

ABSTRACT

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NORTHERN ILLINOIS UNIVERSITY

ABSTRACT

This study compared data gathered on 16 independent variables from two groups of students. The population of this study consisted of 350 Black freshmen who lived in university undergraduate residence halls at the University of Illinois Urbana-Champaign.

The dependent variable within this study was whether or not students within the response group returned to the University of Illinois for the fall semester 1988. Those who did not return for the fall semester were classified as Nonpersisters. Those who did return for the fall semester were called Persisters. Comparisons between Persisters and Nonpersisters were made along the 16 independent variables.

Findings of the study revealed significant differences between Persisters and Nonpersisters on the number of hours per week spent preparing for class and the total number of conversations with academic advisors, faculty, parents, and other staff members about educational plans, academic issues, career plans, social matters, and personal problems. Finally, differences were also discovered in whether or not the University of Illinois was deemed the correct choice of school.

The findings revealed no significant differences between Persisters and Nonpersisters on participation in activities, campus social events, and special academic programs. No differences were discovered related to personal support systems, pre-enrollment data (ACT, High School Class Rank), time spent with college friends, impressions of race relations on campus, occupational/educational level of father and mother, impressions of number of minority faculty, number of best friends at school, impressions of minority recruitment efforts, and the importance attached to college graduation.

Findings suggest that a series of variables are related to the retention of Black students. Based on knowledge of these critical variables, faculty, staff, students, and the general public can better understand the attrition of Black students.

NORTHERN ILLINOIS UNIVERSITY

FACTORS RELATED TO THE RETENTION
OF BLACK STUDENTS AT THE
UNIVERSITY OF ILLINOIS

A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
DOCTOR OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, COUNSELING, AND
SPECIAL EDUCATION

BY
THOMAS M. CAULFIELD

DEKALB, ILLINOIS

MAY 1989

Certification: In accordance with departmental and Graduate School policies, this dissertation is accepted in partial fulfillment of degree requirements.



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ACKNOWLEDGEMENTS

The writer wishes to thank the members of the dissertation committee, Harry Canon, Peter Abrams, John Axelson, and Norm Gilbert for their support of this study.

This study would not have been possible without the help of faculty and staff at the University of Illinois at Urbana-Champaign. I would like to acknowledge Ching-Ying Jen as being particularly helpful with the statistical information. Further, I would also like to thank Marilou Van Matre for her dedicated work towards establishing retention and pre-enrollment data on all the students in the study. Thanks are also due to the Residential Life members at the University of Illinois: Gary North, Helen Ellison, Lenita Epinger, Carolyn Palmer, and Barb Stewart for all her help with the Black Student Unions.

Finally, the writer wishes to thank the many colleagues and friends who have given me support and encouragement throughout this process.

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TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
LIST OF FIGURES	ix
LIST OF APPENDICES	x
CHAPTER 1. INTRODUCTION TO THE PROBLEM AREA	1
Statement of the Problem	2
Importance of the Study	3
Methodology of the Study	3
Limitations of the Study	5
Operational Definitions of the Terms ..	6
Summary	7
CHAPTER 2. REVIEW OF THE RELATED LITERATURE	8
Introduction to the Review of the Related Literature	8
Report of the Review of the Related Literature	8
Summary of the Review of the Related Literature	22
Summary	24
CHAPTER 3. METHODOLOGY AND DESIGN	26
Sample Selection	26
The Questionnaire	26

	Page
Data Collection Procedures	28
Data Analysis	28
Statistical Design	29
Summary	30
CHAPTER 4. RESULTS	34
Dependent and Independent Variables	36
Null Hypotheses	37
Findings	42
CHAPTER 5. DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS	74
Limitations of the Study	74
Discussion and Conclusions	74
Recommendations for Further Study	83
REFERENCES	85
APPENDICES	88

LIST OF TABLES

Table		Page
1.	Enrollment Rates of Black and White Students in Institutions of Higher Education, as a Percentage of High School Graduates in the United States, 1967-1985	11
2.	Black and White Dropouts in Selected Age Cohorts 1970, 1975 to 1979 (in thousands).	13
3.	Participation in Activities	42
4.	Hours Preparing for Class	43
5.	Number of Campus Social Events Attended Per Month	44
6.	Amount of Time Spent with Faculty/Staff Outside of Class	45
7.	Total Number of Conversations with Academic Advisors, Faculty, Parents, and Other Staff Members About Academic Issues, Career Plans, Social Matters, and Personal Problems During Academic Year	46
8.	Number of Conversations with Academic Advisor During Academic Year	47
9.	Number of Conversations with Faculty Members During Academic Year	48

Table	Page
10. Number of Conversations with Parents During Academic Year	49
11. Number of Conversations with Other University Staff During Academic Year	50
12. Number of Conversations About Educational Plans During Academic Year	51
13. Number of Conversations About Intellectual or Academic Issues During Academic Year	52
14. Number of Conversations About Career Plans During Academic Year	53
15. Number of Conversations About Social Matters During Academic Year	54
16. Number of Conversations About Personal Problems During Academic Year	55
17. Participation in Special Academic Programs During First Semester	56
18. Number of Best Friends Attending the University of Illinois	57
19. Highest Degree Attained by Father	58
20. Highest Degree Attained by Mother	59
21. Is There a Friend in Whom You Would Confide?	60
22. Is There a Staff Member in Whom You Would Confide?	61

Table	Page
23. Do You Spend Time with University Friends over Vacations?	62
24. Should the University of Illinois Make a Stronger Effort to Recruit Minority Students?	63
25. Importance of Graduating from College	64
26. Description of Race Relations on Campus ...	65
27. Extent of Racial Prejudice at the University of Illinois	66
28. Should the University of Illinois Increase Recruitment of Minority Faculty?	67
29. Was the University of Illinois the Right Choice of School?	68
30. Father's Occupation	69
31. Mother's Occupation	70
32. Most Important Reason for Black Students Not Attending the University of Illinois?	71
33. Adverse Circumstances That Affect Minority Students at the University of Illinois ..	73

LIST OF FIGURES

Figure	Page
1. Historical Summary and Percentages of Blacks Enrolled in White Colleges and Universities from 1945 to 1975	10

LIST OF APPENDICES

Appendix	Page
A. QUESTIONNAIRE CONCERNING THE ATTRITION OF BLACK STUDENTS AT THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	89
B. INITIAL COVER LETTER TO STUDENTS	96
C. FIRST REMINDER LETTER TO STUDENTS	98
D. SECOND REMINDER LETTER TO STUDENTS	100
E. FINAL REMINDER LETTER TO STUDENTS	102
F. ADDITIONAL STATISTICAL TESTING	104

CHAPTER 1

INTRODUCTION TO THE PROBLEM AREA

Black students began attending predominantly White universities in slightly increased percentages in the middle 1950's. Later, in the 1960's, Black students' enrollment at predominantly White universities experienced a dramatic increase. Thus, for the past 30-odd years, predominantly White universities have sought to be more responsive to the increasing population of Black students. It is through this increased responsiveness that universities can enhance the development of Black students.

Astin (1982) believed that availability of financial aid increased minority access to higher education. He stated that "if one wishes to argue that federal aid programs enhance minority access to college, then these increases are well timed; the major need based federal student aid programs began in 1965 with The Higher Education Act and were further supplemented in 1972 with the addition of the Basic Educational Opportunity Grant program" (p. 125).

Predominantly White universities such as the University of Illinois have watched Black student enrollment level off during the late 1970's and move into a slight period of

decline in the early 1980's. In the last five years, however, the University of Illinois has shown a continuous increase in Black student enrollment to a current level of 5.1 percent in the fall of 1987 (Office of Affirmative Action - University of Illinois). As a result of these fluctuations in Black student enrollment, the University of Illinois and other predominantly White institutions have sought to initiate a continuous effort to focus greater attention on specific attrition factors which could aid in both the retention and graduation of greater percentages of Black students. Finally, if predominantly White universities are consistently responsive to these attrition-related factors, the results might well include the enhancement of Black student development as well as the building of a more well-rounded and diverse academic climate for the institution.

Statement of the Problem

High percentages of Black student attrition seem to be a fact of life on predominantly White campuses, and an ongoing assessment of the factors associated with this attrition is critically needed. The findings of such studies can lead to intervention and thus facilitate retention.

William Savage, Director of the University of Illinois

affirmative action, stated that 5 percent of the undergraduate students at the institution are Black, and only 40 percent of those Black students graduate or will still be enrolled after five years. The retention rate for White undergraduate students is currently 70 percent.

Importance of the Study

The importance of this study was to increase the awareness of faculty, staff, students, and the general public to some of the factors related to the attrition of Black students at the University of Illinois. Thus, a comparison of retained and non-retained students with respect to the variables known or thought to be related to attrition could lead to a better understanding of retention. Then, proper utilization of knowledge of critical variables could be used to improve retention and graduation rates of Black students.

Methodology of the Study

The research method followed in this particular study was basically ex post facto in design. The study involved a twofold process. First, variables reported in the research literature which appeared to be associated with the attrition of Black students were identified. Second, a Retention Survey incorporating these variables was used

to assess the possible differences between retained and non-retained Black students at the University of Illinois. The Retention Survey was distributed to all Black freshmen (n = 350, Mean ACT 21, Mean High School Class Rank 79%) who lived in the university residence halls at the University of Illinois at Urbana-Champaign. Two extremely small populations of Black students were not surveyed. These two groups represented less than 5 percent of the freshmen Black students and were composed of Black students who enrolled in August and lived outside the residence halls and Black students who left the university prior to the end of the spring semester of their freshmen year.

The questionnaire was distributed and collected by the writer via campus mail during the spring of the subjects' freshmen year. The total length of time for distribution, completion, and return of the questionnaire was approximately one month. Individuals not returning the survey were sent a follow-up letter as a reminder with another questionnaire attached. The data were analyzed by the use of one-way analysis of variance to compare differences in mean scores and by the use of chi square to compare observed and expected frequencies.

Three groups of Black students were defined as follows:

- 1) Voluntary Persisters - a second-year Black student

who was enrolled full or part time at UIUC in the fall of 1988.

- 2) Voluntary Nonpersisters - a Black student who failed to return for his or her second year for any reason other than academic ineligibility.
- 3) Involuntary Nonpersisters - a Black student who was released by the university at or before the end of the first year due to a violation of academic probation. The university informed the student that he/she could not attend the fall 1988 term.

Voluntary Persisters represented retained students at the university, while Voluntary Nonpersisters and Involuntary Nonpersisters represent non-retained students.

Each respondent to the questionnaire was informed that the purpose of the study was to help the University of Illinois better assess its response to the needs of Black students. They were informed that the questionnaire information would be treated confidentially, and that individual anonymity would be assured in all stages of the study.

