of an on campus mentor and graduation.

The bivariate correlation table indicated a non-significant relationship between the presence of a mentor and graduation in four years (.03). The unstandardized regression coefficient in the multivariate analysis (B= .02, p> .05) is also not significant. Therefore, the null hypothesis is not rejected. There is no established relationship between the presence of an on-campus mentor and graduation in four years.

$H_{2\text{-}3}$: Students with positive attitudes regarding the University of Oklahoma's efforts to *assist* ethnic students, are more likely to graduate in four years than students with negative attitudes.

$H_{02\text{-}3}$: There is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students and graduation in four years.

The bivariate correlation matrix indicated that attitudes regarding the University of Oklahoma's efforts to *assist* ethnic students is statistically correlated with graduation in four years (.22). However, the regression yields the unstandardized beta of B= .04 (p> .05), which is not statistically significant. Therefore, the null hypothesis is not rejected. When controlling for all other variables in the model, there is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students and graduation in four years.

$H_{3\text{-}3}$: The more positive students' attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students, the more likely the student is to graduate in four years.

$H_{03\text{-}3}$: There is no relationship between students' attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students and graduation in four years.

The bivariate correlation table indicated no statistically significant relationship between attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students and graduation in four years (.19). This also the case in the multivariate analysis. The unstandardized regression coefficient, is .09 (p>.05). The null hypothesis is not rejected. When controlling for the effects of all other variables in the model, there is no established relationship between attitudes regarding the University of Oklahoma's efforts to *reach out to* ethnic students and graduation in four years.

$H_{4\text{-}3}$: Students who report membership strictly in cultural student organizations are more likely to graduate in four years than students who report membership strictly in non-cultural student organizations.

$H_{04\text{-}3}$: There is no relationship between a student's reported membership strictly in cultural or non-cultural student organizations and graduation in four years.

The bivariate correlation table indicated no statistically significant relationship between the variables membership strictly in cultural student organizations (.01) or, membership strictly in non-cultural student organizations (.20) and graduation in four years. This is further confirmed by the presence of the non-significant standardized regression coefficients in the multivariate analysis. The unstandardized beta for the variable membership strictly in cultural organizations is B= -.01 (p>.05). The unstandardized beta for membership strictly in non-cultural organizations is B= .65, (p>.05). The null hypothesis is not rejected. There is no established relationship between membership strictly in cultural student organizations and graduation in four years, or between

membership strictly in non-cultural student organizations and graduation in four years, when controlling for all other variables in the model.

$H_{5\text{-}3}$: The higher the student's high school grade point average, the more likely it is that the student will graduate in four years.

$H_{05\text{-}3}$: There is no relationship between a student's high school grade point average and graduation in four years.

The bivariate correlation matrix indicated that a student's high school grade point average is not statistically correlated with graduation in four years (.19). The regression equation also indicates a non-significant effect on graduation in four years. The unstandardized regression coefficient for high school grade point average is B=.17, (p>.05). The null hypothesis is not rejected.

$H_{6\text{-}3}$: The weaker the student's integration into the larger university community, the less likely it is that the student will graduate in four years.

$H_{06\text{-}3}$: There is no relationship between integration into the larger university community and graduation in four years.

The bivariate correlation matrix indicated that a student's integration into the larger university community via attitudes regarding university activities is not statistically correlated with graduation in four years (.11). The regression equation also indicates a non-significant effect on graduation in four years. When controlling for all other variables in the model, the unstandardized regression coefficient for the variable attitude regarding university activities (B= -.15, p>.05) is not statistically significant. The unstandardized regression coefficient for integration into the university community via campus living is B= -.17 (p>.05). The relationship is not significant. The null hypothesis is not rejected. When controlling for all other variables in the model, there is no relationship between integration into the larger university community and graduation in four years

$H_{7\text{-}3}$: The stronger a student's integration into her/his respective university ethnic community, the more likely it is that the student will graduate in four years.

$H_{07\text{-}3}$: There is no relationship between a student's integration into university ethnic community and graduation in four years.

The bivariate correlation table indicated no statistically significant relationship between the variables integration into university ethnic community (-.14) and graduation in four years. This is further confirmed by the presence of the non-significant standardized regression coefficient in the

multivariate analysis. The unstandardized regression coefficient for integration into the university ethnic community is B= -.01, (p>.05). It is not statistically significant. The null hypothesis is not rejected. There is no established relationship between integration into university ethnic community and graduation in four years.

$H_{8\text{-}3}$: The stronger a student's attachment to ethnic culture while at the University of Oklahoma, the more likely it is that the student will graduate in four years.

$H_{08\text{-}3}$: There is no relationship between a student's attachment to ethnic culture while at the University of Oklahoma and graduation in four years.

The bivariate correlation table indicated no statistically significant relationship between the variable student's attachment to ethnic culture while at the University of Oklahoma (.17) and graduation in four years. The unstandardized regression coefficient for attachment to ethnic culture (B= .17, p<.05) represents an increase of .11 in the probability of graduation in four years for each increase on the independent variable. Attachment to ethnic culture while at OU becomes statistically significant in the multivariate analysis, therefore exhibiting a probable suppressor effect. The null hypothesis is rejected. There is an established relationship between a student's attachment to ethnic culture while at the University of Oklahoma, and graduation in four years.

ANALYSIS OF AFRICAN-AMERICAN GROUP

The African-American population at the University of Oklahoma is one of the largest groups of ethnic minority students enrolled at the University of Oklahoma. At the onset of this research, the goal was to obtain enough data from members of each group (African-Americans, Native Americans and Hispanics) to perform separate analyses. The only group which provided enough data for an analysis (independent of the larger group) is the sub-sample of African-American students. The high response rate is most likely attributed to the integration of the researcher (whom many of the respondents either knew, or knew of) into the campus African-American community. A separate analysis provides added information to the current dialogue regarding the retention and success of African-American university students in the United States.

INTEGRATION INTO UNIVERSITY COMMUNITY

Respondents provided information on their integration into the larger university community of the University of Oklahoma via a four point Likert item scale. The items stress issues of

campus activities, as well as factors involved with the living arrangements of the respondents. The scale includes the following responses: strongly disagree, disagree, agree, and strongly agree. The items RHALLS1 (Has respondent lived in the residence halls?) and GREEKS1 (Has the respondent pledged a Greek letter organization?) were both dummy coded with 1 representing "yes" and 0 representing "no." Lower scores indicate negative responses and higher scores indicate positive responses. The items, their means and standard deviations are as follows:

Table 18
Means & Standard Deviations for the Items in the Scale Measuring "Integration into the University Community" (N=68)

#	Item	Mean	SD
1	OU attempts to involve all students in university activities (UNIVACTS)	2.08	.72
2	Has respondent lived in the residence halls? (RHALLS1)	.87	.34
3	Extracurricular activities on campus reflect my interests. (CAMPACTS)	2.49	.79
4	Has the respondent pledged a Greek letter organization? (GREEKS1)	.36	.48

Principal components analysis and eigenvalues are presented below in Table 19. The eigenvalues provide an indication of the number of underlying factors measured by the four items. Both the scree test and Kaiser's rule indicate that two of these items measure one underlying variable which is referred to as attitude regarding university activities. The items and their factor loadings (using Varimax rotation) are summarized in Table 20.

Table 19
Eigenvalues for the Items in the Scale Measuring "Integration into the University Community" (N=68)

Variable	Communality	Factor	Eigenvalue	percent of Var.	Cum Pct
CAMPACTS	1.00000	1	1.51	37.7	37.7
GREEKS1	1.00000	2	1.07	26.7	64.4
RHALLS1	1.00000	3	.87	21.8	86.2
UNIVACTS	1.00000	4	.55	13.8	100.0

Table 20
Rotated Factor Matrix for the Items in the Scale Measuring "Integration into the University Community" (N=68)

	Factor 1	Factor 2
CAMPACTS	.81◆	.06
GREEKS1	.57	.17
RHALLS1	.09	.93◆
UNIVACTS	.71◆	.01

The variable ACTIVE is derived from the two variables CAMPACTS and UNIVACTS; RHALLS1 will stand alone as a second variable. The variable "Has the students lived in the residence

halls?" (RHALLS1) does not factor into the scale. The new variable (ACTIVE) is a measure of students attitudes regarding university activities. RHALLS1 provides a measure of the students' on campus living arrangements. The alpha reliability coefficient for the scale ACTIVE is .56. The second factor contains only one item; hence, it remains a variable rather than a scale and has not alpha reliability coefficient. The RHALLS1 variable will be left out of the analysis since ACTIVE contains the substance intended by these three items.

Table 13 contains a summary of the dependent and independent variables used in the analyses to follow. ACTIVE (attitude regarding university activities), CETHNIC (attachment to ethnic culture) and UETHNIC (integration into the African-American campus community) are composite scales created as described in the preceding pages on the basis of factor analyses. The remaining are single item variables.

INTEGRATION INTO UNIVERSITY AFRICAN-AMERICAN COMMUNITY

Respondents also provided information on their integration into the African-American university community on the University of Oklahoma campus. This scale addresses issues important to the African-American community on campus. Again, they responded to each of the following seven items using the four-point Likert response format.

Table 21
Means & Standard Deviations of Items Measuring the Scale "Integration into University African-American Community" (N=68)

#	Item	Mean	SD
1	It is important to keep up w/ issues important to the African-American community @ OU. (BLKISSUE)	3.618	.55
2	I have a strong attachment to other African-Americans at OU. (ATTACHMT)	3.118	.84
3	I am very concerned about the problems African-Americans have at OU. (CONCERND)	3.456	.66
4	African-American representation at OU is important in all organizations, activities, etc. (AFAMREP)	3.515	.66
5	African-American faculty and staff representation in all departments is important at OU. (FACSTAFF)	3.632	.64
6	We as African-Americans should develop our own programs & organizations, etc., and not be dependent on White organizations and support while on campus. (OWNPROGS)	3.103	.76
7	African-Americans have a distinct culture at OU that is worth protecting & documenting. (DISTINCT)	3.470	.71

The principle component analysis of these seven items indicates two underlying factors. The eigenvalues presented in Table 22 show two eigenvalues larger than one and two eigenvalues before the first break in the distribution of the values.

Table 22

Eigenvalues for Items Measuring the Scale "Integration into University African-American Community" (N=68)

Variable	Communality	Factor	Eigenvalue	Percent of Var.	Cum Pct
BLKSSUE	1.00000	1	2.86	40.8	40.8
ATTACHMT	1.00000	2	1.07	15.2	56.0
CONCERND	1.00000	3	.94	13.4	69.5
AFAMREP	1.00000	4	.86	12.3	81.8
FACSTAFF	1.00000	5	.52	7.5	89.2
OWNPROGS	1.00000	6	.42	6.0	95.3
DISTINCT	1.00000	7	.33	4.7	100.0

One factor is derived from six of the seven variables. It is labeled UETHNIC. The items and their factor loadings (using Varimax rotations) are summarized in Table 23.

Table 23

Factor Matrix for Items Measuring the Scale "Integration into University African-American Community" (N=68)

Variable	Factor 1	Factor 2
CONCERND	.81▪	.10
ATTACHMT	.70▪	.28
BLKISSUE	.69▪	.01
AFAMREP	.67▪	-.07
FACSTAFF	.62▪	-.50
DISTINCT	.61▪	.08
OWNPROGS	.17	.85◆

The new variable, "integration into university ethnic community," i.e., UETHNIC (integration into the university ethnic community), is created by converting the data from the variables BLKISSUE, ATTACHMT, CONCERND, AFAMREP, FACSTAFF, and DISTINCT into z scores and adding them together. The factor loadings, all larger than .60, provide a strong indication that the items measure one construct. The variable integration into university ethnic community measures the extent to which the respondent is integrated into the university's ethnic community. By factor analysis and Varimax rotation of the matrix, the variables, CONCERND (concern regarding the problems African-Americans have at OU), ATTACHMT (strong attachment to other African-Americans at OU), BLKISSUE (the importance of keeping up w/ issues important to the African-American community at OU), AFAMREP (African-American representation in all organizations at OU), FACSTAFF (African-American faculty and staff representation at OU) and DISTINCT (African-Americans have a distinct culture at OU that is worth protecting & documenting) indicate the measure of one underlying construct. Thus, the new variable (UETHNIC, integration into the university ethnic community) is created. The second factor contains only one items; hence it remains a variable rather than a scale and has no alpha reliability coefficient. The OWNPROGS

variable will be left out of the analysis since UETHNIC (integration into the university ethnic community) contains the substance intended by these seven items. The previous variables no longer form one scale. The alpha reliability for the scale UETHNIC (integration into the university ethnic community) is .73.

ATTACHMENT TO ETHNIC CULTURE WHILE AT OU

The third scale addresses attachment to ethnic culture while at the University of Oklahoma. It is designed to measure the respondents' attachment to ethnic culture while a student at the university. Participants provided information by responding to the following items with the four-point Likert response format:

Table 24

Means & Standard Deviations for the Items in the Scale Measuring "Attachment to Culture while at OU" (N=68)

#	Item	Mean	SD
1	African-Americans at OU are knowledgeable about their heritage. (KNOWLEDG)	2.333	.752
2	An African-American studies program is an important part of an African-American student's college program. (AFAMSTUD)	3.369	.762
3	It is preferable for African-American people to live in African-American communities. (COMUNITY)	2.431	.829

The principle components analysis and eigenvalues presented in Table 25 reveal two factors, as there are two eigenvalues larger than one.

Table 25

Eigenvalues for the Items in the Scale Measuring "Attachment to Culture while at OU" (N=68)

Variable	Communality	Factor	Eigenvalue	percent of Var.	Cum Pct
AFAMSTUD	1.00000	1	1.11	37.1	37.1
COMUNITY	1.00000	2	1.05	34.9	72.0
KNOWLEDG	1.00000	3	.84	28.0	100.0

The two items measure one underlying variable which will be called CETHNIC (attachment to ethnic culture). The items and their factor loadings are summarized below in Table 26.

Table 26

Rotated Factor Matrix for the Items in the Scale Measuring "Attachment to Culture while at OU" (N=68)

	Factor 1	Factor 2
AFAMSTUD	-.13	.87•
COMUNITY	.62•	.53
KNOWLEDG	.83•	-.22

The CETHNIC variable is derived from the two variables COMUNITY and KNOWLEDG; AFAMSTUD will stand by itself as a second variable. The new variable, "importance of the African-American studies programs" (AFAMSTUD) does not factor into the scale. The new

variable (CETHNIC) is a measure of students' attachment to ethnic culture while at OU. The variables COMUNITY (It is preferable for [ethnic] people to live in [ethnic] communities) and KNOWLEDG (African-Americans at OU are knowledgeable about their heritage) create the scale. AFAMSTUD (An [ethnic] studies program is an important part of an [ethnic] student's college program) provides a measure of the respondent's attitude regarding the presence of African-American Studies Programs. The variables of the importance of living in ethnic communities, the importance of an ethnic college course of study and knowledge of heritage no longer represent one scale. The alpha reliability coefficient for the scale CETHNIC (attachment to ethnic culture) is weak -- .18. The second factor contains only one item; hence, it remains a variable rather than a scale and has no alpha reliability coefficient. The AFAMSTUD variable will be left out of the analysis since CETHNIC contains the substance intended by these three items.

In order to determine relationships and the strength of those relationships a correlation matrices was constructed for all variables in the model. A multivariate analysis was then performed to present a picture of the strength of the relationships between variables when controls are used. Lastly, an examination of all hypotheses is performed based upon the information obtained from the bivariate and multivariate analyses.

FINDINGS FOR THE AFRICAN-AMERICAN SAMPLE WITH NUMBER OF HOURS COMPLETED AS THE DEPENDENT VARIABLE

Table 27 contains the means and standard deviations for all the independent and dependent variables in the analysis. Included in the bivariate correlation matrix are the same variables. In an examination of the independent variables and their potential effects on success -- HOURS, UGPA, and GRAD -- only one of them, HSGPA .(25) displays a marginally significant correlation with number of hours completed (HOURS); the variable HSGPA (.46) also displays a significant correlation to the dependent variable university grade point average (UGPA) and none of the variables displays a significant correlation with the dependent variable graduation in four years (GRAD). In the bivariate analysis these results indicate that students in the cohort who had higher high school grade point averages are most likely to complete a higher number of hours than students with lower high school grade point averages. HSGPA is also significantly correlated with UGPA, indicating that those students with higher high school grade point averages are more

likely to have higher university grade point averages. The bivariate correlations do not present significant relationships between any of the independent variables and the dependent variable graduation in four years.

Included in the bivariate correlation matrix are all variables present in the model, both dependent and independent. Bivariate correlations (n=68) are presented in Table 27. In an examination of the independent variable and their effects on number of hours completed, eight of the variables in the column labeled "HOURS," are in the expected direction. One of the variables is in the expected direction. Of the independent variables, one of them is significantly correlated with two of the dependent variables; high school grade point average and its effect on hours earned and university grade point average.

There are also significant relationships among other variables in the matrix. There are four variables which are positively and significantly correlated with the variable ACTIVE, which measures students' attitudes regarding university activities. The variable ASSIST (.34) is significant at the $p<.01$ level. ASSIST measures attitudes regarding the University of Oklahoma's efforts to assist ethnic minority students. A similar measure is students' attitudes regarding the university's efforts to reach out the ethnic minority students (attitude regarding OU's efforts to reach out to ethnic minority students, .37) The relationship between attitude regarding OU's efforts to assist ethnic minority students and presence of an on-campus mentor (.31) is likely an indication that those students who have positive attitudes regarding university activities are also likely to report the presence of and on-campus mentor. The fourth variable which is correlated with attitude regarding OU's efforts to assist ethnic minority students is attachment to African-American culture while at OU (CETHNIC, .30) this suggests that those students who are more likely to hole positive attitudes regarding OU's efforts to assist ethnic students are also likely to have higher attachment to African-American culture while at OU.

There is one variable which is correlated with ASSIST (attitudes regarding OU's efforts to assist ethnic minority students) -- attitudes regarding OU's efforts to reach out to ethnic students (REACH, .66). The relationship indicates that student with positive attitudes toward OU's efforts to assist will likely also have positive attitudes toward OU's efforts to reach out to students.

Additionally, the one variable which is significantly and positively correlated with attachment to African-American culture while at OU is presence of an on-campus mentor (.25). The relationship suggests that the stronger the attachment to African-American culture while at OU, the more likely the student is to report the presence of an on-campus mentor. CORGS is significantly and positively correlated with two variables, presence of an on-campus mentor (.35) and UETHNIC (integration into the university African-American community, .46). The correlation between CORGS and presence of an on-campus mentor suggest that students who report membership strictly in cultural organizations are also likely to report the presence of an on-campus mentor. The relationship between CORGS and integration into the university African-American community indicates that those students who report membership strictly in cultural organizations are also likely to have a higher level of integration into the ethnic community. The final bivariate correlation is between presence of an on-campus mentor and integration into the university African-American community (.46). The relationship between these two variables likely indicates that those students reporting the presence of an on-campus mentor are likely to exhibit higher levels of integration into the university ethnic community.