Limitations of the Study

On a large scale, the factors related to attrition of Black students can vary extensively depending on the

predominantly White university environment. Further study could be done in this area by expanding the number of predominantly White universities surveyed. Other variables not included in the Retention Survey might also have an effect on attrition of Black students and thus represent another limitation of the study.

Operational Definitions of the Terms

The following terms were used throughout this study:

Black - a person who voluntarily identified himself or herself as being Black on the university registration document.

White - a person who voluntarily identified himself or herself as being White on the university registration document.

Attrition - defined as the failure of the student to enroll for the fall semester of the second year of school.

Voluntary Persister - a Black student who enrolled full or part time in the fall semester of his/her second year of school.

Voluntary Nonpersister - a first-year Black student who interrupted his/her education for any reason

other than violation of
academic probation.

Involuntary Nonpersister - a first-year Black student who was dropped by the university due to a violation of academic probation. Thus, the student was not permitted by the university to enroll for the second year.

Summary

For 30-odd years, predominantly White universities have attempted to be more responsive to the increasing population of Black students. Further, predominantly White institutions have sought to initiate a continuous effort to focus greater attention on specific attrition factors which could aid in the graduation of greater percentages of Black students.

Currently, 5 percent of the undergraduate students at the University of Illinois are Black and the retention rate for these students is 40 percent. The importance of this study was to identify some of the factors related to the attrition of Black students at the University of Illinois.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

Introduction to the Review of the Related Literature

The number and percentage of Black students attending predominantly White universities began increasing after World War II. Consequently, predominantly White universities seem to have viewed a need to establish goals and support programs to enhance the retention of Black students.

Currently, the retention and ultimate graduation of Black students at these universities have been sources of major concern. Predominantly White universities that have taken a close look at the racial concerns on their campuses have found some major issues that may need attention.

Report of the Review of the Related Literature

Many Black students at predominantly White universities were the beneficiaries of the struggles of the 1940's-1970's. Peterson (1978) suggested that the number and percentage of Black students attending predominantly White universities began increasing slightly after the

Brown Decision in 1954 (Figure 1). According to Peterson, this slight increase continued until the the late 1950's at which time it leveled off for nearly a full decade (p. 27).

X In 1965, the impact of financial aid programs increased Black student access to higher education (Astin 1982). In addition to the start of numerous federal aid programs, Peterson (1978) observed that legislative activity and judicial decisions also contributed to the increase in Black student enrollment from 1967 to 1975. Specifically, the U.S. Department of Commerce, Bureau of the Census, reported that student enrollment as a percentage of high school graduates in institutions of higher education showed an 8.7 percent increase for Black students compared to a 2.1 percent decrease for White students between 1967 and 1975. Further, between 1976 and 1985 the Bureau of the Census also reported that student enrollment as a percentage of high school graduates in higher education showed a decrease of 7.4 percent for Black students and an increase of 1.4 percent for White students (Table 1).

A comparison between Black and White dropouts from 1970 to 1979 also reveals some significant differences between populations. The data showed that the percentage of dropouts (compared to the total population) was not nearly as high for White students as it was for Blacks

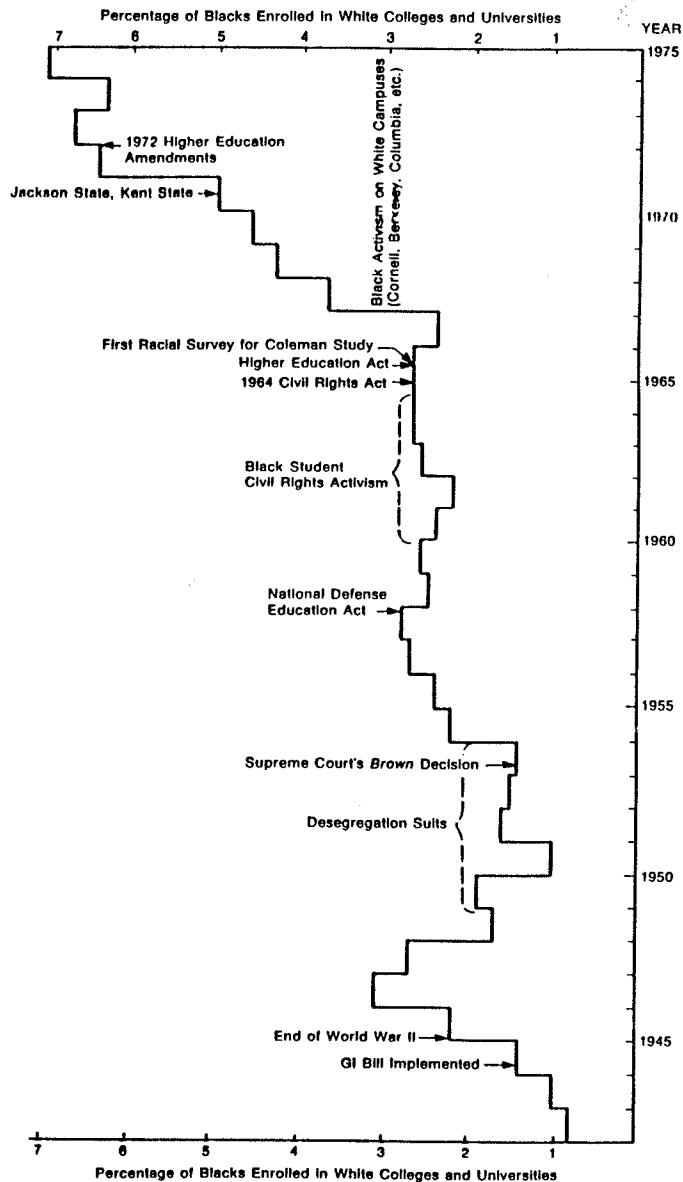


Figure 1. Historical summary and percentages of Blacks enrolled in White colleges and universities from 1945 to 1975. Adapted from the figure "Historical Summary of Black Enrollments in White Colleges and Universities," p. 27, in Marvin W. Peterson et al., Black Students on White Campuses: The Impacts of Increased Black Enrollments, Ann Arbor, MI: Institute for Social Research, 1978. Used with permission of the Institute for Social Research.

Table 1

Enrollment Rates of Black and White Students in
Institutions of Higher Education, as a Percentage of
High School Graduates in the United States, 1967-1985

YEAR	BLACK	WHITE
1967.....	23.3	34.5
1968.....	25.2	34.9
1969.....	27.2	35.6
1970.....	26.0	33.2
1971.....	29.2	33.5
1972.....	27.1	32.3
1973.....	24.0	30.2
1974.....	26.6	30.5
1975.....	32.0	32.4
1976.....	33.5	33.0
1977.....	31.5	32.2
1978.....	29.7	31.1
1979.....	29.5	31.2
1980.....	27.6	31.8
1981.....	28.0	32.5
1982.....	28.0	33.1
1983.....	27.0	32.9
1984.....	27.2	33.7
1985.....	26.1	34.4

Note. From The Condition of Education (Series P-20, No. 404) by U.S. Department of Commerce, Bureau of the Census, January 1987, Washington, DC: GPO.

(Table 2).

During the 1980's, many writers have suggested reasons for the attrition of Black students from colleges and universities (Garcia and Seligsohn, 1981; Smith, 1981; Dearing, 1984; Yancy, 1984).

Garcia and Seligsohn (1981) point out that predominantly White universities have been very concerned about the effect Black student enrollment has had on college and university campuses throughout the United States in the late 1960's and early 1970's. They recommended that

the university must become more selective in admitting Black students; it should admit only those students who appear to possess those known cognitive and noncognitive characteristics deemed essential for the student to have a reasonable chance to succeed. Furthermore, the university should only admit those students for whom adequate support systems may be designed and implemented. (p. 157)

Smith (1981) considered the social and academic environments in which Black students matriculate on predominantly White campuses to be a major concern. He stated that "Black student adjustment at White universities appears to require that Black students adhere rather quickly to White cultural norms, abandoning their own cultural roots" (p. 299). Finally, Smith believed that better orientation, cultural support, counseling, Black faculty/administrative leadership, and access to Black

Table 2

Black and White Dropouts in Selected Age Cohorts
1970, 1975 to 1979 (in thousands)

Age / Race	1970	1975	1976	1977	1978	1979
16-19 Years Old						
<u>Blacks</u>						
Population	1,850	2,167	2,207	2,235	2,234	2,229
Dropouts	399	378	320	324	343	338
% of Pop.	21.5	17.4	14.5	14.5	15.4	15.2
<u>Whites</u>						
Population	12,814	13,898	13,968	13,976	13,906	13,825
Dropouts	1,330	1,599	1,718	1,725	1,720	1,710
% of Pop.	10.5	11.5	12.3	12.3	12.4	12.4
20-24 Years Old						
<u>Blacks</u>						
Population	1,814	2,183	2,260	2,315	2,387	2,438
Dropouts	623	615	592	573	592	649
% of Pop.	34.3	28.2	26.2	24.8	24.8	26.6
<u>Whites</u>						
Population	13,599	15,848	16,168	16,486	16,717	16,915
Dropouts	2,129	2,144	2,276	2,342	2,382	2,456
% of Pop.	15.7	13.5	14.1	14.2	14.2	14.5

Note. From School Enrollment--Social and Economic Characteristics of Students, by U.S. Department of Commerce, Bureau of the Census, October 1981, Washington, DC: GPO.

student organizations were needed to enhance both the education and development of Black students at predominantly White universities.

Dearing (1984) examined non-academic variables that may cause attrition of minority group students on predominantly White campuses. She utilized a questionnaire to ask Black students their perceptions of the summer orientation program at Central Michigan University. Overall, the respondents repeatedly mentioned that the orientation program was particularly useful in helping them meet other minority-group students and learn about the various services available at the university.

Finally, Yancy (1984) saw a need for improving the Black student-counselor relationship. Yancy stated that "counseling problems stem from background differences, language barriers, lack of self disclosure and sexual and racial taboos" (p. 172). Further, Yancy believed that counselors needed increased inservice and preservice training to perhaps better bridge the "cultural barriers." Yancy also urged counselors to gain exposure to minority lifestyles.

Much research on the attrition of Black students has emerged over the past 25 years. Astin (1975, 1982), Centra (1970), Lyons (1973), Tracey and Sedlacek (1984, 1985), Wade (1983), Lewis (1987), Eddins (1981), and Dawkins

(1978) all examined various factors and how they related to the retention of Black students.

During the 1960's Alexander Astin began years of longitudinal and multi-institutional research on Black students. Subjects were first surveyed in 1968. The original freshman sample included 243,156 students from 358 two- and four-year colleges and universities. Astin's results indicated several differences between Blacks and Whites with regard to leaving college.

In general, Whites were more likely than Blacks to check more than one reason for leaving school. Among the greatest reasons showing the greatest differences between Whites and Blacks were boredom with courses (33 percent of Whites versus 18 percent of Blacks), dissatisfaction with requirements or regulations (23 percent versus 11 percent), and change in career plans (21 percent versus 11 percent). Blacks were much more likely to check financial difficulties (43 percent versus 27 percent). (p. 17)

Astin also found that the drop-out rate for Blacks on predominantly White campuses was 49.5 percent versus 37.0 percent for Black students attending predominantly Black colleges. Astin suggested that issues such as isolation, conflict, alienation, varying academic demands, and incongruent social backgrounds interact between college and student to create different retention rates.

John Centra (1970) also studied Black students at predominantly White universities through the use of a "Questionnaire on Student and College Characteristics"

(QSCC). The questionnaire was administered to a sample of 249 Black students at 83 traditionally White institutions in 1968. The QSCC included information on college characteristics, family background, student goals, future plans, and involvement with various college activities.

Centra found the following:

- 1) The median family income for Blacks was between 8,000 and 10,000 a year; for Whites it was between 10,000 and 14,000
- 2) 27 percent of the Blacks received no parental support, compared to only 13 percent of Whites
- 3) Generally speaking, White students had been more involved in organized college activities and, in particular, those activities which center on campus
- 4) 39 percent of the Black students did not think students associate with one another without regard to racial, ethnic, or social backgrounds, compared to only 16 percent of the White students
- 5) 52 percent of White students agreed that there was a great diversity in the racial and ethnic backgrounds of students compared to 42 percent of the Black students
- 6) There were no significant differences in the way the sample of Black and White students rated college goals and
- 7) Finally, Black students tended to be less satisfied than Whites with the help the college had given them in progressing toward their goals. (p. 328)

X James Lyons (1973) explored what Black students were doing to "survive" at predominantly White institutions. A questionnaire of 23 items was sent to 140 colleges and

universities across the country. The respondents to the questionnaire were undergraduate students, provosts, and vice presidents. He found that the most popular campus activity for Black students was the Black History Month program(s). He also found that one third of the respondents stated that the "more articulate" Black students were the leaders. However, most of the leaders appeared to be in academic difficulty because of the large co-curricular time commitments to the program. Finally, the results indicated that Black students felt a need for recruitment of more Black faculty/staff, and an increased sensitivity on the part of the administration towards admission procedures.

X Tracey and Sedlacek (1984) have done considerable research on noncognitive factors related to the attrition of Black students. First, they noted that retention rates for Black students are lower than those for White students. Second, Tracey and Sedlacek stated that most "admissions criteria and procedures have been validated on White samples and are thus culturally/racially biased" (p. 171).

Tracey and Sedlacek (1984) stated seven specific noncognitive variables related to enhancing success for Black students.

- 1) a positive self-concept,

- 2) a realistic self-appraisal,
- 3) an understanding of the ability to deal with racism,
- 4) a preference for long term goals over short term or immediate needs,
- 5) the availability of a strong support person,
- 6) a successful leadership experience, and
- 7) demonstrated community service. (p. 171)

Sedlacek used a Noncognitive Questionnaire to assess these seven dimensions. In their study "Noncognitive Variables in Predicting Academic Success by Race" (1984), Tracey and Sedlacek's use of the NCQ for incoming freshmen was comparable in level of predictability to that of the Scholastic Aptitude Test. Finally, Sedlacek suggested that Black students who score low on these noncognitive dimensions could be identified, and programs for meeting their noncognitive needs could be designed and implemented.

X Astin (1982), in his book Minorities in American Higher Education summarized some major findings from a longitudinal analysis of the factors that influence minority students' educational development. This analysis was based primarily on two longitudinal samples, one covering the first two years of undergraduate work (1975 freshmen followed up in 1977), and the other covering a nine-year span followed up in 1980. Astin found that parental income/occupation/education, racial composition of

High School, and self-concept were all Black student attrition factors that institutions had difficulty manipulating. However, work-study availability and academic coaching could be manipulated to some degree.

Another area which some researchers felt that predominantly White universities needed to improve was increasing the number of Black faculty role models. In the National Advisory Committees' (1978) report on "Needed Supports for Achieving Higher Education Equity for Black Americans," it was observed that a "human resource system" of support was essential to facilitate the retention of Black students. This committee reported that Blacks make up 4.4 percent of all higher education faculty, one third of whom were employed by historically Black colleges. Derek Bok, President of Harvard University commented on the small percentage of Black faculty. "There are too few minority academics to choose from, only 6% of the faculty members are Black, Hispanic or Asian-American, and 132 Black graduating students at the college last year entered doctoral programs" (Press and Malamud, 1981, p. 86).

Wade (1983) found that Black undergraduate students at the University of Pennsylvania consistently complained that they did not have satisfying academic and social life experiences. Wade's research used field study methods of participant observation, interviewing, and document

analysis to learn about the Black student life in the institution from their point of view. Wade found three adaptive modes of Black student life practices while they attended the university: students who conducted their lives from a perspective of Black American cultural norms; students who simultaneously conducted their lives from perspectives of White and Black middle-class cultural norms; and students who conducted their lives exclusively according to White middle-class norms. Finally, Wade concluded that the University of Pennsylvania's current policies and procedures relating to the adjustment of Black students were not adequate to meet these students' self-defined needs.

Another critical question regarding Black student attrition might be the perception Black students had of their universities' retention efforts. Lewis (1987) presented his results in the article "Do Black Students on White Campuses Value the University's Efforts to Retain Them?" In this article, Lewis presented the results of telephone interviews with 100 first-year Black students at Georgia State University. The purpose of these interviews was to determine the students' attitude toward the retention program. Questions regarding social/academic support programs, and professor/staff small-group interaction were explored in the telephone interviews.

Overall, the group responded affirmatively to the need and use of special programs and faculty support. Finally, informal contact with faculty members was viewed as a positive experience. Specifically, the students stated, "It helps you to adjust, feel more confident, and helps you realize that other people are concerned" (p. 177).

Another study on attrition of Black students was done by Eddins in 1981. Eddins attempted to test a hypothesized model of the attrition of specially admitted Black students at the University of Pittsburgh. Eddins found that the construct most highly related to attrition was "on-campus academic behavior." The important indicators of "on-campus behavior" observed by Eddins were the completion of homework, regular class attendance, asking questions in class, careful and complete studying for tests, and putting forth maximum effort for class success.

Overall, it seems that Black students persist in college to a surprising degree even though they may experience academic and social hardships. Jones (1979) found that Blacks stayed at predominantly White institutions because they felt "that the educational benefits derived from the experience are worth any extra effort, struggle, or consideration necessary" (p. 63). Jones utilized 2,564 completed student questionnaires from 19 institutions to provide information to college

administrators that would aid in formulating programs to assist in retaining Black students on predominantly White campuses. Dawkins (1978) also focused on the college environment as experienced by Black students. More specifically, Dawkins studied the Black students' perceptions relative to faculty-student relations, academic advisement, social participation, interracial encounters, and support of administration at the University of Maryland at College Park. Dawkins pointed out that if administrators are aware of the Black students' perceptions of existing academic and social concerns, they can make sincere efforts to enhance the Black students' development as well as college completion.

Summary of the Related Literature

According to Peterson (1978), Black student enrollment began to increase at predominantly White Universities in the 1940's due to such factors as migration, legislative activity and federal aid programs. Astin and Centra did significant research on the pursuit of Black students in higher education in the 1960's. The studies by Astin and Centra attempted to isolate many of the social and academic factors that may have attributed to Black student attrition. Lyons (1973) focused on what Black students were doing to "survive" on predominantly White campuses.

Research done by Tracey and Sedlacek (1984, 1985) have shown growing evidence that nonacademic and noncognitive variables may play a critical role in the retention of Black students.

Research by Smith (1981) outlined the importance of proper assessment of the academic and social environments on predominantly White campuses. More specifically, Dearing (1984) and Yancy (1984) discussed the importance of academic concerns such as orientation programs and improving counseling services as a means to enhance the development of Black students at predominantly White universities. Further, the National Advisory Committee on Blacks in Higher Education along with the Equal Employment Opportunity Commission have taken a close look at the possibility of improving the percentages of Black faculty members at predominantly White institutions of higher education. Finally, research on social concerns has been studied by Wade (1983), Jones (1979), and Dawkins (1978). These three research studies all point to the importance of administrators taking a close look at the self-defined needs of Black students at predominantly White campuses.

Overall, researchers supported critical assessment of the academic and nonacademic concerns that may lead to the attrition of Black students on predominantly White campuses. Many researchers believed that it is through

this continued assessment that predominantly White universities can enhance the developmental potential of Black students in their pursuit toward higher education.

Summary

Some of the factors reported in the literature to be related to the attrition of Black students included:

1. Participation in activities (Lyons, 1973).
2. Number of hours preparing for class (Eddins, 1981).
3. Attendance at on-campus social events (Astin, 1982).
4. Time with faculty outside of class (Dawkins, 1978).
5. Discussion of educational/career plans with advisor, faculty or parents (Centra, 1970).
6. Participation in special academic programs (Wade, 1983).
7. Personal support systems (Tracey and Sedlacek, 1984).
8. Spending time with college friends (Tracey and Sedlacek, 1984).
9. Impression of efforts made to recruit minorities (Garcia and Seligsohn, 1981).

10. Number of best friends at school (Tracey and Sedlacek, 1984).
11. Importance attached to graduation (Astin, 1975).
12. Extent of racial prejudice (Astin, 1982).
13. Impressions of number of minority faculty (Lyons, 1973).
14. Correct choice in attending the University (Tracey and Sedlacek, 1984).
15. Father and mother's occupational levels (Astin, 1975).
16. Father and mother's educational background (Astin, 1975).

CHAPTER 3

METHODOLOGY AND DESIGN

Data were gathered on 16 independent variables and assessed against a single dependent variable.

Sample Selection

The population sampled consisted of 350 Black undergraduate freshmen who lived in university undergraduate residence halls at the University of Illinois Urbana-Champaign. This population enrolled at the University of Illinois as freshmen in the fall of 1987 and were surveyed in March of the spring of 1988. The 350 students in the population identified themselves as being Black on their registration forms to the university.

The Questionnaire

A survey method was utilized to sample the 350 Black freshmen who participated in the study while living in the residence halls. The questionnaire was based on the Student Involvement Questionnaire (SIQ) designed by Project Choice (Center for Helping Organizations Improve Choice in Education) in the School of Education at the University of Michigan (Johnson, 1980). The questionnaire was then later

revised and called the Retention Survey by Montgomery (1982). The researcher further edited and revised the survey by including questions from the research literature that were related to Black student attrition.

The researcher surveyed students on the following independent variables.