Table 27
Bivariate Correlation for the African-American Sample with Number of Hours Completed, University Grade Point Average and Graduation in Four Years as the Dependent Variable (N=68)

	HOURS	UGPA	GRAD	ACTIVE	ASSIST	CETHNIC	CORGS	HSGPA	MENTOR	NCORGS	REACH	UETHNIC
HOURS	1.000											
UGPA	—	1.000										
GRAD	—	—	1.000									
ACTIVE	.21	-.05	.17	1.000								
ASSIST	.08	.02	.03	.34▲	1.000							
CETHNIC	.11	-.13	-.07	.30▲	.14	1.000						
CORGS	.02	.06	.22	.21	-.15	.07	1.000					
HSGPA	.25◆	.46★	.08	.06	-.03	.06	.11	1.000				
MENTOR	.07	.20	.07	.31▲	.06	.25◆	.35▲	.01	1.000			
NCORGS	.04	-.09	-.16	.09	.07	-.09	.07	.01	.08	1.000		
REACH	.02	-.08	.04	.37▲	.66★	.17	-.03	-.08	.04	.07	1.000	
UETHNIC	.03	-.07	.08	.13	-.12	.18	.46★	.01	.46★	-.15	-.09	1.000
Mean	128.11	2.72	.48	.00	2.39	-.00	2.97	3.34	2.59	1.51	2.16	.00
SD	27.85	.56	.50	1.00	.67	1.00	1.34	.49	.97	.82	.64	1.00

◆p < .05 ▲p < .01 ★p < .001

MULTIVARIATE ANALYSIS FOR THE AFRICAN-AMERICAN SAMPLE WITH NUMBER OF HOURS COMPLETED AS THE DEPENDENT VARIABLE

Multivariate analysis, presented in Table 28, indicated that those students with higher high school grade point averages (14.32) are likely to have completed more university hours than

those students with lower high school grade point averages. HSGPA has a direct effect on number of hours completed in both the bivariate correlation matrix (.25) and the multivariate table (14.32) where, when controlling for all other variables in the model, it approaches significance.

Table 28

Multivariate Regression for the African-American Sample with Number of Hours Completed as the Dependent Variable (N=68)

Variable	B	SE B	Beta	T	Sig T
ACTIVE	6.266	4.445	.220	1.410	.165
ASSIST	2.264	7.399	.054	.306	.761
CETHNIC	1.690	3.966	.060	.426	.672
CORGS	-.543	3.418	-.025	-.159	.874
HSGPA	14.322	7.532	.251	1.902■	.063
MENTOR	-.427	4.543	-.015	-.094	.925
NCORGS	-.342	4.710	-.010	-.073	.942
REACH	-3.812	7.782	-.087	-.490	.626
UETHNIC	-.724	4.700	-.025	-.154	.878
Constant	86.681	33.561	-----	2.583	.013

● indicates significance ■ approaches significance

EXAMINATION OF THE HYPOTHESES

$H_{1\text{-}4}$: Students who report the presence of an on-campus mentor are likely to complete more university hours than students who do not report the presence of an on-campus mentor.

$H_{01\text{-}4}$: There is no relationship between the presence of an on campus mentor and completion of university hours.

The bivariate correlation table indicated a non-significant relationship between the presence of an on-campus mentor and number of hours completed (.07). The unstandardized regression coefficient in the multivariate analysis (B= -.43, p>.05) is also not significant. Therefore, the null hypothesis is not rejected. There is no established relationship between the presence of an on campus mentor and number of hours completed.

$H_{2\text{-}4}$: Students with positive attitudes regarding the University of Oklahoma's efforts to *assist* ethnic students, are likely to complete more university hours than students with negative attitudes.

$H_{02\text{-}4}$: There is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students and number of university hours completed.

The bivariate correlation matrix indicated that a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students is statistically correlated with number of hours earned (.08). However, the regression yields the unstandardized beta of .2.26, which is not statistically significant. Therefore, the null hypothesis is not rejected. When controlling for all

other variables in the model, there is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students and number of hours earned.

$H_{3\text{-}4}$: Students with positive attitudes regarding the University of Oklahoma's efforts to *reach out to* ethnic students, are likely to complete more university hours than students with negative attitudes.

$H_{03\text{-}4}$: There is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students and number of university hours completed.

The bivariate correlation table indicated no statistically significant relationship between the variables attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students and number of hours completed (.02). This is further confirmed by the presence of the non-significant standardized regression coefficient in the multivariate analysis. The unstandardized regression coefficient, is -3.81 ($p > .05$). The null hypothesis is not rejected. When controlling for the effects of all other variables in the model, there is no established relationship between attitudes regarding the University of Oklahoma's efforts to *reach out to* ethnic students and number of hours completed

$H_{4\text{-}4}$: Students who report membership strictly in cultural student organizations are likely to complete a higher number of university hours than students who report membership strictly in non-cultural student organizations.

$H_{04\text{-}4}$: There is no relationship between reported membership strictly in cultural or non-cultural student organizations and number of university hours completed.

The bivariate correlation table indicated no statistically significant relationship between the variables membership strictly in cultural student organizations (.02) or, membership strictly in non-cultural student organizations (.04) and number of hours completed. This is also the case in the multivariate analysis. The unstandardized beta for the variable membership strictly in cultural organizations is B= -.54 ($p > .05$). The unstandardized beta for membership strictly in non-cultural organizations is B= -.34, ($p > .05$). The null hypothesis is not rejected. There is no established relationship between membership strictly in cultural student organizations and university grade point average, or between membership strictly in non-cultural student organizations and number of hours completed, when controlling for all other variables in the model.

$H_{5\text{-}4}$: The higher the student's high school grade point average, the higher the number of college hours earned.

$H_{05\text{-}4}$: There is no relationship between a student's high school grade point average and hours earned.

The bivariate correlation matrix indicated that a student's high school grade point average is statistically correlated with number of hours completed (.25). The regression equation also indicates a significant effect on the number of hours earned variable. The unstandardized regression coefficient for high school grade point average (B= 14.32) represents an increase of 14.32 grade points for each increase of one point in high school grade point average. This indicates that high school grade point average approaches a significant effect on a student's number of hours completed, when controlling for all other variables in the model. The null hypothesis, however, may not be rejected. High school grade point average has a marginal, rather than significant effect on number of hours completed.

$H_{6\text{-}4}$: Students with weaker integration into the larger University of Oklahoma community are less likely to complete more college hours than students with stronger integration.

$H_{06\text{-}4}$: There is no relationship between integration into the larger University of Oklahoma community and the completion of more college hours.

The bivariate correlation matrix indicated that a student's integration into the larger university community via attitudes regarding university activities is not statistically correlated with number of hours completed (.21). The regression equation does not indicate a significant effect on number of hours completed. When controlling for all other variables in the model, the unstandardized regression coefficient for the variable attitude regarding university activities (B= 6.27, $p > .05$) is not statistically significant. The null hypothesis is not rejected. When controlling for all other variables in the model, there is no relationship between integration into the larger university community and number of hours completed.

$H_{7\text{-}4}$: Students exhibiting stronger integration into the university African-American community, are likely to complete more university hours than students with weaker integration.

$H_{07\text{-}4}$: There is no relationship between a student's integration into university African-American community and the number of college hours completed.

The bivariate correlation table indicated no statistically significant relationship between the variables integration into university ethnic communities (.03) and number of hours completed. This is further confirmed by the presence of the non-significant standardized regression coefficient in the multivariate analysis. The unstandardized regression coefficient for integration into the

university ethnic community is B= -.73, (p>.05). It is not statistically significant. The null hypothesis is not rejected. There is no established relationship between integration into university ethnic community and number of hours completed.

$H_{8\text{-}4}$: The stronger a student's attachment to ethnic culture while at the University of Oklahoma, the more college hours the student will complete.

$H_{08\text{-}4}$: There is no relationship between a student's attachment to ethnic culture while at the University of Oklahoma and the number of hours earned.

The bivariate correlation table indicated no statistically significant relationship between the variable of a student's attachment to ethnic culture while at the University of Oklahoma (.11) and number of hours completed. This is further indicated by the presence of the non-significant standardized regression coefficients in multivariate Table 28. The unstandardized beta for the variable attachment to ethnic culture is B= 1.69, (p> .05). It is not statistically significant. The null hypothesis is not rejected. There is no established relationship between a student's attachment to ethnic culture, while at the University of Oklahoma, and number of hours completed.

MULTIVARIATE ANALYSIS FOR THE AFRICAN-AMERICAN SAMPLE WITH UNIVERSITY GRADE POINT AVERAGE AS THE DEPENDENT VARIABLE

As shown earlier in the bivariate correlation matrix, there is one independent variable that has a significant direct effect on university grade point average -- high school grade point average. In the multivariate analysis, HSGPA maintains its significant effect (B= .47, p < .01) when controlling for the effects of all other variables in the model. One other variable, presence of an on-campus mentor (B= .22, p< .01) also displays a significant relationship in the multivariate analysis.

Table 29
Multivariate Regression for the African-American Sample with University Grade Point Average as the Dependent Variable (N=68)

Variable	B	SE B	Beta	T	Sig T
ACTIVE	-.07796	.078	-.139	-.1005	.320
ASSIST	.107	.129	.129	.826	.412
CETHNIC	-.07645	.082	-.135	-.930	.356
CORGS	.007381	.059	.017	.124	.901
HSGPA	.468	.132	.415	3.551	.001
MENTOR	.220	.079	.389	2.769	.008
NCORGS	-.01767	.082	-.026	-.215	.831
REACH	-.06284	.136	-.072	-.461	.646
UETHNIC	-.106	.069	-.191	-1.533	.131
Constant	.477	.588	----	.812	.420

EXAMINATION OF THE HYPOTHESES

$H_{1\text{-}5}$: Students who report the presence of an on-campus mentor are likely to have higher university grade point average than those students who do not report the presence of an on-campus mentor.

$H_{01\text{-}5}$: There is no relationship between the presence of an on-campus mentor and university grade point average.

The bivariate correlation table indicated a non-significant relationship between the presence of an on-campus mentor and university grade point average (.20). The unstandardized regression coefficient for MENTOR (B= .22, $p < .05$) represents an increase of .22 grade points for reporting the presence of an on-campus mentor. This indicates that presence of an on-campus mentor has a significant effect on a student's university grade point average, when controlling for all other variables in the model. The null hypothesis is rejected. There is a relationship between the presence of an on campus mentor and university grade point average.

$H_{2\text{-}5}$: The more positive the student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students, the higher the student's university grade point average.

$H_{02\text{-}5}$: There is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students and university grade point average.

The bivariate correlation matrix indicated that a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students is statistically correlated with university grade point average (.02). However, the regression yields the unstandardized beta of .11 ($p > .05$), which is not statistically significant. Therefore, the null hypothesis is not rejected. When controlling for all other variables in the model, there is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students and university grade point average.

$H_{3\text{-}5}$: The more positive a student's attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students, the higher the student's university grade point average.

$H_{03\text{-}5}$: There is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students and university grade point average.

The bivariate correlation table indicated no statistically significant relationship between the attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students and graduation in four years (-.08). This is also the case in the multivariate analysis. The unstandardized regression coefficient, is B= -.06 ($p > .05$). The null hypothesis is not rejected. When controlling for the effects of all other variables in the model, there is no established

relationship between attitudes regarding the University of Oklahoma's efforts to *reach out to* ethnic students and university grade point average.

$H_{4\text{-}5}$: Students who report membership strictly in cultural student organizations are likely to maintain higher university grade point averages than students who report membership strictly in non-cultural student organizations.

$H_{04\text{-}5}$: There is no relationship between membership strictly in cultural or non-cultural student organizations and university grade point average.

The bivariate correlation table indicated no statistically significant relationship between the variables membership strictly in cultural student organizations (.06) or, membership strictly in non-cultural student organizations (-.09) and university grade point average. This is further confirmed by the presence of the non-significant standardized regression coefficient in the multivariate analysis. The unstandardized beta for the variable membership strictly in cultural organizations is B= .01 (p> .05). The unstandardized beta for membership strictly in non-cultural organizations is B =-.02, (p> .05). The null hypothesis is not rejected. There is no established relationship between membership strictly in cultural student organizations and university grade point average, or between membership strictly in non-cultural student organizations and university grade point average, when controlling for all other variables in the model.

$H_{5\text{-}5}$: The higher the student's high school grade point average, the higher the student's university grade point average.

$H_{05\text{-}5}$: There is no relationship between a student's high school grade point average and university grade point average.

The bivariate correlation matrix indicated that a student's high school grade point average is statistically correlated with university grade point average (.46). The regression equation also indicates a significant effect on the university grade point average variable. The unstandardized regression coefficient for high school grade point average (B= .47, p> .05) represents an increase of .47 grade points for each increase of one point in high school grade point average. This indicates that high school grade point average has a significant effect on a student's university grade point average, when controlling for all other variables in the model. The null hypothesis is rejected. High school grade point average is a significant variable and must be included in the theory.

$H_{6\text{-}5}$: The weaker the student's integration into the larger university community, the lower the student's university grade point average.

$H_{06\text{-}5}$: There is no relationship between integration into the larger university community and university grade point average.

The bivariate correlation matrix indicated that a student's integration into the larger university community via attitudes regarding university activities is not statistically correlated with university grade point average (-.05). The regression equation also indicates no significant effect on university grade point average. When controlling for all other variables in the model, the unstandardized regression coefficient for the variable attitude regarding university activities (B= -.08, p> .05) is not statistically significant. The null hypothesis is not rejected. When controlling for all other variables in the model, there is no relationship between integration into the larger university community and university grade point average.

$H_{7\text{-}5}$: The stronger a student's integration into the university African-American community, the higher the student's university grade point average.

$H_{07\text{-}5}$: There is no relationship between a student's integration into university African-American community and university grade point average.

The bivariate correlation table indicated no statistically significant relationship between the variables integration into university ethnic communities (-.07) and university grade point average. This is also the case in the multivariate analysis. The unstandardized regression coefficient for integration into the university ethnic community is B= -.11, (p> .05). It is not statistically significant. The null hypothesis is not rejected. There is no established relationship between integration into university ethnic community and university grade point average.

$H_{8\text{-}5}$: The stronger a student's attachment to African-American culture while at the University of Oklahoma, the higher the student's university grade point average.

$H_{08\text{-}5}$: There is no relationship between a student's attachment to African-American culture while at the University of Oklahoma and university grade point average.

The bivariate correlation table indicated no statistically significant relationship between a student's attachment to ethnic culture while at the University of Oklahoma (attachment to culture while at OU -.13 and university grade point average. This is further confirmed by the presence of the non-significant standardized regression coefficient in multivariate analysis. The unstandardized beta for the variable attachment to ethnic culture is B= -.08, (p< .05). It is not

statistically significant. The null hypothesis is not rejected. There is no established relationship between a student's attachment to ethnic culture, while at the University of Oklahoma and university grade point average.

MULTIVARIATE ANALYSIS FOR THE AFRICAN-AMERICAN SAMPLE WITH GRADUATION IN FOUR YEARS AS THE DEPENDENT VARIABLE

Multivariate analysis indicates that none of the independent variables has a significant impact on graduation in four years when controlling for the effects of the other variables in the model. One of the variables, CORGS (membership strictly in cultural organizations) approaches significance.

Table 30

Multivariate Regressions for the African-American Sample with Graduation in Four Years as the Dependent Variable (N=68)

Variable	B	SE B	Beta	T	Sig T
ACTIVE	.08301	.077	.165	1.072	.288
ASSIST	-.00198	.129	-.003	-.015	.988
CETHNIC	-.08043	.069	-.161	-1.166	.249
CORGS	.112	.059	.295	1.902	.063
HSGPA	.02089	.131	.021	.159	.874
MENTOR	.00551	.079	.003	.020	.984
NCORGS	-.122	.082	-.199	-1.485	.143
REACH	.06469	.136	.008	.048	.962
UETHNIC	-.04705	.082	-.093	-.574	.568
Constant	.238	.586	-----	.406	.686

EXAMINATION OF THE HYPOTHESES

$H_{1\text{-}6}$: Students who report the presence of an on-campus mentor are more likely to graduate in four years than those students who do not report the presence of an on-campus mentor.

$H_{01\text{-}6}$: There is no relationship between the presence of an on-campus mentor and graduation in four years.

The bivariate correlation table indicated a non-significant relationship between the presence of an on-campus mentor and graduation in four years (.07). The unstandardized regression coefficient in the multivariate analysis (B= .01, p> .05) is also not significant. Therefore, the null hypothesis is not rejected. There is no established relationship between the presence of an on-campus mentor and university grade point average.

$H_{2\text{-}6}$: The more positive the student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students, the more likely the student is to graduate in four years.

$H_{02\text{-}6}$: There is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students and graduation in four years.

The bivariate correlation matrix indicated that a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students is not statistically correlated with graduation in four years (.03, p> .05). The regression yields the unstandardized beta of -.00, which is not statistically significant. Therefore, the null hypothesis is not rejected. When controlling for all other variables in the model, there is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *assist* ethnic students and university grade point average.

$H_{3\text{-}6}$: The more positive a student's attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students, the more likely the student is to graduate in four years.

$H_{03\text{-}6}$: There is no relationship between a student's attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students and graduation in four years.

The bivariate correlation table indicated no statistically significant relationship between the variables attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students and graduation in four years (.04). This is also the case in the multivariate analysis. The unstandardized regression coefficient, is .06 (p>.05). The null hypothesis is not rejected. When controlling for the effects of all other variables in the model there is no established relationship between attitude regarding the University of Oklahoma's efforts to *reach out to* ethnic students and graduation in four years.

$H_{4\text{-}6}$: Students who report membership strictly in cultural student organizations are more likely to graduate in four years than students who report membership strictly in non-cultural student organizations.

$H_{04\text{-}6}$: There is no relationship between membership strictly in cultural or non-cultural student organizations and graduation in four years.

The bivariate correlation table indicated no statistically significant relationship between membership strictly in cultural student organizations (.22) or, membership strictly in non-cultural student organizations (-.16) and graduation in four years. This is further confirmed by the presence of the non-significant standardized regression coefficient in the multivariate analysis. The unstandardized beta for the variable membership strictly in cultural organizations is B= .11 (p> .05). The unstandardized beta for membership strictly in non-cultural organizations is B= -.12, (p> .05). The null hypothesis is not rejected. Though CORGS approaches, it is not significant. There is no established relationship between membership strictly in cultural student organizations

and university grade point average, or between membership strictly in non-cultural student organizations and graduation in four years, when controlling for all other variables in the model.

$H_{5\text{-}6}$: The higher the student's high school grade point average, the more likely it is that the student will graduate in four years.

$H_{05\text{-}6}$: There is no relationship between a student's high school grade point average and graduation in four years.

The bivariate correlation matrix indicated that a student's high school grade point average is statistically correlated with graduation in four years (.08). However, the unstandardized regression coefficient for high school grade point average (B= .02, p> .05) does not have a significant effect on graduation in four years, when controlling for all other variables in the model. The null hypothesis is not rejected.

$H_{6\text{-}6}$: The weaker the student's integration into the larger university community, the less likely it is that the student will graduate in four years.

$H_{06\text{-}6}$: There is no relationship between integration into the larger university community and graduation in four years.

The bivariate correlation matrix indicated that a student's integration into the larger university community via attitudes regarding university activities is not statistically correlated with graduation in four years (.17). The regression equation also indicates a non-significant effect on graduation in four years. The unstandardized regression coefficient for the variable attitude regarding university activities (B= .08, p> .05) is not statistically significant when controlling for all other variables in the model. The null hypothesis is not rejected. There is no relationship between integration into the larger university community and graduation within four years.