1. Participation in activities
2. Number of hours preparing for class
3. Attendance at on-campus social events
4. Time with faculty outside of class
5. Discussion of educational/career plans and personal issues with advisor, faculty, parents, and other university staff members
6. Participation in special academic programs
7. Personal support systems
8. Spending time with college friends
9. Impression of efforts made to recruit minority students
10. Number of best friends at school
11. Importance attached to graduation
12. Extent of racial prejudice
13. Impressions of number of minority faculty
14. Correct choice in attending the University of Illinois
15. Father's and mother's occupational levels
16. Father's and mother's educational background

Data Collection Procedures

The 20-item Retention Survey was mailed to the 350 Black freshmen in March of 1988 by campus mail. Each mailing contained a questionnaire and a cover letter explaining the purpose and use of the survey information. The cover letter was signed by the researcher and the president of the Central Black Student Union where the respondent was currently living. Each student was requested to put his/her name and social security number on the blanks provided on the first page of the questionnaire. Those students who did not respond to the initial mailing were sent a reminder letter and an additional questionnaire. The total length of time for distribution completion, and return of the initial or reminder questionnaire was approximately one month.

Data Analysis

The data were analyzed by the use of the Statistical Analysis System (SAS) computer software package, employing T-Tests, Chi Square, or Fisher's Exact Test as appropriate. The dependent variable within this study was the attrition of students within the response group at the University of Illinois Urbana-Champaign for the 1987-88 academic year. A comparison was then made between Voluntary Persisters (those students who stayed in school), Voluntary

Nonpersisters (those students who chose to interrupt their study for any reason other than a violation of academic probation), and Involuntary Nonpersisters (those students who were dropped by the university due to a violation of academic probation). It is important to acknowledge that the group of Voluntary Nonpersisters also included those students who chose to transfer to another institution at the end of their freshmen year.

Statistical Design

The researcher assumed that there was no difference between Voluntary Persisters, Voluntary Nonpersisters, and Involuntary Nonpersisters on the various independent variables. Thus, Null Hypothesis 1 was that there was no difference between Voluntary Persisters, Voluntary Nonpersisters, and Involuntary Nonpersisters in terms of mean number of hours of participation in extracurricular activities. T-Tests were used to determine if there were any significant differences between the means of Voluntary Persisters, Voluntary Nonpersisters, and Involuntary Nonpersisters for the following independent variables (1-6, 10, and 16).

1. Participation in activities
2. Number of hours preparing for class
3. Attendance at on-campus social events

4. Time with faculty/staff outside of class
5. Discussion of educational/personal issues with advisor, faculty, parents, and other staff
6. Participation in special academic programs
10. Number of best friends at school
16. Father's and Mother's educational backgrounds

The researcher assumed that if a significant mean difference could not be attributed to sampling error, then an actual mean difference existed between the groups and the null hypothesis was rejected. The following independent variables (7-9, and 11-15) were analyzed by the use of Chi Square or Fisher's Exact Test to compare the observed and expected frequencies and thus make inferences about a single group variance.

7. Personal support systems
8. Spending time with college friends
9. Impression of efforts made to recruit minority students
11. Importance attached to graduation
12. Impression of campus racial prejudice/relations
13. Impressions of number of minority faculty
14. Correct choice in attending the University of Illinois
15. Father's and Mother's occupational levels

The selected level of significance for all the

statistical tests was .05. Finally, mean ACT composites and High School Class Rank percentages were calculated for Voluntary Persisters, Voluntary Nonpersisters, and Involuntary Nonpersisters and then compared to determine if there were any significant group differences.

Summary

This study was designed to compare the attitudes of Voluntary Persisters, Voluntary Nonpersisters, and Involuntary Nonpersisters on variables which were believed to be related to the attrition of Black students. The questionnaire was comprised of 20 items. Results of the questionnaire were processed through the use of the Statistical Analysis System (SAS) computer software package. T-Tests, Chi Square and Fisher's Exact test were used to analyze the data generated from the survey. Finally, average ACT group composites and High School Class Ranks were also compared in the study.

The following is a description of the three groups of Black students and the dependent variable in the study.

I. VOLUNTARY PERSISTERS - a second-year Black student who was enrolled full or part time at UIUC in the fall of 1988.

Students:

- 1) Nonprobationary status for spring and fall of 1988 - Student returned

to school for both semesters.

- 2) Academic probation for spring 1988
- Student made grade point required by the university and returned to school for the fall 1988 semester.
- 3) Academic probation for fall 1988 -
Student chose to return to school for the fall 1988 semester.

II. INVOLUNTARY NONPERSISTERS - Black student who was dropped by the university due to a violation of academic probation. Thus, the student was informed by the university that she/he could not attend the fall 1988 term.

Students:

- 1) Academic probation for spring 1988
- Student violated probation and was dismissed by the university.

III. VOLUNTARY NONPERSISTERS - a first-year Black student who interrupted his/her undergraduate education for any reason other than academic drop.

Students:

- 1) Nonprobationary status for spring and fall of 1988 - Student chose not to return to school for the fall 1988 semester.

- 2) Academic probation for spring 1988
- Student made grade point required by the university and chose not to return to school for the fall 1988 semester.
- 3) Academic probation for the fall 1988
- Student chose not to return to school for the Fall 1988 semester.

Dependent Variable - the dependant variable within this study was whether or not the students within the response group returned to the University of Illinois for the fall semester 1988. Those that did not return for the fall semester 1988 were classified as Voluntary Nonpersisters or Involuntary Nonpersisters. Those that did return for the fall semester 1988 were called Voluntary Persisters. Comparisons between these groups of students were made along 16 independent variables.

CHAPTER 4

RESULTS

Retention surveys were sent out to 350 freshmen Black students living in the residence halls on March 1, 1988; 105 returned completed surveys. On March 16, the first reminder letter was sent out to the remaining 245 students who had not yet returned the retention survey. The mailing yielded another 59 replies. On April 2, a second reminder letter was sent out to the remaining 186 students. After the two-week due date, 28 replies were returned. On May 6, a final reminder was sent to the remaining students that had not yet returned their retention surveys. During the final week of the spring semester, 15 surveys were completed and returned. Thus, a total of 207 surveys were returned, representing a 59 percent response rate.

The social security numbers for each of the 207 completing surveys were processed through the university records office at the beginning of the 1988 fall semester. The first group (n = 187) were coded Voluntary Persisters as a consequence of being enrolled full or part time at the University of Illinois Urbana-Champaign for the fall 1988 semester. The second group (n = 7) was coded Involuntary Nonpersisters as a consequence of being

released by the university at or before the end of the 1987-88 academic year because their grades failed to meet minimum academic requirements. The third group (n = 7) was coded Voluntary Nonpersisters because they did not return for the fall 1988 semester even though academically eligible to do so. The total number of responses were further reduced by six because of duplicated surveys.

Based on the low number of individuals in each of the Nonpersister groups, these groups were combined into one for purposes of data analysis. Thus, 187 Voluntary Persisters in Group One were compared to the 14 Nonpersisters. Further, because Analysis of Variance (ANOVA) for three groups was no longer appropriate, a T-Test of differences between means was used to compare differences between two groups. In cases where Chi Square was to be used for data analysis, the following was completed to facilitate the research on the two groups. First, responses to questions in the retention survey were reviewed and cells were collapsed to form 2 X 2 tables. Second, either Chi Square or Fisher's Exact Test was used to determine potential significance.

Mean ACT composite scores and mean high school rank-in-class were also completed for Persister and Nonpersister groups. The 187 Persisters had a mean ACT composite score of 21.5 and an average High School Class Rank of .81. The Nonpersisters had a mean ACT composite

score of 21.3 and a mean High School Class Rank of .83. No significant difference existed between the groups on these predictive measures.

Dependent and Independent Variables

Dependent Variable - the sole dependent variable in this study was whether or not the students in the survey group returned to the University of Illinois for the fall semester 1988. Those that did not return for the fall semester 1988 were classified as Nonpersisters (Involuntary Nonpersisters and Voluntary Nonpersisters). Those who did return for the fall semester 1988 were called Voluntary Persisters. Comparisons between these two groups of students were made on each of the following independent variables:

1. Participation in activities
2. Number of hours preparing for class
3. Attendance at on-campus social events
4. Time with faculty/staff outside of class
5. Discussion of educational/personal issues with advisor, faculty, parents, and other staff
6. Participation in special academic programs
7. Personal support systems
8. Spending time with college friends
9. Impressions of efforts made to recruit minority

students

10. Number of best friends at school
11. Importance attached to graduation
12. Impressions of campus racial prejudice/relations
13. Impressions of number of minority faculty
14. Correct choice in attending the University of Illinois
15. Father's and Mother's occupational levels
16. Father's and Mother's educational backgrounds

Null Hypotheses

It was assumed that no difference existed between Persisters and Nonpersisters on the independent variables. All hypotheses were stated in the null form. T-Tests, Chi Square or Fisher's Exact Tests were used as appropriate to test the null hypotheses. The selected level of significance was .05. T-Tests were used to determine if there were any significant differences between the means of Persisters and Nonpersisters for variables 1-6, 10, and 16. Independent variables 7-9, and 11-15 were analyzed by the use of either Chi Square or Fisher's Exact Test, to compare the observed and expected frequencies and thus make inferences about a single group variance.

The following were the null hypotheses tested in this study:

Ho (1): There were no differences between Persisters and Nonpersisters in number of hours of participation in extracurricular activities.

Ho (2): There were no differences between Persisters and Nonpersisters in the number of hours spent each week during the academic year preparing for class assignments.

Ho (3): There were no differences between Persisters and Nonpersisters in the number of campus social events attended each month during the academic year.

Ho (4): There were no differences between Persisters and Nonpersisters in the number of contacts with a faculty/staff member (outside of class).

Ho (5): There were no differences between Persisters and Nonpersisters in terms of total number of conversations with academic advisors, faculty, parents, and other staff members about educational plans, academic issues, career plans, social matters, and personal problems.

Ho (5.1): There were no differences between Persisters and Nonpersisters in terms of number of conversations with academic advisors about educational plans, academic issues, career plans, social matters, and personal problems.

Ho (5.2): There were no differences between Persisters and Nonpersisters in terms of number of conversations with faculty members about educational

plans, academic issues, career plans, social matters, and personal problems.

Ho (5.3): There were no differences between Persisters and Nonpersisters in terms of number of conversations with parents about educational plans, academic issues, career plans, social matters, and personal problems.

Ho (5.4): There were no differences between Persisters and Nonpersisters in terms of number of conversations with other university staff members about educational plans, academic issues, career plans, social matters, and personal problems.

Ho (5.5): There were no differences between Persisters and Nonpersisters in terms of the sum of conversations about educational plans with academic advisor, faculty, parents, and other university staff members.

Ho (5.6): There were no differences between Persisters and Nonpersisters in terms of the sum of conversations about academic problems with academic advisor, faculty, parents, and other university staff members.

Ho (5.7): There were no differences between Persisters and Nonpersisters in terms of the sum of conversations about career plans with academic advisor, faculty, parents, and other university staff members.

Ho (5.8): There were no differences between Persisters and Nonpersisters in terms of the sum of conversations about social matters with academic advisor, faculty, parents, and other university staff members.

Ho (5.9): There were no differences between Persisters and Nonpersisters in terms of the sum of conversations about personal problems with academic advisor, faculty, parents, and other university staff members.

Ho (6): There were no differences between Persisters and Nonpersisters in terms of frequency of participation in special academic programs.

Ho (7): There were no differences between Persisters and Nonpersisters in terms of willingness to consult a friend about a serious problem.

Ho (7.1): There were no differences between Persisters and Nonpersisters in terms of willingness to consult a staff member about a serious problem.

Ho (8): There were no differences between Persisters and Nonpersisters on time spent with college friends while on vacation.

Ho (9): There were no differences between Persisters and Nonpersisters in terms of perceived need for "stronger efforts" by the university to recruit minority students.

Ho (10): There were no differences between Persisters

and Nonpersisters on the number of best friends attending the University of Illinois.

Ho (11): There were no differences between Persisters and Nonpersisters in the perceived importance attached to college graduation.

Ho (12): There were no differences between Persisters and Nonpersisters in regard to impressions of race relations on campus.

Ho (12.1): There were no differences between Persisters and Nonpersisters in regard to impressions of the extent of racial prejudice on campus.

Ho (13): There were no differences between Persisters and Nonpersisters in terms of impressions of the number of minority faculty.

Ho (14): There were no differences between Persisters and Nonpersisters as to whether the University of Illinois was the correct choice of school.

Ho (15): There were no differences between Persisters and Nonpersisters in terms of father's occupational level.

Ho (15.1): There were no differences between Persisters and Nonpersisters in terms of mother's occupational level.

Ho (16): There were no differences between Persisters and Nonpersisters in terms of the father's educational level.

Ho (16.1): There were no differences between Persisters and Nonpersisters in terms of the mother's educational level.

Findings

As noted earlier, either T-Tests, Chi Squares or Fisher's Exact Tests were computed for each of the independent variables. T-Tests often reveal fractional degrees of freedom due to unequal variances from the two samples being compared.

Hypothesis 1: Number of hours of participation in extracurricular activities.

Table 3
Participation in Extracurricular Activities

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	10.73	20.21			
				28.4	1.14	.2626 (N.S.)
N-Persist	14	7.78	7.90			

The data reported in Table 3 indicate that Null Hypothesis 1 should be accepted. Persisters report that they participated in an average of 10.7 hours of extra-curricular activity per week compared to a mean of 7.8 hours for Nonpersisters.

Hypothesis 2: Hours per week preparing for class assignments.

Table 4
Hours Preparing for Class

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	22.36	15.26			
				22.4	3.49	.0020 (SIG)
N-Persist	14	14.42	7.40			

The data reported in Table 4 indicate Persisters spent an average of 22.4 hours per week preparing for class compared to an average of 14.4 hours for Nonpersisters.

The difference between those means is significant at the .002 level of confidence.

Hypothesis 3: Number of campus social events attended each month during the academic year.

Table 5
Number of Campus Social Events Attended Per Month

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	8.41	6.36			
				199.0	.4717	.6377 (N.S.)
N-Persist	14	7.57	7.81			

The data reported in Table 5 indicated that Null Hypothesis 3 should be accepted. Persisters report that they attended an average of 8.4 social events per month during the academic year compared to a mean of 7.6 events for Nonpersisters.

Hypothesis 4: Amount of time spent outside of class with a faculty/staff member.

Table 6
Amount of Time Spent with Faculty/Staff Outside of Class

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	1.21	7.55			
				199.0	-.680	.4973 (N.S.)
N-Persist	14	2.64	7.94			

The data reported in Table 6 indicate that the Null Hypothesis 4 should be accepted. Persisters report that they spent an average of 1.2 times with a faculty member outside of class since September 1, compared to a mean of 2.6 times for Nonpersisters.

Hypothesis 5. Total conversations with academic advisors, faculty, parents, and other staff members about educational plans, academic issues, career plans, social matters, and personal problems.

Table 7

Total Number of Conversations with Academic Advisors, Faculty, Parents, and Other Staff Members About Academic Issues, Career Plans, Social Matters, and Personal Problems During Academic Year

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	137.62	164.41			
				27.1	2.50	.0187 (SIG)
N-Persist	14	83.85	66.64			

The data reported in Table 7 indicate that Persisters report that they had an average of 137.6 conversations concerning educational plans, academic problems, career goals, social matters/just "talk," or personal problems,

during the academic year with the people identified (academic advisor, faculty member, parents, and other university staff members), compared to an average of 83.9 conversations for Nonpersisters. The difference between these means is significant at the .0187 level of confidence.

Hypothesis 5.1: Conversations with academic advisors about educational plans, academic issues, career plans, social matters, and personal problems.

Table 8
Number of Conversations With Academic Advisor
During Academic Year

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	16.41	28.62			
				29.7	1.21	.2322 (N.S.)
N-Persist	14	12.07	10.78			

The data reported in Table 8 indicate that Null

Hypothesis 5.1 should be accepted. Persisters report that they had an average of 16.4 conversations concerning educational plans, academic problems, career goals, social matters/just "talk," or personal problems during the academic year with an academic advisor compared to a mean of 12 conversations for Nonpersisters.

Hypothesis 5.2: Conversations with faculty members about educational plans, academic issues, career plans, social matters, and personal problems.

Table 9
Number of Conversations With Faculty Members
During Academic Year

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	11.88	22.70			
				33.5	2.22	.0328 (SIG)
N-Persist	14	5.92	7.84			

The data reported in Table 9 indicate Persisters had an average of 11.9 conversations concerning educational plans, academic problems, career goals, social matters/just "talk," or personal problems, during the academic year with faculty members, compared to an average of 5.9 conversations for Nonpersisters. The difference between these means is significant at the .0328 level of confidence.

Hypothesis 5.3: Conversations with parents about educational plans, academic issues, career plans, social matters, and personal problems.

Table 10
Number of Conversations With Parents
During Academic Year

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	100.4	137.77	24.1	1.90	.0694 (N.S.)
N-Persist	14	63.5	62.10			

The data reported in Table 10 indicated that Null Hypothesis 5.3 should be accepted. Persisters report that they had an average of 100.4 conversations concerning educational plans, academic problems, career goals, social matters/just "talk," or personal problems, during the academic year with parents, compared to a mean of 63.5 conversations for Nonpersisters.

Hypothesis 5.4: Conversations with other university staff members about educational plans, academic issues, career plans, social matters, and personal problems.

Table 11
Number of Conversations With Other University Staff
During Academic Year

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	8.91	20.25			
				80.7	3.52	.0007 (SIG)
N-Persist	14	2.35	4.19			

The data reported in Table 11 indicate that Persisters had an average of 8.9 conversations concerning educational plans, academic problems, career goals, social matters/just "talk," or personal problems, during the academic year with other university staff members, compared to an average of 2.4 conversations for Nonpersisters. The difference between these means is significant at the .0007 level of confidence.

Hypothesis 5.5: Conversations about educational plans with academic advisors, faculty, parents, and other university staff members.

Table 12
Number of Conversations About Educational Plans
During Academic Year

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	31.37	34.25			
				39.8	3.69	.0007 (SIG)
N-Persist	14	17.42	10.56			

The data reported in Table 12 indicate that Persisters had an average of 31.4 conversations concerning educational plans during the academic year with academic advisors, faculty, parents, and other university staff members, compared to an average of 17.4 conversations for Nonpersisters. The difference between these means is significant at the .0007 level of confidence.

Hypothesis 5.6: Conversations about intellectual or academic issues with academic advisors, faculty, parents, and other university staff members.

Table 13
Number of Conversations About Intellectual
or Academic Issues During Academic Year

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	22.74	33.01			
				40.9	3.87	.0004 (SIG)
N-Persist	14	8.78	10.00			

The data reported in Table 13 indicate that Persisters had an average of 22.7 conversations concerning intellectual or academic issues during the academic year with academic advisors, faculty, parents, and other university staff members, compared to an average of 8.8 conversations for Nonpersisters. The difference between these means is significant at the .0004 level of confidence.

Hypothesis 5.7: Conversations about career plans with academic advisors, faculty, parents, and other university staff members.

Table 14
Number of Conversations About Career Plans
During Academic Year

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	23.80	34.00	42.7	2.72	.0094 (SIG)
N-Persist	14	13.85	10.03			

The data reported in Table 14 indicate that Persisters had an average of 23.8 conversations concerning career plans during the academic year with academic advisors, faculty, parents, and other university staff members, compared to an average of 13.9 conversations for Nonpersisters. The difference between these means is significant at the .0094 level of confidence.

Hypothesis 5.8: Conversations about social matters with academic advisors, faculty, parents, and other university staff members.

Table 15
Number of Conversations About Social Matters
During Academic Year

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	35.59	44.13			
				199.0	.731	.4655 (N.S.)
N-Persist	14	26.78	33.07			

The data reported in Table 15 indicate that Null Hypothesis 5.8 should be accepted. Persisters had an average of 35.6 conversations concerning social matters during the academic year with academic advisors, faculty, parents, and other university staff members, compared to a mean of 26.8 conversations for Nonpersisters.

Hypothesis 5.9: Conversations about personal problems with academic advisors, faculty, parents, and other university staff members.

Table 16
Number of Conversations About Personal Problems
During Academic Year

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	24.08	34.87			
				199.0	.744	.4574 (N.S.)
N-Persist	14	17.00	25.54			

The data reported in Table 16 indicate that Null Hypothesis 5.9 should be accepted. Persisters report that they had an average of 24.1 conversations concerning personal problems during the academic year with academic advisors, faculty, parents, and other university staff members, compared to a mean of 17 conversations for Nonpersisters.

Hypothesis 6: Student participation in special academic programs.

Table 17
Participation in Special Academic Programs
During First Semester

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	9.68	13.57			
				199.0	-.511	.6095 (N.S.)
N-Persist	14	11.64	16.32			

The data reported in Table 17 indicate that Null

Hypothesis 6 should be accepted. Persisters report that they had participated in special academic programs on an average of 9.7 different occasions during the first semester, compared to a mean of 11.6 for Nonpersisters.

Hypothesis 10: Number of best friends attending the University of Illinois.

Table 18
Number of Best Friends Attending the
University of Illinois

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	1.67	1.32			
				199.0	.679	.4974 (N.S.)
N-Persist	14	1.42	1.45			

The data reported in Table 18 indicate that Null Hypothesis 10 should be accepted. Persisters report that an average of 1.7 of their best friends attended the

University of Illinois, compared to a mean of 1.4 for Nonpersisters.

Hypothesis 16: Father's educational level.