$H_{7\text{-}6}$: The stronger a student's integration into the university African-American community, the more likely it is that the student will graduate in four years.

$H_{07\text{-}6}$: There is no relationship between a student's integration into university African-American community and graduation in four years.

The bivariate correlation table indicated no statistically significant relationship between the variables integration into the university ethnic community (.08) and university grade point average. This is also the case in the multivariate analysis. The unstandardized regression coefficient for integration into the university ethnic community is B= -.05, (p> .05). It is not statistically significant.

The null hypothesis is not rejected. There is no established relationship between integration into university ethnic community and graduation in four years.

$H_{8\text{-}6}$: The stronger a student's attachment to ethnic culture while at the University of Oklahoma, the more likely it is that the student will graduate in four years.

$H_{08\text{-}6}$: There is no relationship between a student's attachment to ethnic culture while at the University of Oklahoma and graduation in four years.

The bivariate correlation table indicated no statistically significant relationship between the variable student's attachment to ethnic culture while at the University of Oklahoma (CETHNIC, -.07) and graduation in four years. This is further confirmed by the presence of the non-significant standardized regression coefficients in multivariate analysis. The unstandardized beta for the variable attachment to ethnic culture is B= -.08, ($p > .05$). It is not statistically significant. The null hypothesis is not rejected. There is no established relationship between attachment to ethnic culture while at the University of Oklahoma, and graduation in four years.

Chapter 6
QUANTITATIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This research seeks to address the factors which contribute to the academic success of ethnic minority students at a predominantly Anglo university. Of major importance is the make up of the group of students being studied. Unfortunately the students who participated in this research are only part of the complete group of African-American, Native American and Hispanic students who entered the University of Oklahoma in the fall of 1991. Though many were not enrolled at the university at the time of the first mailing in the spring of 1995, all were sent surveys and were requested to be a part of the research. Surveys were completed primarily by those students who were still enrolled at the time of the mailing in spring 1995. Students who were not enrolled did not return the surveys in adequate numbers to conduct a reliable analysis. Therefore, the group being studied in this research consists of persisters. The narrow make up of the group is a limiting factor of this study. Additionally, it means that, in a sense, all of the students are academically successful and that what is measured is varying rates of success.

Three dependent variables, "number of university hours completed," "university grade point average" and "graduation within four years" measure the rate of academic success. In addition, there are ten other independent variables (in the combined group) which are present in the model and nine in the African-American group. The variables measuring student attitudes regarding university activities (ACTIVE) seeks to determine how the student feels about the types of activities that the university plans. Attitudes regarding OU's efforts to *assist* ethnic students seeks (ASSIST) to determine student views regarding the university's attempts to assist ethnic students. The variable "attitudes regarding OU's efforts to *reach out* to ethnic students" (REACH) seeks to determine similar views. "Attachment to ethnic culture while at OU" (CETHNIC) seeks to determine the extent to which students are a part of their respective ethnic groups while they are on campus. The measure of integration into the community via campus living seeks to determine students' cohesion to the larger university society through residence life. This variable is a composite scale which is only used in the analysis of the combined group. Integration into the

university ethnic community seeks information regarding the degree to which the respondents feel a part of their respective ethnic communities. "Membership strictly in cultural organizations" (CORGS) and "membership strictly in non-cultural organizations" (NCORGS) both seek data regarding the respondents' involvement in campus organizations. Cultural organizations consist of those that are aimed specifically toward the needs of ethnic minority students. They include social, political and/or professional campus organizations. Non-cultural organizations are geared toward the interests of all students, regardless of ethnicity. They may also include social, political and/or professional organizations. "Presence of an on-campus mentor" (MENTOR) indicates whether students feel as if they know someone on campus that can be identified as their mentor. The eight hypotheses are stated in null form, having as their dependent variables, "number of university hours completed," "university grade point average" and "graduation in four years," which measure rates of academic success. The rejection of the null hypothesis is indicative of the discovery of a significant statistical relationship.

Multivariate analysis indicates that, for the combined group, high school grade point average has a significant effect on number of hours completed and on university grade point average. Integration into the larger university community has a significant effect on university grade point average, and attachment to ethnic culture has a significant effect on graduation in four years. Analysis of the African-American group indicates that high school grade point average has a significant effect on university hours earned and on university grade point average. Having a mentor also has a significant effect on university grade point average.

CONCLUSIONS

The most important finding of this quantitative research is the significance of high school grade point average on the varying rates of success of minority students at predominantly Anglo institutions of higher learning. This is a confirmation of previous research that indicates that high school grade point average is one of the most important predictors of the success of a university student. In terms of the success of members of the combined group, the finding that high school grade point average remains a strong predictor of the success of ethnic minority students is important to the larger issues of retention and success. This is further evidenced by the strong

effect that high school grade point average has on university grade point average. In the African American group this indicates, once again, that high school grade point average is a solid predictor of success. Although high school grade point average only approached significance for number of hours earned, it predicts university grade point average. The other important variable that has a significant effect on university grade point average for the African-American group is "presence of a mentor." This can most likely be attributed to a strong mentoring relationship fostered in the university's Minority Engineering Program, (of which the majority of students are African-American) as well as other offices and programs designed to assist ethnic minority students. This emphasizes the university's commitment to the support and retention of ethnic minority students. It particularly highlights the importance of this kind of mentoring program to the success of ethnic minority students.

RECOMMENDATIONS

Though the quantitative portion of this study does not reveal many significant relationships between cultural factors and academic success, other researchers have noted the impact of cultural factors in the success of ethnic minority students in higher education (Allen, 1992; Bennett & Okinaka, 1990; Justiz, 1995). The difficulty in capturing the effects of informal environment in a quantifiable way is evident in this study. It is disappointing that the effects of cultural environment could not be captured in a way that can be quantified. The attempt in, in this research, to quantify the cultural environment could serve as a springboard for future research.

At the onset of this research the plan was to conduct three separate analyses – one per group. The inadequacy of the return of questionnaires made more segmented analyses impossible to perform. In addition to continuing research on the topic, it is recommended that samples include students from more than one college or university. Though it is interesting to note the responses in one university setting, a "diverse" sample would provide a view which is affected by region, socio-economic status and, size of school, among many other variables. Furthermore, it is recommended that future research in this area attempt a comparison between predominantly Anglo colleges and universities, tribal colleges and historically black colleges and universities. The interest here would lie in the comparison of the success of ethnic minority

students in educational setting in which they are in the numerical majority and in which they are in the numerical minority. These items cannot be addressed quantitatively in this research.

It is important to attempt other methods of quantifying such cultural factors as integration into ethnic and university communities. The findings of Allen (1992), Justiz (1995), Scott (1986) and others indicate the importance of environment. Tinto (1987) and Bean (1985) specifically address issues of "goodness of fit." These factors are important to the success of all students. Deyhle (1995) finds that for Navajo students, culture strongly influences school performance. Ogbu (1992) states that the success of minority students can be understood if the cultural models of the group are also understood. Justiz (1995) indicates that Hispanic students respond positively to cultural foci. These researchers, as well as others, find that the importance of cultural factors in the academic success of ethnic minority students should not be overlooked.

Research addressing personal, as well as, institutional cultural factors are necessary for determining the importance of cultural factors of academic success. This may be done by conducting some research using qualitative methodology. Research on this topic should also address the anecdotal responses of the people whom they survey. Quantitative research will not always provide the most well rounded view of cultural factors. This is particularly true for cultural ethnic groups in which the oral tradition is important. In instances such as that, interviews and or open-ended questionnaires may indeed provide more information than quantitative surveys. This may be done as a supplement to a quantitative survey, or it may stand alone. The environment is paramount and in order to continue education for all students; there must first be a basic understanding of cultural variables in order to serve the needs of all students. It is with that understanding that the qualitative portion of this research is addressed. It serves as a supplement to the quantitative portion of this study. The qualitative portion will allow for a more well-rounded discussion of the effect of cultural variables for ethnic minority students at a predominantly Anglo university.

Chapter 7
QUALITATIVE DESIGN & METHODOLOGY

THE QUALITATIVE RESEARCH PARADIGM

This entire study seeks to gather information on the experiences of ethnic minority students at the University of Oklahoma. The quantitative portion of this study provides a view, which is rooted in a distinctly different methodology than is the information gleaned via the qualitative methodology. The quantitative portion of this study reveals few statistically significant indicators of academic success of ethnic minority college students. As noted earlier, high school grade point average is an important and consistent predictor of the success of college students, regardless of ethnicity. The major finding of the quantitative portion of this research lends support to the previous findings. Though this support of the previous findings is important, it is equally pertinent to provide a well-rounded view of success. The qualitative portion of this research lends richness to the quantitative findings, which do not reveal too many variations in the indicators of success. Though the qualitative portion of the research is unaffected by the quantitative and vice versa, its findings and conclusions provide a view of the subject which enhances the findings and conclusions of the quantitative portion.

According to Boyd (1990), qualitative research "involves broadly stated questions about human experiences and realities, studied through sustained contact with people in their natural environments, generating rich, descriptive data that help us to understand their experiences" (p. 183). Qualitative approaches to research provide a point of view, which encompasses the subject from a more multidimensional standpoint than do quantitative approaches. Furthermore, as a sociologically based method, qualitative research seeks to understand the behavior of groups, the interactions of people as well as social situations (Locke, Spirduso & Silverman, 1987). In this paradigm the researcher uses an investigative process to understand a particular event or social behavior. The process entails the gathering, analysis and classifying of data on the sample being studied (Miles & Huberman, 1984). The participants' behavior provides meaning.

There are ten commonly held assumptions of various researchers regarding qualitative research.

1. Since social interaction occurs in natural settings, so too, does qualitative research (Miller, 1992).
2. Quantitative and qualitative research utilize differing assumptions (i.e., inductive vs. deductive hypotheses) (Miller, 1992).
3. Data is gathered via the researcher, rather than computer, or some other such means (Eisner, 1991).
4. The data are presented in the expressive form of the responses of the participants rather than in numerical form (Fraenkel & Wallen, 1990).
5. Lincoln and Guba (1985) state that qualitative research seeks to understand interactions on a multidimensional level. Qualitative research, then, analyzes the experiences of the respondents in an attempt to view how subjects find reason in their lives (Locke et al., 1987; Merriam, 1988).
6. Focusing on how events take place, qualitative research focuses on the process as well as the outcome (Fraenkel & Wallen, 1990; Merriam, 1988).
7. The generalizations are not as important as "the particulars" (Miller, 1992).
8. Since the researcher is attempting to analyze the realities of the respondent, the interpretation of the data and its outcomes are negotiated. (Lincoln & Guba, 1985; Merriam, 1988).
9. The intuitive nature of analyzing the multidimensional nature of the respondents' realities makes quantifying data (in the traditional sense) incompatible to the process of analysis. (Lincoln & Guba, 1985).
10. The process for assuring objectivity and truthfulness are different from the quantitative process, because the researcher's objectivity and credibility is based on coherence, perceptiveness and the utility of the instrument (Eisner, 1991) and a process of corroboration which differs from traditional measures of validity and reliability (Lincoln & Guba, 1985).

Though many of the details of quantitative and qualitative research differ, there are five conditions for each type of study, which must be present for accurate research. They are: identification of the phenomenon, structuring the study, gathering of data, analysis of data and a description of the findings (Parse, Coyne & Smith, 1985).

THE PHENOMENOLOGICAL RESEARCH DESIGN

This portion of the study will employ the phenomenological research design. "The phenomenological method is a process of learning and constructing the meaning of human experience through intensive dialogue with persons who are living the experience." (Liehr & Marcus, 1993, p. 262). The lived experience is crucial to phenomenology, and it is via the lived experiences of the participants that truth is established. Developed from the work of philosophers Husserl, Heidegger and Schuler, phenomenology provides a structured method for establishing truth via the lived experience (Nieswiadomy, 1993). The lived experiences of participants provide

meaning, and the development of patterns emerges as important (Dukes, 1984; Oiler, 1986). Lastly, the phenomenological study obtains information via oral and/or written data (Liehr & Marcus, 1993).

THE RESEARCHER'S ROLE

The role of the primary researcher in a qualitative analysis is multifold. The researcher becomes the primary collector of data, as well as the primary source for analysis. It is, therefore, critical to the objectivity of the study that important biases and closely held values are identified at the beginning of the study. My experiences as an African-American undergraduate were forged at a historically black university. Conversely, my graduate experiences have been gained at predominantly white universities. My perceptions of African-American college students have come via the observations that I made while a student in these different settings. Additionally, my experience as a live-in administrator in university housing (at the University of Oklahoma) and as a university instructor (at predominantly white universities), provide a unique perspective on both the academic and non-academic adjustment of ethnic minority students.

There are certain biases that I bring to the study, which may shape my view of the data. Although I have attended three predominantly white institutions, my initial exposure and immersion in college life was through my enrollment in, and graduation from a historically black university. Through my interactions with Student Support Services and the Minority Engineering Program (via personal relationships with employees in the departments), I also possess a working knowledge of the processes by which ethnic students are either retained in, or inclined to leave the University of Oklahoma's system. Lastly, I believe that higher education, in the present state of our society, is critical to the success of ethnic minority students. In light of the biases it is important to note that every effort at objectivity has been made in the analysis of the data.

SETTING, ACTORS & DATA COLLECTION

The previous "results" section deals directly with the information obtained from the quantitative portion of the data retrieved from this particular sample of students. However, as stated previously, the questionnaire also contains two open-ended items, each designed to elicit a written response gleaned from the student's personal experiences as an ethnic minority at the

university. The combined sample has been divided into its three major subsets, African-American, Native American and Hispanic students of the university. In the African-American sub-sample, there are 68 questionnaires and of that number, 58 provided written qualitative responses. In the Native American sub-sample, there are 19 questionnaires and of that number, 19 provided written qualitative responses. The Hispanic sub-sample consists of 15 questionnaires, with written qualitative responses from 14 students. Each of these students entered the University of Oklahoma, Norman campus, as first time entering, first year students in the fall semester of 1991. They are, for the purposes of this study, considered to be academically successful. The University of Oklahoma is the largest, predominantly Anglo university in the state of Oklahoma.

RESEARCH QUESTION

This research addresses the issue of the academic success of ethnic group members who are students on a predominantly Anglo, mid-western university campus. This portion of the study still holds as its focus the issue of community integration within the university setting. This research attempts to answer the following:

> *What is the experience of an ethnic minority student on the campus of a predominantly white university?*

METHODS

This phenomenological study has as its focus, first year, first time entering students at the University of Oklahoma for the fall of 1991. At the heart of the research are the experiences of ethnic minority students at a predominantly Anglo university. At the onset of the research, it was anticipated that respondents would provide information concerning the environment of the university campus. It was anticipated that their responses would focus on the importance of the support of other members of their particular ethnic groups, the role of the university in their campus lives and the larger issues of race and ethnicity on the university campus. As the responses were analyzed, the participants address these issues, and others.

The van Kaam technique was utilized to gather the responses. A number of written responses were gathered via a mailed questionnaire (Boyd, 1990; van Kaam, 1969). Two open-

ended questions are posed at the end of the survey. Ample space is provided for the participant to write responses. The questions are as follows:

> "Please describe some of the positive experiences that you have had while a student at OU."
>
> "Please describe some of the negative experiences that you have had while a student at OU."

The written data were analyzed during, and following the collection using various techniques outlined for research using the phenomenological method (Liehr & Marcus, 1993). The first step in the technique is to code the data to reflect the categories present. In the case of the current data, the categories are determined by the final two items stated on the questionnaire. There are two major categories, positive descriptions and negative descriptions. The data in each category are then divided into logical themes. The data are presented first by ethnic group, next by category and then by themes within that category.

LIMITATIONS

Leninger (1992) argues that quantitative and qualitative research should not be combined within the same study because the approach to each is different. Leninger (1992) also believes that because the approaches to each method are different that combining the two only damages the approach of each. However, Morse (1991) indicates that via sequential triangulation, Leninger's concern is alleviated. Sequential triangulation provides the researcher with a finished product in which one method does not damage or diminish the other. Conducting one method and then the second, in fact, complements each of the two methods. The results of the two methods are discussed separately and kept separate, thereby maintaining the integrity of both. In the case of this study, the initial approach is quantitative. The small number of significant relationships found in the quantitative section necessitates a two-phase study (Creswell, 1994) which seeks to discover the experiences of sample members in order to determine commonalties among them.

The limitations of the sample, including its size and the narrow description of the participants (i.e., they are all considered academically successful) presents unique limitations for

the quantitative portion of this study. Quantitative information concerning number of hours completed, university grade point average and graduation in four years have all been provided, but the data have not provided the experiences of the students, in their own voices. This qualitative section provides an analysis of the data, which will complement the existing quantitative analyses.

Chapter 8
QUALITATIVE ANALYSIS

POSITIVE QUALITATIVE COMMENTS - AFRICAN-AMERICAN SAMPLE

There are three major themes in the positive qualitative comments from members of the African-American sample. They are:

Relationships with others

Support of the African-American campus community

Opportunities for growth.

The first theme, "relationships with others," mainly encompasses friendships that the members of the sample have cultivated. Many of them state that they have met people with whom they will be friends beyond the time that they are students at the University of Oklahoma. These comments are pertinent to the seminal college experience and reflect the belief that college is one of the most positive times in the life of an adult. But these comments are more important in terms of providing a view of the expanding the scope of many of the students. Many of them mention the number of people that they have met, but many of the respondents also state that the people that they have met are from diverse backgrounds. It is the diversity within the relationships that appears to be of the most importance to the respondents. For instance, one student responded,

> "As far as my personal friendships are concerned, I have experienced a melting pot of experiences here. I have many different friends from many different cultures. I have been to many international nights like African Night Pakistan Night and India Night. I've even experienced a Chinese New Year."

Another remarks, "It [enrollment at OU] has . . .exposed me to people (all ethnic groups) and ideas I never would have come across."

Underlying the positive aspects of the described interactions, some respondents indicate that there is a negative atmosphere, which appears to be the norm of the university. One subject remarks,

> "OU allowed me to witness other cultures first hand. There was a diversity in ethnic culture with everyone coexisting at the same time. There were people from other countries as well as other parts of the country. Alot [sic] of times most

of the different ethnic groups stayed amongst themselves. But the fact that alot [sic] of them were allowed to practice their beliefs/religion (sometimes) and not be penalized was real positive."

This statement is measured. The respondent reflects the positive aspects of the interaction of people from different cultures, while taking care not to make it sound as if the atmosphere of the university is open to diversity. In this same tone, another subject makes the statement, "The positive experiences that I've had while a student at OU are the friendships that I've made to not only other black students, by white students as well." Other comments include,

"I got a chance to interact with white students as a group." and

"During my years in the Drama Department of OU I have found myself getting close to some white students in my department which gives me some specimen of hope for the human race"

There is an element of surprise that friendships and even positive interactions with Anglo students were established. It is important to note that the respondents seemed to apply the concept of diversity, for the most part, either to international people or to "white" people.

In some instances the students refer to the variance within the African-American community. One young woman states that,

"Some positive experiences that I have had while attending the University of Oklahoma is meeting positive African American men and women. The word positive means individuals who are aware of who they are. Many people (black) that choose to attend predominantly white institutions sometimes get caught up in being like the majority. This becomes a major problem when you loose [sic] your sense of self. When you have lost this what's left."