Table 19
Highest Degree Attained by Father

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	2.58	1.61			
				199.0	-.122	.9029 (N.S.)
N-Persist	14	2.64	1.59			

The data reported in Table 19 indicate that Null Hypothesis 16 should be accepted. Persisters report that their father had a 2.6 average educational level compared to a mean of 2.6 for Nonpersisters (less than High School Diploma [1], High School Diploma [2], Associate Degree [3], Bachelor's Degree [4], Master's Degree [5], Doctorate Degree [6], and Professional Degree [7]).

Hypothesis 16.1: Mother's educational level.

Table 20
Highest Degree Attained by Mother

Group	N	Mean	Std Dev	DF	T	
					Value	Prob
Persist	187	3.01	1.40			
				199.0	.0279	.9778 (N.S.)
N-Persist	14	3.00	1.10			

The data reported in Table 20 indicate that Null Hypothesis 16.1 should be accepted. Persisters report that their mother had a 3.0 average educational level compared to a mean of 3.0 for Nonpersisters (less than High School Diploma [1], High School Diploma [2], Associate Degree [3], Bachelor's Degree [4], Master's Degree [5], Doctorate Degree [6], and Professional Degree [7]).

Chi Square was used to test the following hypotheses. (In cases where the Chi Square value was significant and the data revealed that 25 percent or one of the four cells in the 2 X 2 tables had a frequency of less than 5, a Fisher's Exact Test was run to determine actual significance.)

Hypothesis 7: Support from personal friends.

Table 21

Is There a Friend in Whom You Would Confide?

		FREQUENCY		
		TOT PCT		
		ROW PCT		
		COL PCT	NO	YES
				TOTAL
PERSISTERS	1	20	167	187
		9.95	83.08	93.03
		10.70	89.30	
		83.33	94.35	
NONPERSISTERS	2+3	4	10	14
		1.99	4.98	6.97
		28.57	71.43	
		16.67	5.65	
TOTAL		24	177	201
		11.94	88.06	100.00

Fisher's Exact Test Probability = 0.069 (N.S.)

The data reported in Table 21 indicate that Null Hypothesis 7 should be accepted. Eighty-nine percent of

the Persisters report that they had a student friend on campus in whom they could confide compared to 71 percent for Nonpersisters.

Hypothesis 7.1: Personal support from staff.

Table 22

Is There a Staff Member in Whom You Would Confide?

		FREQUENCY		
		TOT PCT		
		ROW PCT		
		COL PCT	NO	YES
				TOTAL
PERSISTERS	1	97	90	187
		48.26	44.78	93.03
		51.87	48.13	
		92.38	93.75	
NONPERSISTERS	2+3	8	6	14
		3.98	2.99	6.97
		57.14	42.86	
		7.62	6.25	
TOTAL		105	96	201
		52.24	47.76	100.00

Chi Square = .145 with 1 degree of freedom

Probability = 0.703 (N.S.)

The data reported in Table 22 indicate that Null Hypothesis 7.1 should be accepted. Forty-eight percent of Persisters report that they had a staff member in whom they could confide compared to 43 percent for Nonpersisters.

Hypothesis 8: Time spent with college friends over university vacations.

Table 23

Do You Spend Time with University Friends Over Vacations?

		FREQUENCY		
		TOT	PCT	
		ROW	PCT	
		COL	PCT	
		NO	YES	TOTAL
PERSISTERS	1	51	136	187
		25.37	67.66	93.03
		27.27	72.73	
		87.93	95.10	
NONPERSISTERS	2+3	7	7	14
		3.48	3.48	6.97
		50.00	50.00	
		12.07	4.90	
TOTAL		58	143	201
		28.86	71.14	100.00

Chi Square = 3.277 with 1 degree of freedom

Probability = 0.070 (N.S.)

The data reported in Table 23 indicate that Null Hypothesis 8 should be accepted. Seventy-three percent report that they had spent time with university friends over university vacations compared to 50 percent for Nonpersisters.

Hypothesis 9: Impression of the university's efforts to recruit minority students.

Table 24

Should the University of Illinois Make a Stronger Effort to Recruit Minority Students?

		FREQUENCY		
		TOT	PCT	
		ROW	PCT	
		COL	PCT	TOTAL
		NO	YES	
PERSISTERS	1	14	172	186
		7.00	86.00	93.00
		7.53	92.47	
		87.50	93.48	
NONPERSISTERS	2+3	2	12	14
		1.00	6.00	7.00
		14.29	85.71	
		12.50	6.52	
TOTAL		16	184	200
		8.00	92.00	100.00

Chi Square = .808 with 1 degree of freedom

Probability = 0.369 (N.S.)

The data reported in Table 24 indicate that Null Hypothesis 9 should be accepted. Ninety-two percent of the Persisters report that the University of Illinois should make a stronger effort to recruit minority students compared to 86 percent for Nonpersisters.

Hypothesis 11: Importance attached to college graduation.

Table 25
Importance of Graduating From College

		FREQUENCY			
		TOT PCT			
		ROW PCT			
		COL PCT	Important	Not Import	TOTAL
PERSISTERS	1	187	0	187	
		93.03	0.00	93.03	
		100.00	0.00		
		93.03	0.00		
NONPERSISTERS	2+3	14	0	14	
		6.97	0.00	6.97	
		100.00	0.00		
		6.97	0.00		
TOTAL		201	0	201	
		100.00	0.00	100.00	

The data reported in Table 25 indicate that Null Hypothesis 11 should be accepted. All Persisters and Nonpersisters stated that it was important to graduate from college.

Hypothesis 12: Impression of race relations on campus.

Table 26
Description of Race Relations on Campus

	FREQUENCY		TOTAL
	TOT PCT	COL PCT	
	Close	Unfriendly	
	Friendly	Aloof	
PERSISTERS	1	164	187
		81.59	11.44
		87.70	12.30
		94.25	85.19
NONPERSISTERS	2+3	10	14
		4.98	1.99
		71.43	28.57
		5.75	14.81
TOTAL	174	27	201
	86.57	13.43	100.00

Chi Square = 2.966 with 1 degree of freedom

Probability = 0.085 (N.S.)

The data reported in Table 26 indicate that Null Hypothesis 12 should be accepted. Eighty-eight percent of the Persisters report relations between Blacks and Whites at the University of Illinois to be close or friendly compared to 71 percent for Nonpersisters. Twelve percent of Persisters report relations to be unfriendly or aloof compared to 29 percent for Nonpersisters.

Hypothesis 12.1: Impressions of the extent of racial prejudice on campus.

Table 27

Extent of Racial Prejudice at the University of Illinois

	FREQUENCY			TOTAL
	TOT PCT	Almost None	Some - A Great Deal	
	ROW PCT	Not Much		
	COL PCT			
PERSISTERS	1	37	150	187
		18.41	74.63	93.03
		19.79	80.21	
		88.10	94.34	
NONPERSISTERS	2+3	5	9	14
		2.49	4.48	6.97
		35.71	64.29	
		11.90	5.66	
TOTAL		42	159	201
		20.90	79.10	100.00

Chi Square = 1.999 with 1 degree of freedom

Probability = 0.157 (N.S.)

The data reported in Table 27 indicate that Null Hypothesis 12.1 should be accepted. Eighty percent of Persisters report some or a great deal of racial prejudice at the University of Illinois compared to 64 percent for Nonpersisters. Twenty percent of Persisters report almost none or not much racial prejudice compared to 36 percent for Nonpersisters.

Hypothesis 13: Impression of the number of minority faculty.

Table 28

Should the University of Illinois Increase Recruitment of Minority Faculty?

		FREQUENCY		
		TOT	PCT	
		ROW	PCT	
		COL	PCT	
		Yes	No	TOTAL
PERSISTERS	1	179	8	187
		89.05	3.98	93.03
		95.72	4.28	
		93.23	88.89	
NONPERSISTERS	2+3	13	1	14
		6.47	0.50	6.97
		92.86	7.14	
		6.77	11.11	
TOTAL		192	9	201
		95.52	4.48	100.00

Chi Square = .250 with 1 degree of freedom

Probability = 0.617 (N.S.)

The data reported in Table 28 indicate that Null Hypothesis 13 should be accepted. Ninety-six percent of Persisters report that the University of Illinois should increase its minority faculty/staff recruitment compared to 93 percent for Nonpersisters.

Hypothesis 14: The University of Illinois as the correct choice of school.

Table 29

Was the Univeristy of Illinois the Right Choice of School?

		FREQUENCY		
		TOT PCT		
		ROW PCT		
		COL PCT	Right=A+B	Wrong=C-E
			TOTAL	
PERSISTERS	1	162	25	187
		80.60	12.44	93.03
		86.63	13.37	
		95.29	80.65	
NONPERSISTERS	2+3	8	6	14
		3.98	2.99	6.97
		57.14	42.86	
		4.71	19.35	
TOTAL		170	31	201
		84.58	15.42	100.00

Chi Square = 8.683 with 1 degree of freedom

Probability = 0.003 (SIG)

The data reported in Table 29 indicate that Null Hypothesis 14 should be rejected. Eighty-seven percent of Persisters report that they made the right choice in attending the University of Illinois compared to 57 percent for the Nonpersisters. Thirteen percent of the Persisters report that they made the wrong choice in attending the University of Illinois compared to 43 percent for Nonpersisters.

Hypothesis 15: Father's occupation.

Table 30
Father's Occupation

		FREQUENCY		
		TOT PCT		
		ROW PCT		
		COL PCT	1 - 4	5 - 7
			TOTAL	
PERSISTERS	1	74	113	187
		36.82	56.22	93.03
		39.57	60.43	
		92.50	93.39	
NONPERSISTERS	2+3	6	8	14
		2.99	3.98	6.97
		42.86	57.14	
		7.50	6.61	
TOTAL		80	121	201
		39.80	60.20	100.00

Chi Square = 0.059 with 1 degree of freedom

Probability = 0.809 (N.S.)

The data reported in Table 30 indicate that Null Hypothesis 15 should be accepted. Sixty percent of the Persisters report father's occupation ranging from levels 5-7 compared to 57 percent for Nonpersisters. Forty percent of the Persisters report father's occupation ranging from levels 1-4 compared to 43 percent for Nonpersisters. (The responses were coded: 1 = Administration, 2 = Health/Education, 3 = Clerical, 4 = Service, 5 = Unemployed, 6 = Disabled/Deceased, and 7 = Retired.)

Hypothesis 15.1: Mother's occupation.

Table 31

Mother's Occupation

		FREQUENCY		
		TOT PCT		
		ROW PCT		
		COL PCT	1 - 4	5 - 7
			TOTAL	
PERSISTERS	1	100	87	187
		49.75	43.28	93.03
		53.48	46.52	
		93.46	92.55	
NONPERSISTERS	2+3	7	7	14
		3.48	3.48	6.97
		50.00	50.00	
		6.54	7.45	
TOTAL		107	94	201
		53.23	46.77	100.00

Chi Square = 0.063 with 1 degree of freedom

Probability = 0.801 (N.S.)