Another student expresses the same idea. His statement, however, bears more of an international or multicultural theme than most of the other declarations on this topic. He remarks,

"I discovered variety in the Black population at O.U. It was not among African Americans but among Africans, Blacks from France, Latin America, the Islands or the Caribbean etc. We were united by our love of Africa and an interest in our

common culture. Basically I connected very well with foreigners. Being originally from West Africa, I found their diversity refreshing."

The second major theme, "support of the African-American campus community" is important to the concept of "goodness of fit". It is this atmosphere which allows students a certain level of comfort, which, in turn, allows them the ability to remain in an environment in which they are in the minority. This pattern of support that African-American students express in their positive comments fall under two separate topics; support from other students/student run organizations and support from university programs, offices and/or faculty and staff.

The support of other African-American students appears to be a positive defining factor for many of the respondents. Many of the comments discuss the particular situation of being in a predominantly white institution and the adverse effect that it often has on an African-American student. None of the comments make reference to any positive effects that being enrolled in a predominantly white institution has on African-American students. In this particular setting, the positive aspects appear to come from the community of African-American students, within the larger context of the university setting. One young man elucidates the point best when he makes the declaration:

> "I think that being in an all white institution causes blacks to be closer. We spend more time together. I have met and interacted with some of the most intelligent college students in the world. We hang out. We study together. We are their [sic] for each other. Blacks on OU's campus are very supportive."

Another student comments,

> "Social organizations such as: The Black Student Association, Alpha Kappa Alpha Sorority and National Association of Black Journalist[s] helped me make friends and build a support group."

Another woman states,

> "Working in student run organization[s] where a particular activity has been totally planned and executed by students. The interaction between other intelligent black students on campus is very positive to me."

Furthermore, the most positive aspect of this interaction with other African-American students is the contact, which lends itself to the concept of community. The respondents note that this interaction is good for the community of African-Americans, but they also remark that it is also a personal growth experience for them as individuals.

> "I have learned alot [sic] about myself and the history of my people."
>
> "I learned more about myself and my community and became more aware about things that go on dealing with the black comm [community]."
>
> "Some of the most positive experience[s] while at OU are: Being able to attend events sponsored by BSA or AISA, HASA etc. These events gave me the opportunity to learn more about my own culture as well as other cultures."
>
> "I have joined organizations that have tried to help the black community in general, not just college students because those in the community see us as leaders/role models."
>
> "Blacks working together to helped their [sic] communities, like Know Thy Self [sic] [Society] tutoring at Edwards [Sixth Grade Center]. People just being able to talk and socialize without any fighting."
>
> "Being apart [sic] of Black community & being able to associate and work with the white, African, Asia communities at the same time."

The respondents provide their perception of what is important for their lives as college students. The community serves as a foundation from which many of them deal with the atmosphere of a predominantly Anglo institution. Some students go on to state that a larger area than the campus encompasses the community. The students who speak of community on a larger scale provide a view which includes those people who are not necessarily members of the African-American college community, but the larger community to which they feel some obligation to "give back to." The woman who cites Black Student Association, Alpha Kappa Alpha Sorority and National Association of Black Journalists also states the following, "The most positive aspect of my college career was being a Retention Intern. It allowed me to give back what OU gave me."

Many of the students cite their attachment and integration to the community as a result of the efforts of people and offices attached to the university. For instance, Student Support Services is mentioned. This office is subdivided into separate offices which provides services to African-American, Native American, Hispanic and Asian students of the university. The Retention Intern Program is a program, which originates in the Student Support Services Office. This program utilizes upper-class ethnic minority students as mentors, primarily for first time, first year ethnic minority students. As a service that is provided by a university office, it also provides an opportunity for the university to lend support to the campus African-American community. In part then, the university provides an official context for the development and/or fostering of ethnic minority communities on campus. Many of the programs provide a foundation for the interaction of ethnic minority students on campus. Because of the nature of assistance that some of these offices provide, many of the people who work in them are seen as positive in the ethnic campus communities. Praise for employees connected with campus offices is not limited to those departments designed to serve the needs of ethnic minority students. One student states,

> "My advisors allowed me to make a choice and have input in my college career. Student Support Services, Career Planning & Placement, and Project Threshold were influential resources. These departments provided wonderful counseling. Some of my professors allowed me to experience what society expects from college graduates."

Another states that "Being a part of the Minority Engineering Program!" is the singular positive experience of his career at the university. Another respondent echoes the sentiment by mentioning the Minority Engineering Program and its director, Ms. Sydney Jones. The same student also mentions "Terrence Mitchell -- in student support services." The Minority Engineering Program, in particular, provides a support system, which is unparalleled in the University of Oklahoma system. Ethnic minority students are recruited by the program and are provided closely monitored programs of study. They are required to attend organized study sessions and are, in many cases, individually monitored by the director. She describes the students as "her

kids" who are "members of a family." Indeed, she frequently has them in her home for dinner. A student confirms Ms. Jones's description of a family by stating,

> "The MEP program has also been very helpful. When I have had problems and did not know where to go in order to get solutions, MEP is always there for information and help."

Other staff and faculty members on campus are also mentioned as part of a support system. Indeed, as mentors.

> "Professors are very willing to provide help by giving information to help me in my studies or how to get a job after graduation."

In a rare positive mention of academic advisors, a student relays this story;

> "Specific experience with my academic advisor Mr. Harold Conner during fall '93: he personally meet [sic] with me on academic problems I was having. He later during the session took me on an excursion to evaluate the status of a home's foundation. This was relevant to me because I'm majoring in construction. But it also showed he cared about me as a person as well as student. It also showed me that <u>he believed in me</u> and <u>my success</u>."

The support of the campus African-American community also provides a look into the importance of mentorship. Though it is not necessarily labeled as such, many of the students clearly provide information on the support and guidance that they have received from people who work on campus. ("My instructors (most of them) have showed a unique interest in my education.") The fact that these people are performing their jobs does not seem to be of importance. It is particularly significant, however, that they are being instrumental in the growth and development of the student. ("The past four years I've met teachers that have motivated me & provided help when needed.") It is also important to note that though the people are acting as agents of the university and the offices mentioned are university entities, the university itself is not seen as a positive force in the building of the campus African-American community. One woman expresses that,

"Despite negative experiences in the past and present. I have found OU to be very germane in me becoming the woman I am today. I think others (A.A. students) are unaware of how blessed OU really is in relation to our African American student governments. This campus by far posesses [sic] some of the best programs both socially and academically in the Big 8. In relation to our BSA not university.

It is sad and disheartening to inhale how few of us actually arrive on graduation day. However, those who do, do so with the help of our own community system and very little of the universities [sic]."

It is a paradox that the university is seen as an entity, which may provide obstacles. At the same time, the African-American community within the university is seen as a refuge, which offers opportunities for growth.

The third major theme, "opportunities for growth" address the personal development of students. Many of the statements that respondents make overlap with the previous theme of community support. Students feel that they have had the opportunities to make positive changes in their personal lives. The educational experiences seem to go without saying. It is the growth via life experiences that seems to affect them most deeply. Several of the students, for instance, cite the development of leadership skills as important. "I have developed good leadership skills and become a lot more self confident and in touch with the needs of others." She goes on to state a negative within a positive, "I have learned a lot about the politics in the university system, also." Other comments regarding leadership include; "Taking a leadership position in particular organizations that I belong to," and "I have developed my leadership skills among the African American student population."

Other personal positives include the opportunity to receive an education. One student remarks that his, "main objective going to this institution of 'so-called' higher education, is to obtain a meaningful education, which is a positive experience. The opportunity to go to college." Another respondent states, "I think OU has really contributed to my educational growth. It (the curriculum) has forced me to study and learn the information relating to my field of study." Two

other respondents state that their experiences have allowed them to grow in ways that permit them to prove something to themselves.

"Proving to myself that I can succeed at college."

"I have faced some of my worst fears that I never faced while in high school," and

"The whole experience has shown me that I can accomplish anything if I want it bad enough."

Presumably, the theme "opportunities for growth" encompasses the educational growth of the student. However, in the context of these comments, it appears to be a given that educational growth is a part of the university experience. It also appears that personal growth takes precedent over the obvious goal of higher education.

POSITIVE QUALITATIVE COMMENTS – NATIVE AMERICAN SAMPLE

Three major themes are produced from the positive comments from members of the Native American sample. They are:

Relationships with others

Support of the university Native American community

Opportunities for growth.

Native American students in this sample state most often that the relationships that they have developed with others have been very important to their development while at the university. Personal evolution, via exposure to many different types of people, is the underlying theme to these comments. The personal growth connected with meeting others is directly related to the diversity of the people that the subjects have met while students at the university. The most common statement is "I have met many people." The diversity of the people that the respondents refer to is a very important factor. In one instance, the respondent states that meeting other people changed her own previously held personal bias.

"Became friends w/ students of different backgrounds (nationality, economic) & of different ages. Found that people are really not that different. I'm no longer opposed to 'foreigners' coming to the U.S. They help our economy & many have strong family values."

Another student echoes the same sentiment about American students from different minority groups. She states "-- become more open w/ other people of color; eg. my friends are mainly African-Americans, and Hispanic-Americans." Many of the comments are similar. One student responds that he was able to "broaden my view of the world" via the relationships with others. One student strives to let the researcher know that his meeting of diverse people has been positive for both him and the people that he has met. This reciprocity has provided a positive setting for him to understand others while he teaches them. He states,

> "I have met people of all races and creeds. I have opened the eyes of people to differences not all people can see. I have made friends of all types. I have integrated aspects of many cultures into my awareness. I have <u>not</u> been discriminated against because I was Indian. I have taught some people to see me as who I am, not what groups I belong."

The college social experience as a learning experience is a recurring positive theme for Native American students in this sample. It is via these relationships that communities are formed.

Fitting into a of community is the second major positive theme of the subsample. It is a very important part of the Native American experience at the University of Oklahoma. One student cites the "Bible Center (Church of Christ)" as a place which "helped me fit in." Another student cites interaction with people in "gaming clubs." Yet another cites interaction "w/ the football team." But many of the students express that fitting into the campus Native American community is most important to them. One student who previously had little or no connection with his Native American heritage states,

> "I believe some of the positive would be when I went to meetings and functions at the Jim Thorpe [multicultural] building. While I am ¼ Cherokee, I do not have the want of resources to pursue my heritage. But I did get a dose of it while at OU. . . But the positives are definately [sic] the meetings and functions that the American Indian club put on."

One student who describes the "family-like experience" of the residence halls, also states that "Sometimes self-esteem is high for being an American Indian."

Two of the students cite their integration into the campus American Indian as being a by-product of campus efforts to assist Native American students. For instance, one student cites Project Threshold and one of its employees as an important source of integration and support.

> "I was close to my mentors and became involved w/ AI activities and am thankful that I became involved. Being an out of state student I needed some type of family & the AI student Services & Jean Galey of Project Threshold helped me to become a family member of the AI community at O.U."

Project Threshold is a government funded project, designed to assist students who are identified as disadvantaged. The program offers special sections of general education courses in which only participants of the program are allowed to enroll. It also offers individual tutors and group tutorial sessions. Though this program is not limited to the service of ethnic minority students, they are a large part of its constituency. Consequently, the program is largely viewed on campus as a "minority office."

Another student echoes the sentiment by stating,

> "The AI [American Indian] office [in the Office of Student Support Services] was of great support to me and helped me to adjust to the OU community. I. . . recommend OU to many of my AI friends because of the closeness of the AISA [American Indian Student Association] and the support that it provides."

The Native American community is important to many of the students, but it seems that for some, community, whether it is the larger or smaller community, is also important. One student expresses that, "The feeling around campus, the one I personally feel, is one of pride, content, self achievement."

The third major theme of the positive comments is "opportunities for growth." Many of the respondents provide comments, which indicate that their experiences at the University of Oklahoma provide them with various types of opportunities for development. Many of the subjects cite personal growth opportunities as being the most pertinent. One student states "I gained self

esteem & confidence." Another subject states that "self achievement" is a part of his experience. Yet another remarks, "I've gained independence and developed a broader mind." Learning "life lessons" appears to be the most significant topic of comments on this particular theme. However, two students express the prominence of other types of opportunities, "internship at a TV station" and one student who was broadened his horizons by travel. "My education was very satisfying and OU gave me the opportunity to go to Russia and attend Moscow State U."

The opportunities, which the university itself provides, are the most consequential. Some students cite "meeting many good people" in their departments or colleges, or taking classes, which are important for career choices or otherwise just interesting. But some of them comment on the assistance of some of OU's departments. "Career Planning & placement was very helpful, as well as the awesome instructors in the school of business." Project Threshold and the American Indian Student Services Office are also mentioned. One young woman states that the scholarships and subsequent award banquets "are very nice and flattering." The opportunity for the education itself is the theme of the following comment; "Receiving a good education and getting a good [job] when I get out of school." Lastly one young man states that "Graduating will be the most positive."

POSITIVE QUALITATIVE COMMENTS - HISPANIC AMERICAN SAMPLE

There are three major themes produced from the positive comments from members of the Hispanic sample. They are:

Relationships with others

Support of the university Hispanic community

Opportunities for growth.

The first, second and third themes within this sample all reflect similar feelings to that of the previous two samples. Students are impressed with the scope of their relationships with other people, the diversity of those relationships and the impact that they have had on them. The support of the campus Hispanic community also reflects positive experiences. Lastly, the students express that they have experiences many opportunities for personal growth while students at the university.

Hispanic students who report the positive aspects of their experiences as ethnic minority students at OU state as meaningful the relationships that they have with others on campus. They report these relationships to be beneficial to them in ways both academic and personal. These ties are with other Hispanic students, students that are from cultural backgrounds other than their own, and with faculty or staff members on the campus. They state that these relationships have been enlightening, enriching, and some indicate that these associations will probably last for many years past their graduation from the university. One student even mentions that he met his "future wife." He precedes that comment by stating, "I have met a lot of great people and made a lot of great friends". One student appears most impressed by the diversity of the people with which he came in contact with. He states:

> "I enjoy the fact that in my 'racially mixed' group of friends I am at the most free to express myself to a wide range of views. At OU, I have learned more about African-Americans, Jews, Hispanics, Caucasian and especially middle eastern and asian people than ever before. Being from an inner-city school, it is great for the ability to finally walk into a room and see people, not races."

Though the relationships with other students are important, the comments about them do not vary much. Some of the respondents discuss the "great people" that they have met. However, it is when discussing the relationships with faculty or staff members that the students begin to speak of personal growth and acceptance.

Larry Medina, Assistant Director of Student Support Services for Hispanic American Student Services, is mentioned by name by three of the respondents. One student lists his office (Hispanic American Student Services) as among the positives. The student also mentions the experiences obtained through his office, "For example, trips to Hispanic oriented conferences throughout the U. S." Another student states, "It was also a (+) experience to meet Larry Medina & be associated with a man that is so dedicated to the Hispanic community." One young woman recounts her advisor as one of the people instrumental in her personal growth at the university.

> "My advisor & the staff especially instructors in the Letters department really influenced me and helped me grow. Not only as instructors but as friends

> also. The amount of knowledge I've learned can never be taken away and this feeling of enlightenment will continue to grow."

Prior to that, she cites her experiences with professors; "Many positive experiences - I have had the opportunity to have an array of classes with very intelligent & stimulating professors."
One participant's experience is important to her because it placed her in the position of cultivating a relationship with university President David Boren, which in turn, provided her with ". . . a fabulous reccomendation [sic]"

The second major theme, support of the university Hispanic community, indicates the extent to which the respondents address the importance of integration into the Hispanic community on campus. Integration into the university Hispanic community provides insulation from the majority culture that is present on campus. It also presents the respondent with an opportunity to be part of a "community" while also being a student at OU. The positive comments regarding the campus Hispanic community take two forms. The first addresses the importance of involvement in student organizations, such as the Hispanic American Student Association, which are cultural in nature and scope. The second addresses the support of campus programs, such as Hispanic American Student Services, which are designed to aid Hispanic students.

Belonging to Hispanic student organizations indicates that belonging to the ethnic group provides a sense of commonality and mentorship for the respondents. One student recounts,

> "One experience I had when I was a freshmen (sic) was that the Hispanic students had a sense of camaderie (sic). I meet (sic) many upperclassmen who introduced me to their friends and offer me advice about college life; academic and social."

Another indicates that some of the support that he receives is from two student organizations "SHPE [Society of Hispanic Professional Engineers] and HASA [Hispanic American Student Organization]." One person who had earned his undergraduate degree at the time of the survey, and was pursuing graduate work, recounts the experience of meeting those students who display the pride of being Hispanic. He states,

"My (+) experiences relate to the few Hispanic students that I met that were proud & rich in there (sic) heritage. I was vice-president & publicity officer in HASA while at OU."

This integration into the Hispanic community via student organizations is bolstered by the respondents' comments regarding programs that are part of the university system and designed to assist them as ethnic minority students. These are part of OU's efforts to assist ethnic minority students. The Office of Hispanic American Student Services and Larry Medina receive the most praise. However, other staff members such as advisors, faculty and staff members, in general are mentioned as positive aspects of the university experience. One student states, "I have been accepted by classmates, faculty and staff for who I am." Another states, that she has had ". . . an array of classes with very intelligent & stimulating professors." She goes on to describe these people and her advisor as "friends also." The act of going above and beyond for the student is echoed by another participant's description of Larry Medina, "I am pleased with Larry Medina. He has not only provided financial assistance but he has also been a great friend. He is the greatest investment OU has made for the Hispanic community." In addition to Hispanic American Student Services, "support through MEP [Minority Engineering Program]" is also mentioned, as another university program designed to assist ethnic minority students.

The third major theme in the "positive comments" category is, "opportunities for growth". According to respondents, OU provides opportunities in a variety of ways. OU provides the opportunity to earn an education; "getting an education" and "I learned some great things at class." It allows the student to participate in Hispanic oriented organizations, and activities, HASA and SHPE. It provides an opportunity to contribute to university life. One student comments "I have joined several organizations along with sitting on several student advisory board." Another says, "If someone wants to be active at OU there are opportunities for them to contribute. I have had a lot of great experiences at OU." Finally, for one student, OU provides the opportunity for career advancement.

"I have been very successful at OU. In Sept of '94, I started working at OU television & Satellite Services (the OU TV station - that actually has outside

clients), while there I made contact with Josh Galper & Pres. Boren. I also worked on the OK Daily. To make a long story short, I am now the person who applies Pres. Boren's powder before interviews, which means I am regularly in his office and with him through interviews. I recently was hired at OU Public Affairs to do press releases & OU stories. (I am a PR major) I have also been nominated for Phi Beta Kappa membership. In addition, I am applying for a graduate assisstanceship (sic) and was given a fabulous reccomendation [sic] from Pres. Boren.)"

The three major themes, which run through the positive comments of the African-American, Native American and Hispanic subsamples, are important to note because they provide a common thread in the experiences of these three groups of people at the University of Oklahoma. Many of the respondents, regardless of ethnic group membership, state that the relationships that they have developed with others are important. This is most evident when addressing the issue of diversity. Many of the subjects cited the interaction with people from cultures that are different from their own. Often, respondents discuss international students when addressing issues of diversity. However, within the Native American and African-American sample, some students mentioned intragroup diversity as part of the larger picture. Lastly, each of the three groups provides a pattern of responses that indicate that a positive part of their experiences at OU includes the opportunities for personal, educational and professional growth. These opportunities are by-products of their relationships and interactions with other students as well as faculty and staff.