The data reported in Table 31 indicate that Null Hypothesis 15.1 should be accepted. Fifty-three percent of the Persisters report mother's occupation ranging from levels 5-7 compared to 50 percent for the Nonpersisters. Forty-seven percent of the Persisters report mother's occupation ranging from levels 1-4 compared to 50 percent for Nonpersisters. (1 = Administration, 2 = Health/Education, 3 = Clerical, 4 = Service, 5 = Unemployed, 6 = Disabled or Deceased, and 7 = Retired.)

Two survey questions were asked to potentially determine Black students' impressions of their own enrollment and retention patterns.

The first survey question was: What is the most important reason for Black students not attending the University of Illinois? (Please check only one response.)

- A. minorities don't try hard enough to get in
- B. reduced financial aid
- C. poor high school preparation
- D. campus climate not receptive to minorities
- E. federal government is unsympathetic to aspirations
- F. reduced college recruiting of minorities

Table 32

Most Important Reason for Black Students Not Attending the University of Illinois

FREQUENCY							
TOT PCT							
ROW PCT							
COL PCT	A	B	C	D	E	F	TOTAL
1	13	30	100	25	5	14	187
	6.47	14.93	49.75	12.44	2.49	6.97	93.03
PERSISTERS	6.95	16.04	53.48	13.37	2.67	7.49	
	86.67	93.75	92.59	100.0	83.33	93.33	
2+3	2	2	8	0	1	1	14
NON-	1.00	1.00	3.98	0.00	0.50	0.50	6.97
PERSISTERS	14.29	14.29	57.14	0.00	7.14	7.14	
	13.33	6.25	7.41	0.00	16.67	6.67	
TOTAL	15	32	108	25	6	15	201
	7.46	15.92	53.73	12.44	2.99	7.46	100.0

The data reported in Table 32 indicate that 7 percent of the Persisters and 14 percent of the Nonpersisters felt minorities do not try hard enough to get in. Sixteen percent of the Persisters and 14 percent of the Nonpersisters felt reduced financial aid. Fifty-three percent of Persisters and 57 percent of Nonpersisters felt poor high school preparation. Thirteen percent of the Persisters and 0 percent of the Nonpersisters felt the campus climate was not receptive to minorities. Three percent of the Persisters and 7 percent of the Nonpersisters felt the federal government was unsympathetic to their needs and aspirations. Eight percent of the Persisters and 7 percent of the Nonpersisters stated reduced college recruiting. Finally, 54 percent of all the respondents stated that poor high school preparation was the most important reason for the decline in students attending the University of Illinois.

The second survey question was: If you had to identify only one circumstance on the University of Illinois Urbana-Champaign campus that adversely affects minority students, what would it be?

The responses were coded as follows:

- 0 = No Answer
- 1 = Academic Concern(s)
- 2 = Social/Personal Concern(s)

3 = Financial Concern(s)

4 = Combination of 1-3

Table 33

Adverse Circumstances That Affect Minority Students at
the University of Illinois

FREQUENCY						
TOT PCT						
ROW PCT						
COL PCT	0-No Ans	1-Acad	2-So/Per	3-Finan	4-Comb.	TOTAL
1	42	35	93	5	12	187
PERSISTERS	20.90	17.51	46.27	2.49	5.97	93.03
NON-	22.46	18.72	49.73	2.67	6.42	
PERSISTERS	89.36	94.59	93.00	100.0	100.0	
2+3	5	2	7	0	0	14
NON-	2.49	1.00	3.48	0.00	0.00	6.97
PERSISTERS	35.71	14.29	50.00	0.00	0.00	
NON-	10.64	5.41	7.00	0.00	0.00	
TOTAL	47	37	108	5	12	201
	23.88	18.41	49.75	2.49	5.97	100.0

The data reported in Table 33 indicate that 22 percent of the Persisters did not respond to the question compared to 36 percent for Nonpersisters. Nineteen percent of Persisters and 14 percent of Nonpersisters stated academic concerns. Fifty percent of Persisters and Nonpersisters replied social/personal concerns. Only 3 percent of Persisters stated financial concerns compared to 0 percent for Nonpersisters. Finally, 6 percent of Persisters stated adverse circumstances in combination.

CHAPTER 5

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Limitations of the Study

Probably the greatest limitation of the study was the very low number of students in the Nonpersister groups. Further, the group of students studied at the University of Illinois were a highly selected Black population. Finally, it is important to note that a two-year follow-up study on the population might yield different retention information.

Discussion and Conclusions

The findings of the study revealed items which yielded significant differences between Persisters and Nonpersisters mainly in academically related areas.

First, it was discovered that there was a significant difference between Persisters and Nonpersisters in the number of hours spent each week preparing for class assignments. The Persisters reported that they spent an average of 22.4 hours per week preparing for class compared to an average of 14.4 for Nonpersisters. Persisters spent an average of 8 hours more than Nonpersisters preparing for class assignments per week. Thus, it appears that the amount of time preparing for class assignments per week

significantly correlates with staying at or leaving the university.

Second, a significant difference was discovered between Persisters and Nonpersisters in terms of total conversations with academic advisors, faculty, parents, and other staff members about educational plans, academic issues, career plans, social matters, and personal problems. Persisters reported an average of 137.6 conversations with university professionals and parents during the academic year compared to an average of 83.9 for Nonpersisters. Persisters engaged in an average of nearly 54 more conversations with university professionals and parents than Nonpersisters. Thus, more interaction with university staff and parents seems to also significantly correlate with staying or leaving the university. More specifically, of the total conversations with university staff and parents, the greatest differences appear to exist between Persisters and Nonpersisters in two academically related areas. Persisters reported having an average of 22.7 conversations concerning intellectual and academic issues during the academic year with academic advisors, faculty, parents, and other university staff members compared to an average of 8.8 conversations for Nonpersisters. Persisters also reported an average of 31.4 conversations concerning educational plans during the academic year with academic advisors, faculty, parents, and

other university staff members compared to an average of 17.4 conversations for Nonpersisters. Overall, Persisters spent significantly more time on the average talking with parents and university professionals about academically related issues. Thus, these academically related conversations can be specifically related to persistence at the university.

Finally, there was a significant difference between Persisters and Nonpersisters in whether the University of Illinois was the correct choice of school. Nearly 87 percent of the Persisters stated that the University of Illinois was the correct choice of school compared to 57 percent of the Nonpersisters. From this information, one can assume that factors throughout the academic year may have led the 43 percent of the Nonpersisters to feel an improper fit existed between themselves and the university environment. Further, these Nonpersisters may have left the university when they felt they had made a wrong choice.

The findings of the study also revealed 18 items which failed to distinguish significant findings between Persisters and Nonpersisters in social, personal, and academic areas.

First, in the social area it was discovered that there were no significant differences between Persisters and Nonpersisters in participation in extracurricular activities, on campus social events, and in time spent

outside of class with a faculty/staff. Persisters reported that they participated in an average of 11 hours per week of activity compared to 8 hours for Nonpersisters. Thus, each group seems to have similar activity levels which appear to be unrelated to persistence at the university. Regarding number of social events attended per month, Persisters reported that they attended an average of 8.4 social events per month during the academic year compared to 7.6 for Nonpersisters. One can conclude that it appears that while both groups engage in an adequate number of social events, this variable can not be related to attrition since significant differences do not exist. Spending time with faculty/staff outside of class revealed slight differences between Persisters and Nonpersisters. Persisters reported that they spent an average of 1.2 times with faculty/staff outside of class since September 1 compared to an average 2.6 for Nonpersisters. While Nonpersisters did spend slightly more time with faculty/staff outside of class on the average, it appears that both groups spend little time engaging in this type of interaction. Further, it also appears that this small amount of interaction time does not significantly correlate with persistence.

It was also discovered that Persisters and Nonpersisters showed no differences in time spent with college friends over vacation periods. Nearly 73 percent

of Persisters reported that they did spend time with university friends over vacation periods compared to 50 percent for Nonpersisters. Thus, it appears that spending time with university friends over vacation periods is unrelated to attrition.

In terms of impressions of campus social relations, Persisters and Nonpersisters had no differences in their impressions of the racial climate on campus. Nearly 88 percent of Persisters thought race relations on campus were close and friendly compared to 71 percent for Nonpersisters. Thus, it would appear that Persisters and Nonpersisters have fairly similar perceptions about the racial climate and that this variable alone is also unrelated to attrition.

Finally, Persisters and Nonpersisters revealed no differences in the number of conversations they had with academic advisor, faculty, parents, and other university staff members about social matters. Specifically, Persisters reported an average of 35.6 conversations concerning social matters compared to an average of 27.8 for Nonpersisters. One can assume from this information that conversations related to social concerns seem to have little impact on retention.

Second, in the personal area it was observed that Persisters and Nonpersisters were not significantly different in terms of their number of conversations with

parents about various university issues. Persisters reported having an average of 100.4 conversations with parents during the academic year compared to an average of 63.5 for Nonpersisters. While the average difference appears to be large, it is not significant. Overall, Black students engaged in a large number of conversations with parents about various university issues; but as a variable, the number of conversations had little effect on attrition. Similarly, no differences were found between the Persisters and Nonpersisters on the number of conversations with university staff and parents about personal problems. Persisters reported an average of 24.1 conversations during the academic year compared to an average of 17 for Nonpersisters. Thus, it appears that Black students are discussing personal problems with university staff and parents, but there appears to be no relationship between this variable and attrition.

It was also observed that no differences existed in terms of personal support from staff or from friends. Nearly 89 percent of Persisters stated that they had a personal friend to confide in at the university compared to 71 percent for Nonpersisters. Thus, it appears that Black students in general felt they had a support friend to talk to, but as a variable, personal support from a friend did not impact retention. Regarding staff, 48 percent of Persisters reported that they had a staff member at the

university they could confide in compared to 43 percent for Nonpersisters. One can conclude that roughly 45 percent of Persisters and Nonpersisters have a designated staff member they could confide in, but due to a lack of significant difference there is little effect on retention.

It was also discovered that Persisters and Nonpersisters had no difference in their number of best friends attending the University of Illinois. Persisters reported an average of 1.7 best friends compared to 1.4 for Nonpersisters. In this case both groups appear to have an average of at least one friend at the university, but once again this variable is unrelated to attrition.

Finally, occupational and educational levels of parents yielded no significant difference for Persisters and Nonpersisters. For Persisters, 60 percent of the fathers and 47 percent of the mothers were either unemployed, disabled, deceased, or retired compared to 57 percent and 50 percent respectively for Nonpersisters. It was also discovered that the average educational level attained for the father was 2.6 for Persisters and Nonpersisters (1 = less than High School Diploma, 2 = High School Diploma, 3 = Associate Degree). For mothers the educational level averages were 3.0 respectively for Persisters and Nonpersisters. Overall, while it appears that a slightly larger percentage of the Black students' parents were not working (for a variety of reasons)

compared to working, this factor appears not to contribute to retention. Further, review of the data on educational levels seems to support the conclusion that Black mothers may be slightly higher educated than Black fathers but that both parent's levels of education have no significant effect on retention.