NEGATIVE QUALITATIVE COMMENTS - AFRICAN-AMERICAN SAMPLE

There are three major themes that emerge from the African-American sample of negative qualitative comments. The themes are:

General campus atmosphere (without racial overtones)

Relationships with other African-Americans

Campus racism.

The theme "general campus atmosphere" refers to the environment of the campus that does not address issues of ethnicity. It encompasses the comments that are considered universal of college and university students regardless of ethnicity, gender, class or any of a number of variables. The comments that address this theme could come from any college student's experience. They include observations such as, "uncaring staff members" and "dealing with financial aid." One student states that other residents made the residence hall experience unpleasant,

> "People in the residents [sic] hall throwing food at the fire escape door. People pulling fire alarms at 2 o'clock in the morning. Guy's [sic] soaked the floor carpet on the hall and getting the whole floor on lock down."

Other negative experiences came from the inevitable interactions with the university's bureaucratic structure. Of this set of comments, employees of the university are the largest source of irritation for students. Advisors and their advising are singled out along with professors.

> ". . . the way I was treated and mislead by my advisor in the University College. I think they need to understand what the consequences of mis-directing [sic] students in terms of course selection."

Another student agrees in his statement. He lists,

> "1. Enrollment
>
> 2. Advicement [sic]; I felt that I was not recieving [sic] the right info."

Yet another student responds that the "advisors . . . don't advise."

Other students target the experiences that they have had in the classroom or in the academic realm of the university. The importance of the academic realm lies in the obvious weight that it carries in the success of the student. In this realm, it is necessary for students to perform to "make the grade." Integration into the African-American or larger university communities is important. However, it is the academic "integration" which allows a student the ability to remain a student. A respondent remarks that negative comments from professors are part of his negative experience at the university. He states,

"Instructors harping on your imperfections & actually saying, 'Maybe you shouldn't be in the college of engineering.'"

Another student states that grades were a particular problem for him. He then goes on to state that he feels that the professors were not grading according to work. He states,

"Grades. No matter what I've tried, I started mediocre and it has fallen apart from there. Sometimes, I wondered if a member of the faculty was basing your grade on your importance to the college and not the effort you've put into your work."

Even though the student begins by addressing a problem with his work, ("mediocre grades") he still addresses the issue as a negative one because of his perception of faculty grading. Ultimately, this student is making the statement that he does not think that faculty members view him as having "importance to the college" and is, therefore, unworthy of any consideration. Another respondent also addresses the importance of the student;

"Some of the negatives experiences I have encounter[ed] at OU are dealing with the relationships or lack there of with some of the professors at OU. The stereotyping and lack of concern for all the students was very upsetting.

Also I have [had] some negative experiences when it comes to dealing with your college with respect to a grade in a particular course. Many times these people give you the run around when you truly have a ligitimate [sic] problem with a T.A., professor, whomever that has affected your grade in the course. The individuals always take the word of the faculty member like the student doesn't matter!!"

One student expresses the notion of "unimportance" from an additional angle. She discusses discrimination from the standpoint of being a student.

". . . I have been discriminated against because I'm a student . the University & the community stereotype me as lackadaisical. Because I am in a non-student position (employment), I have caught resistance, and have been exploited."

These students have broached an issue that is indicative of any bureaucratic structure. The fact that they feel that they have not been treated as if they "matter" provides a particularly pointed

effect when addressing the needs of African-American students on a predominantly white campus. This is especially crucial to the subject of integration into the larger university community. However, integration into the African-American University community is also an important factor in the comfort level of students at a predominantly white institution.

In addressing the theme of "relationships with other African-Americans" it is important first, to note its presence as a topic in the negative comments of this subsample. Some college students expect a certain amount of non-positive experiences. The source of the negative behavior is the issue in this theme. The students who respond in this manner relay unwillingness, or an inability of other members of the group to accept intragroup diversity.

The dilemma faced by African-Americans who have bi-cultural heritage is addressed by one student who remarks;

> "As a person who is bi-cultured I believe that African Americans need to be educated on the fact that we are here. I recieved [sic] some negative reaction from students because of a small accent & because I listen to reggae & calypso. (If all African Americans would be & stay open minded we'd get a lot farther.)"

The open mindedness that this student discusses has a component of ethnicity, which rivals the discussions of prejudice by members of the majority group. She posits that she receives negative reactions because of the type of music that she listens to, as well as her bi-cultural heritage. Other students feel ostracized for different reasons.

> "By nature, I am a very introverted person. I am a Black female with no interest in the sorority scene. I have not made a concentrated effort to become involved in the Black organizations at OU. I am a Political Science major and am very concerned with the state of Black America and poverty issues. I do not find that OU's Black organizations are political, nor do they concern themselves with real problems. They are wholly social organizations and very superficial in nature. They are also not friendly to those Black students, like me, who are on the outside. In this instance, they become equally as exclusive as the White

organizations on campus. The only Blacks that OU provides for and reaches out to are the Engineering Program."

The respondent states that part of the problem with some African-American students is that they have become equal to the Anglo organizations on campus in their capacity to ostracize. In this instance, they are ostracizing. This is a ringing indictment of the behavior of African-American students. Another student who attacks the university's African-American community for superficial behavior repeats it.

> "Most of my negative experiences were caused by my inability to fit or to find things in common with African Americans. I found the extent of their interests (extracurricular interests) were empty. These include partying & living up to Black fraternity & Black sorority 'stereotypes.' Any interest shown in Africa was often not sincere. Africa was a tool for self promotion [sic] or an excuse to segregate themselves from other ethnicity. Although I myself am Black, my inability to connect with Black Americans is disappointing. I am however, encouraged by 1 organization in particular, Know Thyself, which I discovered upon returning to OU after a year's absence."

A commuter student ". . . found it difficult to gain strong bonds with African-American students unless you attend their organizations." He adds that at least superficially, there seemed to be a bond, "although they always greet you (other African-Americans) around campus." This same respondent feels that he has received some sort of punishment for his work on the school newspaper, the Oklahoma Daily, which has a particularly negative reputation with the campus ethnic communities.

> "Even the minority [scholarship] award was denied me, I feel, as a result of working for the school newspaper, which BSA [Black Student Association] leaders felt was racially biased, although I tried to reflect minority interests when I could."

One student expresses that all of his negative experiences have to do with his ostracism from the African-American community. He lists several experiences as negative ones,

"Bring ridiculed by my own people for having an open mind or trying something different

Ostracized for being myself

Being lied to constantly by my people

Rejected from organizations on no basis whatsoever"

The issue of the lack of open mindedness of others in the African-American community is an issue for this respondent. "Ostracized for being myself" indicates that the respondent does not have an image or system of beliefs that fit into those of the African-American campus community. This ostracism is also addressed by another student who points out "being sold out by African-Americans, trying to unify African-Americans" in the same statement as he discusses the racism and discrimination of Anglos at the university.

The intragroup relationship as a negative experience is important in understanding the comfort level of African-American students at a predominantly white institution. The expectations of the students may or may not be that they will have to deal with ostracism from the larger university community. However, the negative impact of racism and prejudice within the group could conceivably have a stunning impact on the integration of students into two major university communities. Thus, this could deeply affect their ability to "fit in" in two groups, which are primary to them.

As much as intragroup prejudice and discrimination may be a surprise, so too seems to be the experience of majority to minority racism in the larger university community. When addressing campus racism, African-American students in the subsample provide information regarding the campus atmosphere of racism (or racism that contributes to the campus atmosphere) campus incidents and personal incidents.

Then "campus atmosphere of racism" provides a view that encompasses campus offices and entities and general statements regarding the "feel" of OU. General statements include:

"Blatant racism from majority group"

"There is still a lot of institutionalized racism that goes on."

"Racial tensions, unfair treatment of minorities (newspaper [The Oklahoma Daily], negative comments)"

"For the most part the black and white relations were not that great"

"Stereotyping of minorities"

"Racial incidents involving Housing, Student Affairs and Teaching Assistants"

"Professors overlook black students"

"White racism & discrimination."

These comments give the impression that the students have a general sense that racism occurs at the university with some regularity. The statements that provide a clearer picture of the issue also discuss university entities with which the students have problems. One respondent, who is an Art major, comments on the subtle racism that he has experienced and the impact that it will ultimately have on him.

> "My teachers prefer my artwork to not be leaning on the black racial side, and always push toward the other way. If I don't follow suit I end the semester with a bad grade then they say 'grades don't matter' anyway your artwork matters. Meaning my artwork proves itself. But how will an employer see my work when the first thing they see is my grade point avg."

Another student states that the atmosphere of the university is not comfortable for minorities because of the racist columns in the school newspaper. She comments,

> "This university should be a place where people are allowed to speak their minds, but the editorial page of the newspaper spends way too much time letting radicals speak on the race issue. Whites are allowed to espouse their ignorant views. This is an atmosphere, which leads to disgust on my part. Why are these people saying these things. Is this how the white student population as a whole feels about us. I guess the things that bother me the most are when white students treat you as inferior and when professors are unfair because of your race."

Other comments include:

"The way the university handled several issues dealing with minorities such as the Tee-Pee incident and unfair coverage of minorities in the school paper."

"Some of the negative aspects are some of the racially insensitive comments in the paper and around us and also racial isolation that goes on, on this campus."

The Oklahoma Daily is a student run, university sponsored newspaper that has daily editions throughout the fall and spring semesters. It is mentioned often by students in this subsample as a part of the racism that is present on the campus. Additionally, though it is run by students, many of the readers in this subsample express the feeling that the University can take action regarding, what is considered to be, the racist content of the paper, but chooses not to do so because of its own racism. Though she did not comment on the newspaper, another student provided an overall view of the university's atmosphere. She remarks that each day at the University of Oklahoma can be described as a negative one.

"I think everyday can be viewed as negative. For if nothing slanderous is directed specifically at you. You are promised to view an injustice being place on someone who shares your skin color. Specifically, I have had teachers ask me to represent the whole African-American opinion on subjects. I have had teachers pose questions about welfare, gangs, etc. toward me for no other reason than stereotypes that they have long ago accepted to be factual. . . And still we rise."

This student comments on the negative treatment that she has witnessed at the university, but states at the end, "and still we rise." The indication is that even through racism African-Americans have survived and will continue to do so. There is an element of pride, a positive, at the end of her largely negative statement about the environment of the university. Another respondent states that though the system is not designed for her, she is able to "partake" of it. She also does not limit her remarks to the University of Oklahoma. She provides a view of the larger society.

"The overall experience I have received from a majority white school is for a minority to excel in this society he/she must assimilate into the majority system. This is something I cannot do. I see myself as being a partaker of the system and working in the system set up by majority America, but not being of the

system. Because my logic values, way of life, goals and aspirations differ from that of majority America."

Her comments do not appear to be positive. However, the reality of racism is apparent and this student, as well as the previous student, provides a look into the duality that African-American students express as a coping mechanism for enduring such an atmosphere. Contributing to this negative atmosphere is a series of campus and personal incidents, which are described by the respondents as racist in nature.

Campus incidents include the following:

"The skin heads [sic] chased black females on campus"

This incident occurred when two young black women stated that as they were walking one night, some male skinheads chased them on bicycles. The incident was reported to the campus police. The men were not caught.

"The incident with Gerald Lee's car" and "a Black student's vehicle is vandalized"

An African-American student had the letters "KKK" spray painted on his car. The incident was reported to campus police and in the school newspaper. The vandal was not caught.

"Minority having to fast in front of the president's office."

A Native American student who was the current American Indian Student Association president staged a hunger strike on the steps of Evans Hall (which houses the president's office) in protest against the perceived lack of response to the fraternity members who desecrated a special Tee Pee. Each year, during Native American Heritage Week, Native American students, as a spiritual symbol, place the Tee-Pee on campus. In the past six years, two such incidents have occurred. Both incidents involved fraternities.

"From the article (or cartoon) in the newspaper to [the] word "niggar [sic]" spray [painted] on a car."

"Cartoon" refers to an editorial cartoon published in the Oklahoma Daily newspaper by cartoonist Narin. The cartoon depicts a caricaturized version of an American Indian male, doing a "war dance." The copy surrounding the drawing contains racist remarks regarding Native American

people. The word "nigger" spray painted on a car is likely a reference to the vandalism of the car of the student previously mentioned.

"Racist acts perpatrated [sic] by 'white' fraternity with very little done about it."

This is likely a reference to the two Tee Pee Incidents, which have occurred on campus.

It is important to note that some of the incidents of personal racism of students (not necessarily in this sample) became campus events. The personal nature of such events is a reminder of the atmosphere of racism that many of the respondents refer to in their comments. Some of the personal incidents have been quoted in earlier pages, and as exhibiting themes other than personal incidents of bigotry. The following statements provide a clearer, more concise look into some of the individual instances of racism on OU's campus. They are as follows:

> "I remember I wrote Blacker the college the sweeter the knowledge for me on a pad I had hanging on my dormitory door. And someone wrote F_ _ _ Y_ _ over my message. That's the only negative experience I had."

The same student goes on to discuss the general atmosphere of the university by stating, "But it seemed like people weren't friendly. They can't say Hi, excuse me, sorry."

Another respondent describes an interaction with at member of a pep squad known as the Ruf Neks.

> "A Ruf Nek asked me to join the club, I declined and he said he hoped it wasn't a racial thing. He said, 'We've had coloreds in the Ruf Neks before.'"

The respondent adds that though she is disturbed by "amount of ignorance" that she has witnessed, "There are still many good people, it just make you think."

Lastly, one student recounts her experience of "Pom-Pon" tryouts.

> "I think my negative experiences far exceed my positive experiences at the University of Oklahoma. But, I have learned that these negative experiences that I am constantly dealing with will eventually make me a stronger person. I have dealt with racism in several situations. Many times I would blame myself for someone else's ignorance. The two situations that I am referring to are appealing a grade and appealing a Pom Pon tryout decision. My grade appeal has not been

resolved. It is being delayed in the hopes that I will forget about the injustice that was done to me. The appeal of the Pom tryouts has not formally begun. There were 8 African American females trying out, an in my opinion 4 were qualified including myself. I say I was qualified because I was a member of the Pom Pon squad last year. And if I met the qualifications one year what has changed. The one thing that may have changed is that I improved. I am frustrated because the Pom squad should be fun. Yet, for me I was constantly dealing with insecure, racist white females who were intimidated by my presence. I confronted the sponsor with my problem. However, she chose to justify their racism, because she "knew" them and didn't think they were like that. Both of these situations combined added up to a very difficult semester. It was so bad that I was ready to quit. Drop out and go home. My mother was so concerned for me physically and mentally that she agreed to come and get me. I was so stressed that I broke out in hives. But one thing that is keeping me above still waters is realizing that this is life. And I can't escape it. OU is a smaller model of the real world. So I'm learning to deal and cope with ignorance because I know it will always be here. 'The ultimate measure of a man is not where he stands in time of convenience and comfort but where he stands in a time of difficulty.'"

Even for personal incidents that depict racism, many of these students state the determination to continue in spite of the racism in which they encounter. There is no differentiation between the racism of the "real world" and that which the respondents either endure or witness in the university setting. There is a sense of resignation about the presence of racism. At the same time, there is a sense of surprise and anger at the fact that the campus environment contains it.

NEGATIVE QUALITATIVE COMMENTS – NATIVE AMERICAN SAMPLE

There are two major themes, which emerge from the Native American sample of negative qualitative comments. The themes are:

Atmosphere of the campus

Campus racism.

The two major themes here are somewhat interconnected. Indeed, campus racism contributes to a negative campus environment for ethnic minority students. However, there are other incidents and experiences that the students recount that are not based in ethnicity. It is that type of incident that is addressed in the first theme.

The pattern emerging from the first theme addresses the atmosphere on campus that is set via the actions of departments and support systems. When addressing campus atmosphere as it relates to campus departments, many of the respondents mentioned the bureaucratic structure as the most negative factor of their experiences at the University of Oklahoma. One student states,

> "The bureaucratic structure of the University was difficult to deal with - too much red tape and too much bullshit. They do not make it easy enough for the students - they make it easy for themselves. They being the people in charge of financies [sic] and classes."

Another student cites "getting the run around at the Bursar's office." The campus department, which is most often referred to in the negative comment section is the Financial Aid Office. Finances are stated as a major problem for many of the students in this sample, as such the Financial Aid Office is an important resource. One student states that her negative experiences were chiefly with the Financial Aid Office.

> "The fin. aid office didn't submit my Needs Analysis on time to my tribe for the 3rd year in a row which put me in a fin. bind & I didn't want to draw any more loans."

Another student states that she had "lots of negative input from Financial Aid" as well. Yet another states that

> "The only negative experience I ever had at OU was the continuous failure [of the Financial Aid Office] to meet deadlines of important fin. aid documents to be mailed to my tribe."

Other departments stated as having negative impacts on the respondents include the Parking and Transportation Office ("All those damn Parking Tickets"); the residence halls, ("living in the dorms was not enjoyable," "dorms were extremely noisy" and "being in a bad learning environment in the

dorms.") and professors ("I only had two professors that I enjoyed," and "Felt resentment from male (not all of them) professors."); and class sizes, ("With the size of the university it was hard to get one on one with my instructors," and "Zoology class - 350-400 students in my class!"). One of the most mentioned negative experiences has to do with academic advisement. Four of the respondents mention it as part of their negative experiences at OU. The first student simply states, "Being badly advised by the National Merit Office" as part of his experience. The second student provides more detail regarding her interactions,

> "Counselors [advisors] have never expected students to work & don't understand when students have to work full time to make ends meet & are not compassionate at all to the working student/night student."

The third student remarks,

> "Advising system. As a senior, I think I'm smart enough to follow my degree plan and take the appropriate classes. Instead, I have to make an appointment and ask permission."

The fourth student's comments regarding advisors differ from the comments of the previous students because she ties their negative impact to their lack of motivation to Native American students at the university. She states, "The advisors are not encouraging enough support for the American Indian students." This comment is remarkable in this particular subsample because the other respondents who mention advisors do not tie the behavior of the advisors to the ethnicity of the people that they are advising. These are the testimonies of people who are addressing the negative issues from the standpoint of students who are Native American, not Native American students. Though the importance of cultural identity is not of issue in the first major theme, it is apparent in the second topic concerning campus racism.

The theme of campus racism divides into two distinct subcategories; intragroup racism and campus racism. The first addresses patterns of racism, discrimination or prejudice directed by one Native American student toward another, based on perceived "Indianness," or lack thereof. The second subcategory of campus racism describes incidents that have occurred on campus.

According to some of the respondents, intragroup racism occurs on OU's campus and is one of the negative experiences that they endure. The expectation appears to be that there should be some level of acceptance by other Native American students on campus. However, one respondent states,

> "I felt my experience with the Native American crowd was any thing but pleasant. There was too much isolation if you weren't full blooded. I was not and therefore felt like an outsider."

Another remarks,

> "I have been discriminated against by Indians because I wasn't 'Indian enough.'

One woman targets the largest Native American student organization.

> "The people in the Native American Student Association [American Indian Student Association] were very rude and unfriendly. I didn't stay in it, because I didn't feel welcome."

Another states,

> "I was disappointed with the Nat. Am. programs. I guess - rather w/ the attitudes of other Nat. Am. students, and faculty. The Nat. Am. population was why I came to OU. Major Disappointment."

Each of these students addresses the topic of "Indianness." It is a particular occurrence in the Native American community. The larger issue of campus racism encompasses other ethnic groups. However, as members of the University of Oklahoma ethnic community, some students are exposed to racist campus incidents.

Two of the students mentioned the "Tee-Pee Incident" in their remarks. One student states that "racist events (like the Tepee [sic] incident, newspaper cartoon)" are a part of his negative experience at OU. The student who remarks that she is "disappointed with Native American programs " also made the following statement regarding OU's atmosphere.

> "I feel that even though OU promotes a diverse population, it fails to back up what it says. Eg. Tee-Pee incident a few years ago, and last semester's cartoon. I guess you have to protect what brings in the money though!"

What "brings in the money" is a reference to the belief that the University of Oklahoma is chiefly concerned with the groups that have the potential to earn the highest amount of revenue for the university. The fraternity members involved in the act of desecration of the tee-pee were given what is largely criticized as a "slap on the wrist" for their acts. "The cartoon," refers to the above-mentioned editorial cartoon, which many Native American students (as well as others) felt was racist in its tone and subject matter. Many students also feel that no adequate disciplinary action was taken for the publication of the cartoon. Thus, the feeling among many students is that racism is allowed to continue because those who perpetrate the acts are more monetarily powerful than are the members of the ethnic groups that they target.

Personal affronts are also a part of the campus racism cited by some of the students. Two students mention stereotyping based on Native American heritage. One expresses exasperation at the seemingly incomprehensibility of the interactions that he experienced. He states,

> "People at OU assuming that I know everything about Native Americans just because I am one. (sometimes I believe they think all NA's have telepathic powers toward each other)"

This comment reflects the practice of selecting a person from a minority group to act and speak as a representative of the ethnic group. The respondent voices an irritation with the lack of individuality that this type of assumption provides to him. A woman cites stereotyping as another form of racist thinking that she encounters while at OU. She states that,

> "Some students still think you're a alcoholic, because you're [of] American Indian descent."

These are the only respondents in the Native American sample to address the issue of racism of the larger group. It is important to note that they do not specifically mention that these stereotypes and assumption were made by the Anglo population. They appear to be addressing the issue from the standpoint of the larger university community.

NEGATIVE QUALITATIVE COMMENTS - HISPANIC AMERICAN SAMPLE

There are three major themes produced from the negative comments from members of the Hispanic sample. They are:

Institutional racism

Separation and isolation

Cultural identity.

The themes addressed by members of the Hispanic sample provide a picture that is similar to that of the other two groups. "Institutional racism" provides insight into the students experiences with campus racism. "Separation and isolation" addresses the difference that some of the sample members felt as students on the campus. "Cultural identity" is addressed as negative in terms of the negative intragroup behavior.

Institutional racism is the first major theme which members of the Hispanic sample report. Four of the respondents provide comments which target campus racism as a negative experience while at OU. One student remarks,

> "The Universities [sic] administration has been very insensitive to all minorities. I believe discrimination is present in all areas of the univ., even in the ROTC programs."

He goes on to add that "there is no tradition @ OU" as if it is part of the explanation for the insensitivity that he earlier states. One young woman remarks that though she has not personally experienced it, ". . . other members of my race have been prejudiced [sic] against while members of campus activities."

The third respondent to comment on an experience of racism provides a view, which displays two sides of the issue. She states,

> ". . . I can only recount one instance that upset me. One of the Spanish instructors I felt was biased towards anyone with a Hispanic name & in my opinion graded us on a different scale. Another Hispanic student & I were in the class together, she speaks Spanish fluently & I understand Spanish better than I am able to speak it, nevertheless we both received B's in that class, which

suprised [sic] me since I clepped out of 19 hours of Spanish & had A's in all my other Spanish classes. The Spanish I have leaned has been exactly that, learned through school, I never spoke Spanish growing up."

The description indicates that the respondent felt that not only was the instructor prejudging her and her classmate's ability to speak and learn Spanish, but that the prejudging was negative rather than positive. In her last sentence she takes care to state that she did not learn Spanish in the home, and thus has no advantage over any other student *without* a Hispanic surname.

Then, in a note to the researcher, the student makes these comments;

"I have circled questions [on the quantitative portion of the questionnaire] I found difficult to answer. Many people like myself may have or be from an ethnic background & take pride in it, but at the same time I don't analyze the way I lead my life based on the color of someone's skin, be it white, black, yellow, red or brown. I take steps that in my opinion, an intelligent person would take, I don't believe I need to add the descriptive adjective white or hispanic. Sorry."

Though the respondent views this particular incident as having its roots in an ethnic bias harbored by the instructor, she wants to make sure that the way that she leads her life in these matters is understood. She states that she does not analyze her life based upon skin color, but appears to do so in this particular incident.

Of the four comments made regarding racism and/or prejudice on campus, these three appear to address racism/prejudice from the majority to minority standpoint. The other statement is a little more surprising in its content. It describes instances in which members of minority groups have exhibited racist or discriminatory behavior toward another group member. The young man states,

"Petty complaints from overbearing columnists. It irratates [sic] me when they scream racism against the peoples [sic] that I associate with."

During the period of time that this particular cohort of people were students at the University of Oklahoma, the school newspaper, The Oklahoma Daily, had a number of minority columnists who routinely addressed issues of majority-to-minority racism. The respondent states an obvious

irritation because of the complaints from minority people toward Anglo people. It is the prejudice of minority people with which he is irritated and he further illustrates his point in the remainder of his comments.

> "I was the only Latino in my senior class to pass the AP in Calcules [sic] and English Lit. and all I got was UAC [University Achievement Class] where everyone resented me because I pledged one of, 'those [Anglo] frats'. I was welcomed by one hispanic tutor, but only because it was her job."

University Achievement Class is a university sponsored scholarship program. It is administered via the Office of Student Support Services, which as mentioned earlier, is a support office for ethnic minority students on campus. This scholarship program provides monetary assistance for above average academic work, as well as group activities for those who are a part of it. Rarely are Anglo students a part of this program. It is often compared to the President's Leadership Class, which is basically the same sort of support program. However, in the President's Leadership Class, the members are predominantly Anglo students. Often University Achievement Class students express resentment for being placed in a group which appears to be designated *only* for ethnic minority students, when there is a practically identical group which has more prestige on campus. The consensus is that President's Leadership Class is a better program. It has higher status and thus, receives more recognition than does the University Achievement Class.

The respondent makes reference to his disappointment at being placed with the minority students. This is despite the fact that academically, he has performed better than other Latino members of his class. Furthermore, he explains that the only other Hispanic person who welcomed him did not do so because she feels a kinship with him, but because it is her job to do so. These comments show a distinct feeling of non-alignment with the Hispanic community on campus and discrimination by the same group because he does not show himself to be a part of it. This sense of not belonging is important. It highlights the problem of isolation and separation.

Separation and isolation are important because as some of the students note, they either do not feel a part of the smaller ethnic community or the larger university community. The student

who states that he was welcomed by a Hispanic tutor only because it was "her job" to do so and the resentment of other minorities because he pledged an Anglo fraternity, illustrates an isolation from the Hispanic community because of his involvement with the Anglo community on campus. However, most of the comments characterize an inability to fit into the larger campus community. One student places the bulk of the responsibility for "fitting in" on himself.

> "I don't seem to fit in very well [with] the majority of the population and therefore, I have had trouble joining organizations."

However, much of the criticism is aimed at the atmosphere of the campus. Specifically, some of the reproof is leveled at the Greek letter community.

> "The Greek system is also somewhat frustrating because of the attention that the greeks [sic] receive."
>
> "The greek [sic] system is too strong and too much emphasis is given to the greeks [sic]. I love OU, but I don't feel like a part of it."

One student sums up the view of separation by stating,

> "O.U. is a very 'clique' based college. The focus seems to be on categorizing people, finding their differences, defining those differences and then defending them -- in the process excluding other groups. It is a very negative learning environment. . . There are those who love to 'belong' to a certain group. These people are the happy ones."

The importance of belonging does not appear to be the issue for these students. Rather, it is the importance of belonging to certain *accepted* groups that they find troublesome. Conversely, two students for their lack of heritage and cultural identity single out the actions of those who, insincerely, claim Hispanic membership.

> "Some negative experiences include the number of Hispanics @ OU that only claim their ethnic group in order to supplement their income. Many of the Hispanics that are native Oklahomans do not know or care much about their heritage. Most of the Hispanics with a strong identity are from other states."

Another student's comment parallels the previous student's comment.

> "I was mainly distract[ed] by the Hispanic students that only claimed to be Hispanic in order to receive their scholarship money. Many of these people did not participate in 1 HASA [Hispanic American Student Association] activity, however, still claimed to be Hispanic. I believe in order for Hispanics to be strong @ OU there [sic] needs to be recruitment of Hispanics that are more culturally proud & responsible"

The sense of cultural identity is another form of belonging. In this instance, a knowledge and expression of the cultural heritage particular to Hispanic American students is important for its own sake, but also for the sake of group membership. However, it is important to remember that one of the previously quoted students notes that he did not feel welcomed by the ethnic group, while another, though taking pride in her background, does not focus on that membership in her interactions with others.

The negative comments from members of all subsamples are interesting to note because of the similarities that they present. Campus atmosphere, ostracism from the ethnic group and racism were the most significant commonalties. Members from each group provide a picture of their experiences at the University of Oklahoma which indicate an atmosphere fertile for the fostering of a "larger community" and for smaller ethnic communities.

In addressing issues of "campus atmosphere" several of the students mention the negative behaviors of people in campus offices such as the Financial Aid Office and the Bursar's Office. These statements, and others like them, are indicative of the bureaucratic structure of the university. They are universal to colleges students regardless of their ethnicity. These types of statements are expected from people in samples that have members who are college students. In this theme, the most important common role for students is that of college student. Ostracism at the hands of the larger community is a prevalent theme for members of the all three subsamples. The discussion of campus racism does not make this fact a surprise. What is a surprise, however, is the intragroup ostracism that is described. It is most prevalent in the Native American and African-American samples. Some respondents state that their negative experiences came exclusively via the interactions with other members of their ethnic group.

African-Americans state that their ostracism comes from displaying difference and Native American students indicate that their ostracism comes from not being "Indian enough." Lastly, all groups indicate that they have experienced campus racism. This racism has come via encounters with other students, and/or campus events such as the vandalizing of a student's car or the "Tee-Pee Incidents."

Chapter 9
QUALITATIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

In response to two open-ended questions concerning positive and negative experiences on the University of Oklahoma's campus, responses were arranged by sub-sample into three groups – African-American, Native American and Hispanic. The responses were placed into two categories – positive responses from each group and negative responses from each group. The category of positive responses yields three overriding themes. They are: relationships with others, support of the respective campus ethnic communities and opportunities for growth. A response with the theme "relationships with others" mainly addresses the interactions and subsequent relationships that respondents formed with other people during their time at the University of Oklahoma. These are personal experiences which respondents rarely generalized to others. Responses in the category "support of the African-American, Native American or Hispanic community" yield information on the positive aspects of "community life" at the university. Again, this information is limited to the ethnic community, rather than the university community. Responses in the category "opportunities for growth" provide insight regarding the respondents' positive outlook on the college experience as an opportunity for personal and/or professional growth.

The category of negative responses presents similar themes for each group. The themes for the African-American sub-sample are: general campus atmosphere, relationships with other African-Americans and campus racism. "General campus atmosphere" refers to the feeling of not being welcome or not being considered a true part of the larger university community. "Relationships with other African-Americans" presents information on intragroup ostracism and difference. Finally the theme, "campus racism" describes specific racist acts that respondents either experiences first hand, witnessed, read about or heard about. Native American sub-sample members' responses were divided into two major themes. The first is "campus atmosphere." In this theme, the respondents describe feeling unwelcome on campus. The second theme, "campus racism," as with the African-American sub-sample, addresses experiences of personal

racism, or racism which has been witnessed, heard about or read about on campus. Hispanic sub-sample members also address the theme of racism in their responses. However, the first theme of "institutional racism" addresses the role of the university in racism. The second theme is "separation and isolation," which indicates the feeling of being unwelcome. Thirdly, the respondents address "cultural identity." They describe the lack of cultural identity for other Hispanic students and view this as detriment to the community.

CONCLUSION

Several researchers have indicated that of particular relevance to the success of ethnic minority college students is "academic integration" (Donovan, 1984; Terenzini, Rendon, Upcraft, Miller, Allison, Gregg and Jalomo, 1994; Eimers and Pike, 1996). Blackwell (1981) states that college success, or the lack thereof, is connected to many factors, which range from an undesirable school environment to financial need to academic difficulties. Nettles (1988) and Allen, Epps & Haniff (1991) state that African-American students who attend predominantly Anglo colleges and universities are more likely to experience a negative environment. Yet, there are three major themes of the positive comments which indicate a level of social interaction, important in any community of college students. The positive view of the relationships that they have developed with others is an indication of the similarities that are shared by all college student. They praise the diversity of the people with which they have had an opportunity to interact. This characteristic is symbolic of their interactions with people who are not members of their ethnic groups as well as those who also belong. It is important to note, however, that of the three groups, it is the African-American sample, which is most insistent on indication of diversity within the community of other African-Americans.

The positive adjustment of the students in this sample is indicated most by their comments regarding the relationships that they have developed with others on campus. The friendships as well as the patterns of mentorship that they construct are crucial to their positive adjustment. Also of interest is the fact that none of the students uses the word "mentor" when describing some of these experiences. Clearly, the descriptions are of mentors, yet the students do not identify them as such. There appears to be an informal system of mentorship at work.

Many authors have found that culture shock is an important reason for Native American students' high dropout rates at predominantly Anglo colleges and universities (Chavers, 1991; Huffman, Sill & Brokenleg, 1986). Scott (1986) notes that "...being a 'cultural Indian' reduces the likelihood of academic success ... those committed to Indian ways are less likely to become integrated into the university community, and consequently less likely to succeed" (p. 381). Those who experience the cultural conflict leave college (Chadwick, 1972; Falk & Aitken, 1984). Those Native American students who have been assimilated into the larger culture generally have lower levels of cultural conflict and are able to succeed (Huffman, et al, 1986). This is an important fact to note in light of the negative statements that some of the Native American sample members make regarding the negative treatment that they report because of lack of "Indianness."

Blackwell (1981) discusses the same problems of identity and identity crisis for African-American students. The African-American middle class student, according to Blackwell, is sometimes caught in the dilemma of an identify crisis because the values of middle class America are decidedly Anglo. This identity crisis can be alleviated by involvement in a support system, which allows the members the freedom to engage in activities, which are specific to their culture. However, this issue of class is not addressed in the negative or positive comments of the African-American sample. It may be noted, however, that the student who mentions her concern for pressing issues such as poverty in the African-American community also cites the lack of similar interests from other members of the African-American campus community. Though it is not consensus, it provides an brief insight into the issue of class that appears prevalent on the campus. Many of the students, irrespective of ethnicity, made mention of the Greek letter organization as a source of negative atmosphere. The unaddressed issue of class does have some basis in the University of Oklahoma system.

Structural characteristics are important to the support network that ethnic minority students build on campuses in which they are in the numerical minority. Allen (1987) and Peterson, et al, (1978) cite the absence of remedial programs, limited involvement in campus activities and limited information exchange with faculty members and the larger population of students as reasons for the high college dropout rate of African-American students. The

institutional programs, which are in place to assist students are important in terms of their academic adjustment as well as their personal growth. Scott (1986) cites ethnic studies programs as an incentive for students to succeed as well as a factor, which provides them with a higher level of comfort within the environment.

These types of programs are offered on the University of Oklahoma's campus. The considerable weight that programs such as Project Threshold, the Office of Student Support Services and the Minority Engineering Program hold with the students are noted in their comments. Many of the students throughout the sample cited these offices and the people in them as instrumental to their success as college students. Respondents cited these offices and their staff as crucial sources of academic and personal support. Although students comment on the positive aspects of each of these offices, (as well as some offices not designed to specifically aid ethnic minority students) they make no mention of the university as a positive entity. This is important given the fact that the offices that they cite as examples of support are university sponsored offices and those who work in the offices, university employees.

Cultural identity appears to be paramount to the success of ethnic minority college students in addition to all other documented predictors of their success. It begins in their early lives so that by the time that they reach the university level, students generally have some sense of identity and group membership. How students handle their group membership and whether they adhere to the culture of their ethnic group are important as determining factors of academic success. In this sample, students indicate either a willingness to learn about and be a part of their heritage or learn about it. In the case of some respondents from the Native American sample there are comments which express the importance of getting to know about one's own cultural identity, as well as statements that express no real desire to learn about the cultural heritage of the group. The rift between students who are deeply entrenched in their culture and those who are not is important to the examination of the extent of integration that a student experiences on a college campus.

The striking difference between the positive and negative comments indicates that students dichotomize and compartmentalize their experiences on campus. On the one hand,

students are able to view their personal experiences as positive. They do so by citing the positive effects of their personal relationships. On the other hand, they are able to view their experiences as negative due to the environment of the campus and the effect that the environment has on the ethnic group to which they belong. This compartmentalization appears to be a major coping mechanism for many students. It allows the student to view the world from two distinctly different vantage points; one that highlights personal interaction and one that is dictated by their membership in a particular ethnic group.

RECOMMENDATIONS

Though the quantitative portion of this study does not reveal many statistically significance in the cultural factors of success presented, it is important to note that many other researchers have found strong positive correlations and profoundly significant effects of cultural factors on the success of ethnic minority students in higher education. Many scholars understand that the United States is not a homogeneous society. Furthermore, its heterogeneity has come at a unique cost to ethnic minority groups who have come to represent diversity in this society. This diversity has a profound effect on ethnic minorities in this society. The factors that explain the lower rates of retention for ethnic minority students indicate that though there are many factors at work, the one factor at the heart of the matter is ethnicity. Cultural integration in United States society is still largely a goal of the ideal culture. The University, as a microcosm of the larger society, still strives to reach the same goal. Tierney (1991) states that colleges and universities who strive for cultural diversity must make it a higher priority and at the same time, make the goal of the success of ethnic minority students a clear one. Clearly further research in this area is warranted. This is evidenced by the responses received in the qualitative portion of the study.

The variance of anecdotal experiences of ethnic students is important when making recommendations. The positive statements that students make are personal in scope. Hence, research which includes larger sample, or a sample which includes Anglo and Asian American students would likely yield the same types of responses. However, it is the negative comments section which warrant the most discussion for recommendation and change.

In light of the negative comments from many of the respondents, it is important for predominantly Anglo colleges and universities to acknowledge the problem of racism, which still exists on campuses. Institutions of higher learning do not exist in vacuum and cannot avoid the presence of racism. They may, however, provide a safer haven for the interactions of students by providing space in the bureaucratic structure for the complaints of those students who experience problems that are racial in nature while on campus. Though it may be difficult to do, given the elitist environment on many campuses, it is important that seminars in issues of diversity are addressed with all employees of the university. Apart from seminars, universities should provide opportunities for dialogue for students, faculty and staff. These seminars and other opportunities for dialogue must be geared specifically toward the university community. The nature of racism is such that it does not often lend itself to productive, unfacilitated discussion. Additionally, the cerebral reputation of faculty makes productive training particularly difficult to achieve among those who teach.

One way to avoid this obstacle is to present a program of mentorship in which faculty are strongly encouraged to participate. The importance of mentorship is apparent in the qualitative comments of students. Though very few of them actually mention the word, many describe an interaction with some faculty and/or staff which is, in fact, a mentor/protégé relationship. Mentorship, or guidance by an elder, is a major component of the ethnic cultures to which these sample members belong. Furthermore, it goes hand in hand with the concept of community. Reporting on a recent survey of minority professors by the Higher Education Research Institute, Schneider (1997) states, "minority scholars in the survey were more likely than their white colleguews to say they cared about community service." (p. A13) The author also reports that "they were committed to developing the moral character of students, readying them for employment, and preparing them for responsible citizenship and family living." (p. A13) This student/faculty relationship is an individual characteristic. Its focus is one on one interaction. More importantly, its focus lies solely in the perspective of the student. If students do not perceive that the majority of their relationships with faculty are positive, those perceptions are important to the reality of the student. A meaningful component in the success of Black students at

predominantly Anglo institutions, according to Allen (1992) is the presence of positive faculty/student relationships. Stitt and Russell (1994) indicate that the relationship between Black students and faculty is an important factor in a student's decision to continue their education. The findings indicate that students who report discussions with faculty outside of the classroom setting were more likely to be retained than students who did not. Included in "faculty/student" interactions are advisor assistance in course scheduling, knowing the advisor's name and positive impressions of faculty. These positive relationships were found to have significant positive effects on retention and comfort for African-American students (Stitt & Russell, 1994) Kirkness and Barnhardt (1991) state that reciprocity in relationships between students and teaching is important to Native American students as well. Additionally, Pascarella, et al (1996) find that instructor support lends a positive factor to the university environment. Utilizing the information regarding the importance of positive faculty/student interactions and student perception of faculty support, a constructive plan of effort may be implemented.

With this understanding, a positive environment for mentorship must be fostered. However, it must be stated that verbal encouragement to develop mentoring types of relationships is not enough. Faculty and staff must be encouraged via incentives, provided by the university administration, which will allow them time to develop more personal relationships with students. Encouragement may come in organized form such as the hiring of graduate assistants who will provide professors assistance in classes that they teach. Smaller class sizes would allow professors that opportunity to not only get to know student's names, but their ability level, skill level and interest in the subject matter. It would also free time which would ordinarily be spent on grading for such large scale classes. Reduced teaching loads would also serve the purpose of lightening the load for professors. All of these measures could be instituted so that a structured form of mentorship and advising of students could take place. Thereby serving the purpose of providing mentorship for students and lightening the loads of professors so that supportive mentoring relationships could take place.

The same types of seminars and discussions must also be presented to all students. However, it must be conducted in a formal setting. Fraternities and sororities may attend

programs via the Greek Affairs Division and via entry level, required, courses all students must be exposed to the issues of racism that are present on campus. The University of Oklahoma has a set of courses called "Gateway", in which entering students are required to enroll. This one-hour course orients the student to the university and teaches a number of survival skills, such as study habits and time management. Within such a framework, all universities may provide this valuable teaching and learning experience. Pascarella et al (1996) state several influences on students' openness to diversity during their first year of college. They state that among other things, a tolerant racial environment, *participation in a racial or cultural awareness workshop* and close relationships with other students who are members of ethnic groups different from their own. The research provides the viewpoint of all students, regardless of ethnic background. The key to openness to diversity is to present opportunities for growth, knowledge and expansion of positive beliefs and attitudes and it must begin in the first year of a student's higher education.

Moreover, the university-sponsored offices, which are designed to support ethnic minority students, must offer their own diversity training. It is apparent that many of the students in this sample have experienced ostracism from their own communities because they are perceived as being different from the other members of the group. This lack of respect and acceptance of intragroup diversity is tantamount to the ostracism of the larger community. Furthermore, it has the potential to be far more detrimental because it does not give ethnic students the natural refuge of a primary group if they are ostracized from the larger university community. Ostracism from both groups is likely a scenario for poor adjustment and a possible precursor to dropping out. The first year of a student's academic career is most crucial in determining receptiveness to diversity.

The recommendations of Allen (1987) and Peterson, et al, (1978) regarding the presence of remedial programs are supported herein. Moreover, university sponsored support programs, such as the Office of Student Support Services must continue to be supported. This is crucial in light of the considerable importance that many of these respondents place on these programs. They provide a variety of services, from academic to programs, which allow students to experience personal growth and satisfaction. They provide a source of mentorship that is also important to the support structure of students.

Since the University of Oklahoma already provides support and assistance to ethnic minority students with such programs as the Minority Engineering Program, Project Threshold, University Achievement Class and the aforementioned Office of Student Support Services it has already made a move in the direction of retention. These programs provide valuable services such as tutoring, peer counseling and leadership training. The drawback of these programs however, lies in the view of them. Most notably they are labeled (often negatively so) as the "minority programs." Project Threshold, for instance is a program aimed at students who are considered to be economically disadvantaged. However, the vast majority of students who participate are members of ethnic groups. Prior to the fall of 1997 the scholarship programs entitled University Achievement Class and the President's Leadership Class offered overlapping training, and workshops to scholarship recipients. The fundamental difference was in the membership. The President's Leadership Class was predominantly Anglo and the University Achievement Class predominantly ethnic.

During the fall semester of 1997, the two leadership classes were combined into one. This is a positive step forward in the effort to support the social and academic integration of all university students. Prior to its combination with the President's Leadership Class, the University Achievement Class required the mandatory participation of all members in a "study hall" for four hours per week as well as periodic grade checks. Students also received intensive peer counseling and contact with "Retention Interns" who were responsible for a "caseload" of lower division students. Finally, leadership training was a component of University Achievement Class for both the members and the Retention Interns. During a weekend retreat and during several workshops per semester, leadership activities (which took care to include cultural factors) were presented by the Office of Student Support Services which administered the class. The integration of the two groups is laudable. It is crucial, however, that the university examine its work with this combined class to continue to ensure the highest academic standards. Secondly, as research shows that peer support is important, it is also necessary to maintain a high level of peer support in this program. Third, the most insidious form of oversight must be avoided. The combined program must stringently fight to avoid a homogenization of the leadership component

of the class. The university must constantly evaluate its efforts to include a variety of cultures and expose all of the students in the combined University Achievement and President's Leadership Classes to cultural factors and components of all groups. Research on Native American retention states that university policies emphasize a respect for cultural differences and an education which focuses on a Native American world view (Kirkness & Barnhardt, 1991). The combination of the groups may easily become another insidious form of assimilation if the university is not hyper vigilant.

The environment of the university campus as a whole is also important to the success of ethnic minority students. Some students in the qualitative sample stated that they often did not feel welcome or a part of the larger campus community. This is important in achieving a level of comfort which will allow ethnic minority students to feel welcome initially and comfortable enough to continue their education. Tinto (1987) and Bean (1980, 1982, 1983, 1985) describes this comfort level as a "goodness of fit." "Goodness of fit" speaks to the larger campus community as well as the smaller ethnic communities. Indeed, some members of the qualitative sample cited incidents in which they felt unwelcome and left out of the larger campus community as some who state a disenchantment with the ethnic communities because of a lack of acceptance. In other words, they were not ethnic "enough." The concept of "goodness of fit" provides an encompassing view of university life. It includes academic life, as well as social life and the more comfortable the "fit" the more likely it is that students will report an integration into the university community. Fisher and Hartmann (1995) indicate that the social life of Black students on Anglo campuses is affected by their membership in the African-American group. American Indian students in one study report perceptions of a very hostile campus environment made so by racist verbal statements from other students and staff members (Huffman, 1991). The study of Native American students also notes that those students who indicate higher levels of assimilation into Anglo culture are also likely to report the least amount of campus racism (Huffman, 1991). The solution, however, is not to seek the assimilation of ethnic minority students into the larger Anglo community, but to diversify the larger community by creating a space for education and growth

(cultural and academic) of all students. This will in turn raise the comfort level of all students, faculty and staff, which will, in turn, allow a positive "fit" to take place.

Lastly, the social environment and campus community is viewed negatively by many students who cite the strength of presence, legitimacy and perceived support that the university administration provides to the Greek letter organizations on campus. Pascarella et al (1996) reports that membership in a fraternity or sorority decreases a student's openness to diversity. In fact, is has a significant negative affect. Often, student at the University of Oklahoma are allowed to "rush" predominantly Anglo Greek letter organizations prior to beginning classes for their first fall semester. In some instances, the very first experience with residence hall living and campus social interaction begins in an extremely isolated and homogenous atmosphere. There are very few other students on campus during "rush." The process of socialization is swift. These students may also be asked to pledge during their first year.

The Black Greek letter organizations may serve to present further ostracism of the already ostracized ethnic communities. The University of Oklahoma does not have either Native American or Hispanic social fraternities or sororities which compete in scope or size to the predominantly Anglo and African-American organizations. In fact, the African-American social fraternities and sororities cannot compete on the same level as the Anglo organizations either. However, the presence of Black Greek letter organizations is strong within the smaller ethnic community. The African-American Greek letter organizations are identified, by some respondents, as negative because of their perceived capacity to create further divisions among students on campus. Kimbrough (1995) conducted research on the leadership development of African-American students who are members of Black Greek letter organizations. He states that the divisive or unifying effects of these organizations cannot be determined (in the case of his research) because of the responses of African-American students who are not members of Black fraternities or sororities. The responses were either negative or expressed ambivalence toward the organizations (Kimbrough, 1995).

The negative observations of sample members regarding Greek letter organizations is indicative not only of the behavior of the organizations, (which are widely seen as exclusive and

racist) but of the perceived embrace of those organizations by campus administration. The predominantly Anglo Greek letter organizations are widely perceived to be favored over any ethnic minority group on campus. This is noted in student's comments regarding the perceived lack of response by the University of Oklahoma administration to hate crimes widely considered to have been committed (as opposed to being "alleged") by members of Anglo Greek letter organizations against Native American students.

In order to support an environment of trust the university must begin a process of education of all students. Additionally, it must work to cut down on the perceived favoritism that it shows to Anglo Greek letter organizations and foster a sense of diversity among the entire student body. With specific regard to pledging, it is recommended that the university not allow Greek letter organizations, regardless of ethnic make up, to "rush" or "pledge" first year students. The finding of Pascarella et al (1996) lend important support to this idea. If the multicultural academic institution is the ideal, it must first foster, and then provide an environment in which the growth may take place.

These recommendations have as their emphasis the positive adaptation and adjustment of all students. Given the nature of our changing society it is important that the university change as well. As institutions of higher learning it is important to provide environments which contribute to a positive atmosphere for the student. Clearly there are students who have benefited from the existing campus programs. They are designed to assist students. This is important to note because it indicates the willingness of the University of Oklahoma to provide services to its ethnic student population. However, if the aim of the university is to retain its current students, while building its enrollment in number and in scope, there must be a systemic change which will then prompt a marked change in the university environment, community and student perceptions of that community. It will then be on its way to being a true "university family."

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Appendices

Appendix A: Correspondence to Sample Members Accompanying the Questionnaire

Date

Name
Address
Address #2
City, State, Zip Code

Salutation:

I am a Ph.D. graduate student in the Department of Sociology. Currently I am conducting original research that will allow me to complete my dissertation.

As you may know, some minority students begin their schooling and for any of a number of reasons, do not complete it. I am interested in why that is so. As a result, I am attempting to identify the factors that we find important to the completion of our education at predominantly white colleges and universities. This survey will shed some light on how OU may better serve our unique populations.

Enclosed is a survey. It asks questions about you, in general, and your experiences at OU in specific. I will be the only person with access to the information that you send to me. You will not be identified in the data. So please do not write you name on the questionnaire. Please answer these questions to reflect your experiences at OU. I ask that you take a few minutes to complete it. It will only cost a little of your time. Your participation is completely voluntary. Returning the completed survey indicates your consent to be a part of the research.

You may drop it off at any one of the listed sites on campus (see reverse side of this letter) or just drop it in the nearest mailbox. The postage is already paid.

If you would like to see the results of this study, or have other questions, please call or make the request to me in writing at the address below:

Rhonda Matthews
Department of Sociology
University of Oklahoma
Norman, Oklahoma 73019
405-325-1751

Thank you and good luck in future endeavors! You help is greatly appreciated.

Sincerely,

Rhonda Matthews

Enclosures

Appendix B: List of On Campus Drop Sites for Completed Questionnaires Accompanying the Correspondence and Questionnaire

On Campus Drop Sites

Sociology Department -- 331 Kaufman Hall

African-American & Native American Studies -- 8th Floor Dale Hall Tower

Cate Center Duty Office -- Across from the Cate Store

Student Support Services -- Hester Hall, 2nd Floor

Adams Center Duty Office -- McCasland Tower Adams Center

Walker Center Duty Office -- Craig A. Hall Lounge Walker Center

Couch Center -- Couch Center, 1st Floor

Department of University Housing -- Walker Center, 1st Floor

Appendix C: Questionnaire Sent to African-American Sample Members

I. This section measures your views on your integration into the University of Oklahoma community. *(Place a check next to the response)*

1. ___ I am pleased with my academic advisor at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

2. ___ There is someone on OU's faculty or staff that I consider to be my mentor.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

3. ___ OU attempts to involve all students in university activities.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

4. ___ My parents/relatives attend (or have attended) OU special days like Mom's Day, Dad's Day, etc. ___ 1. Yes ___ 2. No

5. ___ My parents/relatives enjoy attending, OU special days like Mom's Day, Dad's Day, etc.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree
___ 5. Parents/relatives never attended special days at OU

6. ___ OU makes special efforts to assist students of different ethnic groups.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

7. ___ OU made special efforts to reach out to students of different ethnic groups.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

8. ___ When I lived in the residence halls at OU I found them to be positive places to live (in terms of attention to diversity).
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree
___ 5. I did not live in the residence halls

9. ___ Extracurricular activities on campus reflect my interests:
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

10. ___ I pledged a Greek letter sorority or fraternity while at OU. The members are predominantly:
___ 1. White ___ 2. African-American ___ 3. Hispanic ___ 4. Asian
___ 5. American Indian ___ 6. I have not pledged a fraternity or sorority

11. **Please list the organizations and/or programs in which you have participated in while a student at OU.**

Organization	*Have you ever been a member? (Circle)*		*Circle the year you joined.*	*Are you still a member? (Circle)*	
Black Student Association	**Yes**	**No**	**91 92 93 94 95**	**Yes**	**No**
Know Thyself Society	**Yes**	**No**	**91 92 93 94 95**	**Yes**	**No**
National Association of Black Journalists	**Yes**	**No**	**91 92 93 94 95**	**Yes**	**No**

Please list the organizations and/or programs in which you have participated in while a student at OU.

National Society of Black Engineers	Yes	No	91	92	93	94	95	Yes	No
Minority Engineering Program	Yes	No	91	92	93	94	95	Yes	No
Retention Intern Program	Yes	No	91	92	93	94	95	Yes	No
President's Leadership Class	Yes	No	91	92	93	94	95	Yes	No
University Achievement Class	Yes	No	91	92	93	94	95	Yes	No
Brothers & Sisters Making a Difference	Yes	No	91	92	93	94	95	Yes	No

Please list any other organizations and/or programs that you have participated in during your time at OU.

Organization	*Have you ever been a member? (Circle)*		*Circle the year you joined.*					*Are you still a member?*	
	Yes	No	91	92	93	94	95	Yes	No
	Yes	No	91	92	93	94	95	Yes	No
	Yes	No	91	92	93	94	95	Yes	No
	Yes	No	91	92	93	94	95	Yes	No
	Yes	No	91	92	93	94	95	Yes	No

II. ***This section focuses on your thoughts about the University community and the African-American community at OU.*** *(Please place a check next to the number of your response.)*

12. ___ While at OU, I have, at times, found myself exhibiting some behaviors of the majority (i.e., White) culture in order to be successful.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

13. ___ I feel comfortable interacting in groups of African-American people at OU..
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

14. ___ I feel comfortable interacting in groups of White people at OU..
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

15. ___ There is a great deal of unity and sharing among African-American students at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

16. ___ Describe the relations of African-American students and White students at OU.
___ 1. Poor ___ 2. Fair ___ 3. Uncertain ___ 4. Good ___ 4. Excellent

III. ***This section seeks information about the values of the African-American community. The questions address your views as they relate to the OU community.*** *Place a check next to the response.*

17. ___ It is important to keep up with issues important to the African-American community at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

18. ___ I have a strong attachment to other African-Americans at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

19. ___ I am very concerned about the problems African-Americans have at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

20. ___ African-American representation at OU is important in all organizations, activities, etc.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

21. ___ African-American faculty & staff representation in all departments is important at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

22. ___ African-Americans, should develop our own economic and political programs, organizations, etc., and not be dependent on White organizations and support while at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

23. ___ African-Americans have a distinct culture at OU that was worth protecting and documenting.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

24. ___ Most of my friends at OU are:
___ 1. Black ___ 2. Mostly Black ___ 3. From other racial groups
___ 4. Racially mixed groups ___ 5. Mostly White ___ 6. White

25. ___ I spend most of my recreational and leisure time at OU with people from the following group:
___ 1. Black ___ 2. Mostly Black ___ 3. From other racial groups
___ 4. Racially mixed groups ___ 5. Mostly White ___ 6. White

26. ___ I prefer to interact in and join the following types of groups at OU:
___ 1. Black groups ___ 2. Mostly Black group ___ 3. Other racial groups
___ 4. Racially mixed groups ___ 3. Mostly White groups ___ 4. White groups

27. ___ African-Americans at OU are knowledgeable about their heritage.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

28. ___ An African-American Studies program is an important part of an African-American student's college program.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

29. ___ It is preferable for African-Americans to live in African-American communities.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

IV. ***This section asks questions about your general background.*** *(Place a check next to the response)*

30. ___ I am a member of the following ethnic group:
___ 1. White ___ 2. African-American ___ 3. Hispanic ___ 4. Asian
___ 5. American Indian ___ 6. Other (please identify) _____

31. ___ The population of my hometown is:
___ 1. under 2,500 ___ 2. 2,500-9,999 ___ 3. 10,000-49,999
___ 4. 50,000-99,999 ___ 5. over 100,000

32. ___ The racial composition of the neighborhood where I lived while in high school was:
___ 1. All Black ___ 2. Mostly Black ___ 3. Racially mixed. ___ 4. Mostly White
___ 5. White except for my family & me. ___ 6. Other (please identify) _____

33. ___ My father's highest level of education is:
___ 1. did not complete high school ___ 2. high school diploma
___ 3. some college work ___ 4. received a bachelor's degree
___ 5. received a degree beyond the bachelor's degree
___ 6. does not apply (do not live with my father)

34. ___ My mother's highest level of education is:
___ 1. did not complete high school ___ 2. high school diploma
___ 3. some college work ___ 4. received a bachelor's degree
___ 5. received a degree beyond the bachelor's degree
___ 6. does not apply (do not live with my mother)

35. ___ Members of my immediate family (brothers & sisters) have attended college.
___ 1. Yes ___ 2. No ___ 3. Does not apply (do not have brothers or sisters)

36. ___ I have filed for financial aid while at OU. ___ 1. Yes ___ 2. No

37. ___ To the following extent finances have been a problem in continuing my education at OU:
___ 1. Not a problem at all ___ 2. Somewhat of a problem ___ 3. Neutral
___ 4. A problem ___ 5. Very much of a problem

38. ___ I have worked while enrolled as a student at OU. ___ 1. Yes ___ 2. No

40. ___ How many hours, ***on average*** are you/were you employed per week?_____

41. ___ It has been a financial burden to continue my college education.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

42. ___ I characterize my political beliefs as:
___ 1. very liberal ___ 2. liberal ___ 3. middle of the road
___ 4. conservative ___ 5. very conservative

IV. ***I am interested in your experiences at OU. Please take a few minutes and use the spaces on the last page to provide some written information about your time at the University.***

43. Please describe some of the ***positive*** experiences that you have had while a student at OU.

44. Please describe some of the ***negative*** experiences that you have had while a student at OU.

Appendix D: Questionnaire Sent to Native American Sample Members

I. This section measures your views on your integration into the University of Oklahoma community.
(Place a check next to the response)

1. ___ I am pleased with my academic advisor at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

2. ___ There is someone on OU's faculty or staff that I consider to be my mentor.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

3. ___ OU attempts to involve all students in university activities.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

4. ___ My parents/relatives attend (or have attended) OU special days like Mom's Day, Dad's Day, etc. ___ 1. Yes ___ 2. No

5. ___ My parents/relatives enjoy attending, OU special days like Mom's Day, Dad's Day, etc.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree
___ 5. Parents/relatives never attended special days at OU

6. ___ OU makes special efforts to assist students of different ethnic groups.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

7. ___ OU makes special efforts to reach out to students of different ethnic groups.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

8. ___ When I lived in the residence halls at OU I found them to be positive places to live (in terms of attention to diversity).
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree
___ 5. I have not lived in the residence halls

9. ___ Extracurricular activities on campus reflect my interests:
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

10. ___ I pledged a Greek letter sorority or fraternity while at OU. The members are predominantly:
___ 1. White ___ 2. African-American ___ 3. Hispanic ___ 4. Asian
___ 5. Native American ___ 6. I have not pledged a fraternity or sorority

11. **Please list the organizations and/or programs in which you have participated in while a student at OU.**

Organization	*Have you ever been a member? (Circle)*		*Circle the year you joined.*					*Are you still a member? (Circle)*	
American Indian Student Association	Yes	No	91	92	93	94	95	Yes	No
American Indian Sci. & Engineering Society	Yes	No	91	92	93	94	95	Yes	No
Minority Engineering Program	Yes	No	91	92	93	94	95	Yes	No
President's Leadership Class	Yes	No	91	92	93	94	95	Yes	No
Univ. Achievement Class	Yes	No	91	92	93	94	95	Yes	No

Please list any other organizations and/or programs that you have participated in during your time at OU.

Organization	*Have you ever been a member? (Circle)*		*Circle the year you joined.*					*Are you still a member?*	
	Yes	No	91	92	93	94	95	Yes	No
	Yes	No	91	92	93	94	95	Yes	No
	Yes	No	91	92	93	94	95	Yes	No
	Yes	No	91	92	93	94	95	Yes	No
	Yes	No	91	92	93	94	95	Yes	No

II. ***This section focuses on your thoughts about the University community and the Native American community at OU.*** *(Please place a check next to the number of your response.)*

12. ___ While at OU, I have, at times, found myself exhibiting some behaviors of the majority (i.e., White) culture in order to be successful.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

13. ___ I feel comfortable interacting in groups of Native American people at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

14. ___ I feel comfortable interacting in groups of White people at OU..
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

15. ___ There is a great deal of unity and sharing among Native American students at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

16. ___ Describe the relations of Native American students and White students at OU.
___ 1. Poor ___ 2. Fair ___ 3. Uncertain ___ 4. Good ___ 4. Excellent

III. ***This section seeks information about the values of the Native American community. The questions address your views as they related to the OU community while you were a student.*** *Place a check next to the response.*

17. ___ It is important to keep up with issues important to the Native American community at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

18. ___ I have a strong attachment to other Native Americans at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

19. ___ I am very concerned about the problems Native Americans have at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

20. ___ Native American representation at OU is important in all organizations, activities, etc.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

21. ___ Native American faculty & staff representation in all departments is important at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

22. ___ Native Americans, should develop our own programs & organizations, etc., and not be dependent on White organizations and support while on campus.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

23. ___ Native Americans have a distinct culture at OU that is worth protecting and documenting.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

24. ___ Most of my friends at OU are:
___ 1. Native American ___ 2. Mostly Native American
___ 3. From other racial groups ___ 4. Racially mixed groups ___ 5. Mostly White
___ 6. White

25. ___ I spend most of my recreational and leisure time at OU with people from the following group:
___ 1. Native American ___ 2. Mostly Native American
___ 3. From other racial groups ___ 4. Racially mixed groups ___ 5. Mostly White
___ 6. White

26. ___ I prefer to interact in and join the following types of groups at OU:
___ 1. Native American ___ 2. Mostly Native American
___ 3. From other racial groups ___ 4. Racially mixed groups ___ 5. Mostly White
___ 6. White

27. ___ A Native American person should learn to speak his/her native language.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

28. ___ Native Americans at OU are knowledgeable about their heritage.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

29. ___ Native Americans make a point to attend tribal ceremonies and cultural activities at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

30. ___ The medicine man/woman plays an important role for the Native American at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

31. ___ A Native American Studies program is an important part of an Native American student's college program.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

32. ___ It is preferable for Native Americans to live in Native American communities.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

IV. ***This section asks questions about your general background.*** *(Place a check next to the response)*

33. ___ I am a member of the following ethnic group:
___ 1. White ___ 2. African-American ___ 3. Hispanic ___ 4. Asian
___ 5. Native American ___ 6. Other (please identify)_____

34. ___ The population of my hometown is:
___ 1. under 2,500 ___ 2. 2,500-9,999 ___ 3. 10,000-49,999
___ 4. 50,000-99,999 ___ 5. over 100,000

35. ___ The racial composition of the neighborhood where I lived while in high school was:
___ 1. All Native American ___ 2. Mostly Native American ___ 3. Racially mixed.
___ 4. Mostly White ___ 5. White except for my family & me.
___ 6. Other (please identify)_____

36. ___ My father's highest level of education is:
___ 1. did not complete high school ___ 2. high school diploma
___ 3. some college work ___ 4. received a bachelor's degree
___ 5. received a degree beyond the bachelor's degree
___ 6. does not apply (do not live with my father)

37. ___ My mother's highest level of education is:
___ 1. did not complete high school ___ 2. high school diploma
___ 3. some college work ___ 4. received a bachelor's degree
___ 5. received a degree beyond the bachelor's degree
___ 6. does not apply (do not live with my mother)

38. ___ Members of my immediate family (brothers & sisters) have attended college.
___ 1. Yes ___ 2. No ___ 3. Does not apply (do not have brothers or sisters)

39. ___ I filed for financial aid while at OU.___ 1. Yes ___ 2. No

40. ___ To the following extent finances are a problem in continuing my education at OU:
___ 1. Not a problem at all ___ 2. Somewhat of a problem ___ 3. Neutral
___ 4. A problem ___ 5. Very much of a problem

41. ___ I have worked while enrolled as a student at OU. ___ 1. Yes ___ 2. No

42. ___ How many hours, ***on average*** are you/were you employed per week? _____

43. ___ It is a financial burden to continue my college education.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

44. ___ I characterize my political beliefs as:
___ 1. very liberal ___ 2. liberal ___ 3. middle of the road ___ 4. conservative
___ 5. very conservative

IV. I am interested in your experiences at OU. Please take a few minutes and use the spaces on the last page to provide some written information about your time at the University.

45. Please describe some of the ***positive*** experiences that you have had while a student at OU.

46. Please describe some of the ***negative*** experiences that you have had while a student at OU.

Appendix E: Questionnaire Sent to Hispanic Sample Members

I. ***This section measures your views on your integration into the University of Oklahoma community.*** *(Place a check next to the response)*

1. ___ I am pleased with my academic advisor at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

2. ___ There is someone on OU's faculty or staff that I consider to be my mentor.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

3. ___ OU attempts to involve all students in university activities.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

4. ___ My parents/relatives attend (or have attended) OU special days like Mom's Day, Dad's Day, etc. ___ 1. Yes ___ 2. No

5. ___ My parents/relatives enjoy attending, OU special days like Mom's Day, Dad's Day, etc.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree
___ 5. Parents/relatives never attended special days at OU

6. ___ OU makes special efforts to assist students of different ethnic groups.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

7. ___ OU makes special efforts to reach out to students of different ethnic groups.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

8. ___ When I lived in the residence halls at OU I found them to be positive places to live (in terms of attention to diversity).
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree
___ 5. I have not lived in the residence halls

9. ___ Extracurricular activities on campus reflect my interests:
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

10. ___ I have pledged a Greek letter sorority or fraternity in which the members are predominantly:
___ 1. White ___ 2. African-American ___ 3. Hispanic ___ 4. Asian
___ 5. American Indian ___ 6. I have not pledged a fraternity or sorority

11. **Please list the organizations and/or programs in which you have participated in while a student at OU.**

Organization	*Have you ever been a member? (Circle)*		*Circle the year you joined.*					*Are you still a member? (Circle)*	
Hispanic American Student Association	Yes	No	91	92	93	94	95	Yes	No
Society of Hispanic Professional Engineers	Yes	No	91	92	93	94	95	Yes	No
Minority Engineering Program	Yes	No	91	92	93	94	95	Yes	No
President's Leadership Class	Yes	No	91	92	93	94	95	Yes	No
Univ Achievement Class	Yes	No	91	92	93	94	95	Yes	No

Please list any other organizations and/or programs that you have participated in during your time at OU.

Organization	*Have you ever been a member? (Circle)*		*Circle the year you joined.*					*Are you still a member?*	
	Yes	No	91	92	93	94	95	Yes	No
	Yes	No	91	92	93	94	95	Yes	No
	Yes	No	91	92	93	94	95	Yes	No
	Yes	No	91	92	93	94	95	Yes	No
	Yes	No	91	92	93	94	95	Yes	No

II. ***This section focuses on your thoughts about the University community and the Hispanic-American community at OU.*** *(Please place a check next to the number of your response.)*

12. ___ While at OU, I have, at times, found myself exhibiting some behaviors of the majority (i.e., White) culture in order to be successful.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

13. ___ I feel comfortable interacting in groups of Hispanic-American people at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

14. ___ I feel comfortable interacting in groups of White people at OU..
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

15. ___ There is a great deal of unity and sharing among Hispanic-American students at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

16. ___ Describe the relations of Hispanic-American students and White students at OU.
___ 1. Poor ___ 2. Fair ___ 3. Uncertain ___ 4. Good ___ 4. Excellent

III. ***This section seeks information about the values of the Hispanic-American community. The questions address your views as they relate to the OU community.***
Place a check next to the response.

17. ___ It is important to keep up with issues important to the Hispanic-American community at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

18. ___ I have a strong attachment to other Hispanic-Americans at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

19. ___ I am very concerned about the problems Hispanic-Americans have at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

20. ___ Hispanic-American representation at OU is important in all organizations, activities, etc.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

21. ___ There should be Hispanic-American faculty & staff representation in all departments at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

22. ___ Hispanic-Americans should develop our own economic and political programs, organizations, etc., and not be dependent on White organizations and support while at OU.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

23. ___ Hispanic-Americans have a distinct culture at OU that is worth protecting and documenting.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

24. ___ Most of my friends at OU are:
___ 1. Hispanic ___ 2. Mostly Hispanic ___ 3. From other racial groups
___ 4. Racially mixed groups ___ 5. Mostly White ___ 6. White

25. ___ I spend most of my recreational and leisure time at OU with people from the following group:
___ 1. Hispanic ___ 2. Mostly Hispanic ___ 3. From other racial groups
___ 4. Racially mixed groups ___ 5. Mostly White ___ 6. White

26. ___ I prefer to interact in and join the following types of groups at OU:
___ 1. Hispanic groups ___ 2. Mostly Hispanic groups ___ 3. Other racial groups
___ 4. Racially mixed groups ___ 3. Mostly White groups ___ 4. White groups

27. ___ A Hispanic-American person should learn to speak his/her native language.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

28. ___ Hispanic-Americans at OU are knowledgeable about their heritage.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

29. ___ A Hispanic-American Studies program is an important part of a Hispanic student's college program.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

30. ___ It is preferable for Hispanic-American people to live in Hispanic communities.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

IV. ***This section asks questions about your general background.*** *(Place a check next to the response)*

31. ___ I am a member of the following ethnic group:
___ 1. White ___ 2. African-American ___ 3. Hispanic ___ 4. Asian
___ 5. American Indian ___ 6. Other (please identify)_____

32. ___ The population of my hometown is:
___ 1. under 2,500 ___ 2. 2,500-9,999 ___ 3. 10,000-49,999
___ 4. 50,000-99,999 ___ 5. over 100,000

33. ___ The racial composition of the neighborhood where I lived while in high school was:
___ 1. All Hispanic ___ 2. Mostly Hispanic ___ 3. Racially mixed
___ 4. Mostly White ___ 5. White except for my family & me
___ 6. Other (please explain) _____

34. ___ My father's highest level of education is:
___ 1. did not complete high school ___ 2. high school diploma
___ 3. some college work ___ 4. received a bachelor's degree
___ 5. received a degree beyond the bachelor's degree
___ 6. does not apply (do not live with my father)

35. ___ My mother's highest level of education is:
___ 1. did not complete high school ___ 2. high school diploma
___ 3. some college work ___ 4. received a bachelor's degree
___ 5. received a degree beyond the bachelor's degree
___ 6. does not apply (do not live with my mother)

36. ___ Members of my immediate family (brothers & sisters) have attended college.
___ 1. Yes ___ 2. No ___ 3. Does not apply (do not have brothers or sisters)

37. ___ I have filed for financial aid while at OU. ___ 1. Yes ___ 2. No

38. ___ To the following extent finances have been a problem in continuing my education at OU:
___ 1. Not a problem at all ___ 2. Somewhat of a problem ___ 3. Neutral
___ 4. A problem ___ 5. Very much of a problem

39. ___ I have worked while enrolled as a student at OU. ___ 1. Yes ___ 2. No

40. ___ How many hours, ***on average*** are you/were you employed per week? _____

41. ___ It has been a financial burden to continue my college education.
___ 1. strongly disagree ___ 2. disagree ___ 3. agree ___ 4. strongly agree

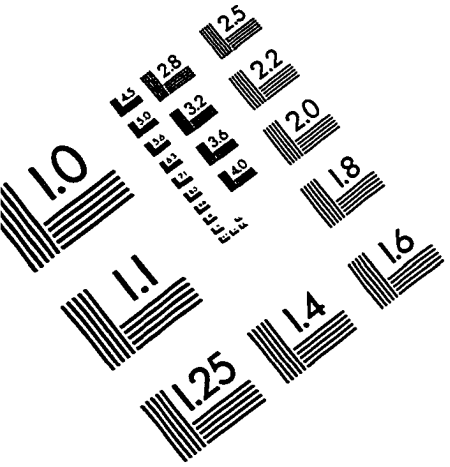
42. ___ I characterize my political beliefs as:
___ 1. very liberal ___ 2. liberal ___ 3. middle of the road
___ 4. conservative ___ 5. very conservative

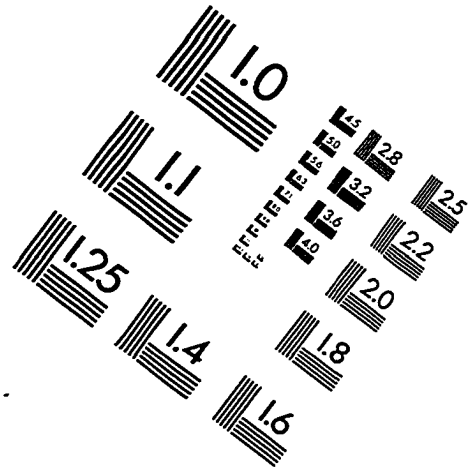
IV. ***I am interested in your experiences at OU. Please take a few minutes and use the spaces on the last page to provide some written information about your time at the University.***

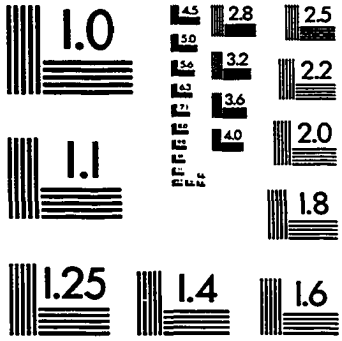
39. Please describe some of the ***positive*** experiences that you have had while a student at OU.

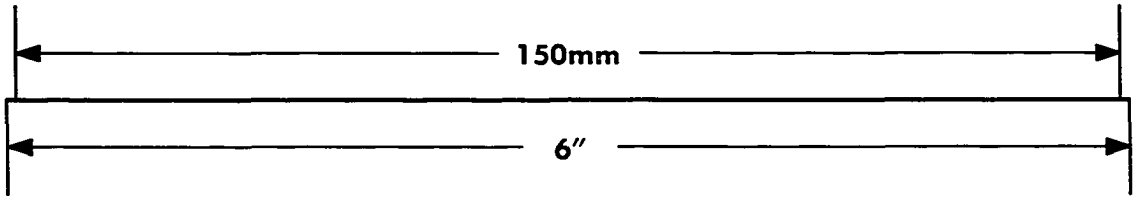
40. Please describe some of the ***negative*** experiences that you have had while a student at OU.

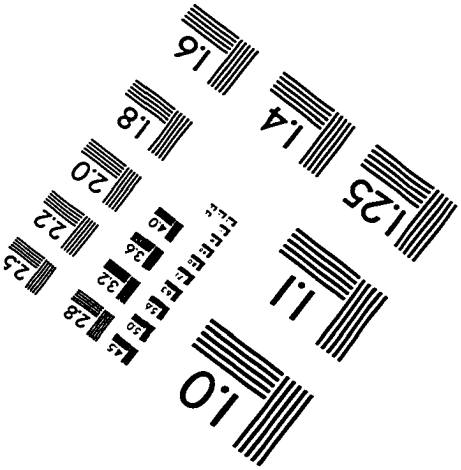
IMAGE EVALUATION
TEST TARGET (QA-3)

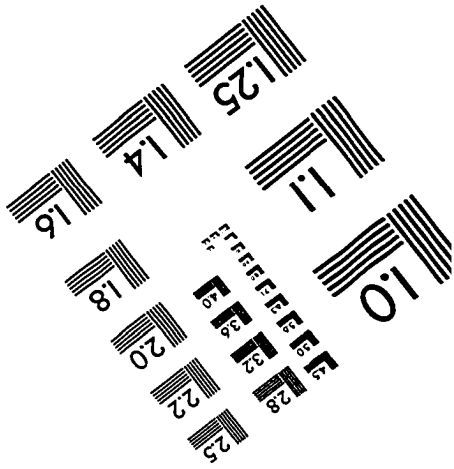












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