Third, in the academic area it was found that Persisters and Nonpersisters did not participate in special academic programs or engage in conversations with the academic advisor to a significantly different degree. Persisters participated in an average of 9.7 special academic programs per month compared to 11.7 for Nonpersisters. From this information it can be assumed that Nonpersisters perhaps recognized the need to participate in additional special programs, but the participation itself was not viewed as a statistically significant difference from Persisters. Further, conversations with academic advisors about various issues also revealed no differences between groups. Persisters reported an average of 16.4 conversations with the academic advisor per year about educational plans, academic issues, career plans, social matters, and personal problems compared to 12.1 for Nonpersisters. While both groups seem to be engaging in some degree of interaction with the academic advisor, conversations with this staff member do not appear to relate significantly to retention in this

study.

In terms of student/faculty minority representation, Persisters and Nonpersisters related little difference in their impressions of the recruitment of minority students and faculty. Nearly 96 percent of Persisters felt that the school should increase the recruitment of minority faculty compared to 93 percent for Nonpersisters. Further, 92 percent of Persisters thought the university should make a stronger effort to recruit minority students compared to 86 percent for Nonpersisters. Thus, it once again appears that these variables are important needs or concerns of Black students, but they do not correlate significantly as retention factors.

Finally, both groups had no difference in pre-enrollment data (ACT and High School Class Rank) and in the importance attached to college graduation. Specifically, Persisters had an average ACT of 21.5 and an average High School Class Rank of .81 compared to 21.3 and .83 for Nonpersisters. While the differences do not allow for this variable to be attributed to retention, it seems fairly obvious that these students as a whole are a highly selected Black population. Regarding the importance attached to college graduation, it was observed that all Persisters and Nonpersisters desired or thought it was important to graduate from college. Thus, given no difference in their perceptions as groups, it could not be

deduced that this variable affected retention.

Two survey questions were asked to potentially determine Black students' impressions of their own enrollment and retention patterns. Nearly 54 percent of the Black students in the survey listed poor high school preparation as the reason for Black students not attending the University of Illinois. Similarly, nearly 50 percent of the Persisters and Nonpersisters stated social/personal circumstances were affecting them adversely at the University of Illinois. While these two areas of concern were not utilized or correlated in any way with retention, it is important to recognize these responses as definite needs and concerns expressed by Black students at the University of Illinois.

Recommendations for Further Study

Overall, it seems that there are three variables which require further study. First, interview data could be utilized to carefully examine the cultural adjustment Black students go through at predominantly White universities. Second, it appears that a longer term of follow-up for study might yield some further information on Black student retention factors beyond the freshmen year. Finally, it is equally important to study Black students attending less selective, predominantly White campuses to discover any

different attrition factors.

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APPENDICES

APPENDIX A
QUESTIONNAIRE CONCERNING THE ATTRITION OF
BLACK STUDENTS AT THE UNIVERSITY OF
ILLINOIS AT URBANA-CHAMPAIGN

QUESTIONNAIRE CONCERNING THE ATTRITION OF BLACK STUDENTS
AT THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Name _____

SSN ___ - ___ - ___ - ___ - ___ - ___ - ___ - ___

YOUR RESPONSES WILL BE KEPT CONFIDENTIAL.

1. Instructions: The following items describe activities in which you may have participated while at the University of Illinois. Please indicate the average number of hours in the last seven days that you participated in the specific activity listed below.

	<u>Number of Hours</u>
a. Athletics--Intercollegiate	_____
b. Athletics--Intramural	_____
c. College Publications (e.g., newspaper, black student publication, yearbook, etc.)	_____
d. College Productions or Performances (e.g., theatre, Black choir, band, etc.)	_____
e. Fraternities, Sororities	_____
f. Professional or Departmental Clubs (e.g., business club, economics club, debate club)	_____
g. Hobbies or Social Clubs (e.g., radio club, dance club, etc.)	_____
h. Religious Organizations (e.g., Muslim, Baptist, etc.)	_____
i. Residence Hall Activities (e.g., hall council, social activities, judicial board)	_____
j. Student Government/Committees	_____

(continued on next page)

FOR EACH OF THE FOLLOWING (2-5), PLACE THE NUMBER THAT DESCRIBES WHAT YOU DO IN THE BLANK NEXT TO EACH QUESTION.

2. Approximately how many hours per week during the academic year do you spend preparing for class assignments? _____
3. Approximately how many on-campus parties do you attend each month during the academic year? _____
4. Approximately how many times do you go out with friends for refreshments (e.g., a beer, a soft drink, a pizza, etc.) each month during the academic year? _____
5. Since September 1, approximately how many times did you have coffee, soft-drinks, other refreshments, or a meal with a faculty member? _____

6. Students often talk with a variety of people. Please indicate about how many conversations concerning educational plans, academic problems, career goals, social matters/just "talk", or personal problems, you have had this academic year with the people identified. (List only those conversations that were 10 minutes or more and list only those conversations that took place outside of class with faculty.)

Please place the number of conversations concerning the stated issue on the space below the person(s) identified. EXAMPLE: IN THE FIRST BLANK NEXT TO LETTER A ON THE FOLLOWING PAGE, YOU WOULD BE FILLING IN THE NUMBER OF CONVERSATIONS YOU HAVE HAD WITH AN ACADEMIC ADVISOR CONCERNING YOUR EDUCATIONAL PLANS, PROBLEMS, OR PROGRESS.

Please note that you will need to place a 0 on the blank if no conversations have taken place with the identified person about the stated issue.

(continued on next page)

Number of conversations about A-E below.	CONVERSATIONS WITH:			
	Academic Advisor	A Faculty Member (excluding Academic Advisor)	Parents	Other Univ. Staff Member
A. Educational plans, problems or progress	_____	_____	_____	_____
B. Intellectual or academic issues	_____	_____	_____	_____
C. Career plans or opportunities	_____	_____	_____	_____
D. Social matters, just "talk"	_____	_____	_____	_____
E. Personal problems	_____	_____	_____	_____

7. The University of Illinois provides special programs (honors seminars, tutorial programs, reading skills classes) for students who want to strengthen their academic skills. Please indicate on how many different occasions you participated in each activity in the first semester.

	Number of Occasions
a. Honors seminar	_____
b. Tutorial Programs	_____
c. Study Skills Classes	_____
d. Reading Skills Classes	_____
e. Career Planning	_____
f. Campus Resources	_____
g. Others--please specify:	_____

(continued on next page)

8. If you had a serious problem (check appropriate response):
- | | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| a. Is there a student friend on campus in whom you would confide? | _____ | _____ |
| b. Is there a staff member in whom you would confide? | _____ | _____ |
9. Do you spend time with university friends over university vacations? _____
10. Should the University of Illinois make a stronger effort to recruit minority students? _____
11. Of your 5 best friends, how many attend the University of Illinois at Urbana-Champaign? (Please place appropriate number on the blank.) _____
12. How important is it for you to graduate from college? (Circle appropriate response.)
- | | |
|------------------------|-------------------------|
| A. extremely important | C. somewhat important |
| B. very important | D. not at all important |
13. How would you describe relations between blacks and whites at the University of Illinois? (Circle the appropriate response.)
- | |
|-------------------------------|
| A. close and harmonious |
| B. friendly but not close |
| C. cooperative but unfriendly |
| D. aloof and hostile |
14. How much racial prejudice is there at the University of Illinois?
- | | |
|----------------|-----------------|
| A. almost none | C. some |
| B. not much | D. a great deal |
15. In general terms, would you like to see the University of Illinois increase its efforts to hire more minority faculty/staff?
- | |
|----------------------|
| A. Yes, a great deal |
| B. Yes, somewhat |
| C. No special effort |

(continued on next page)

16. What is the most important reason for Black students not attending the University of Illinois? (Please check only one response.)
- A. minorities don't try hard enough to get in
 - B. reduced financial aid
 - C. poor high school preparation
 - D. campus climate not receptive to minorities
 - E. federal government is unsympathetic to aspirations
 - F. reduced college recruiting of minorities
17. How sure are you that you made the "right choice" in attending The University of Illinois? (Circle the appropriate response.)
- A. definitely right choice
 - B. probably right choice
 - C. not sure
 - D. probably wrong choice
 - E. definitely wrong choice
18. Please list your father's and mother's occupation.
- Father's occupation _____
- Mother's occupation _____
19. Place a check mark next to the highest degree attained by your mother ("M") and your father ("F").
- | "M" | "F" | |
|-------|-------|---|
| _____ | _____ | Less than high school diploma |
| _____ | _____ | High school diploma |
| _____ | _____ | Associate Degree |
| _____ | _____ | Bachelor's Degree |
| _____ | _____ | Master's Degree |
| _____ | _____ | Doctorate (e.g., Ph.D., Ed.D., D.B.A., etc.) |
| _____ | _____ | Professional Degree (e.g., D.D.S., M.D.,
D.V.M., J.D., etc.) |
20. If you had to identify only one circumstance on the University of Illinois Urbana-Champaign campus that adversely affects minority students, what would it be?
- _____
- _____
- _____

(continued on next page)

YOUR PROMPT RETURN OF THIS COMPLETED QUESTIONNAIRE IS GREATLY APPRECIATED. PLEASE FOLD YOUR QUESTIONNAIRE AND RETURN IN THE CAMPUS MAIL ENVELOPE PROVIDED.

Thank you for your cooperation.

APPENDIX B
INITIAL COVER LETTER TO STUDENTS

University Student
University Residence Hall

March 1, 1988

Dear Student:

I would like to introduce myself and explain some of the work I am doing with regard to minority retention on this campus. My name is Thomas M. Caulfield and I am currently an Area Coordinator for Pennsylvania and Florida Avenue Residence Halls. I am also directly involved in the Campus Leadership Development Program for Minority Students here at the University of Illinois.

I would appreciate your taking about 15 minutes of your time to complete the attached questionnaire. The questionnaire will be used to explore those university circumstances that may adversely affect retention of minority students.

Your responses on this questionnaire will be completely confidential. The results of this questionnaire will contribute to my dissertation research and may lead to desirable changes in programs for minority students on this campus.

I would also like to let you know that I have already met with _____, president of _____ and _____, Director of _____ and advisor to _____. Both of these individuals understand the purpose of the questionnaire.

Finally, it is important for you to note that completion of your questionnaire has the potential to directly contribute money to the Black Student Union in your area. More specifically, a cash donation will be given at the end of March based on the percentage of questionnaires completed in your area. Your Black Student Union can receive up to _____ dollars for completing questionnaires. Please see either of the individuals listed above for further information.

Sincerely,

Thomas M. Caulfield
Area Coordinator
Residential Life

APPENDIX C

FIRST REMINDER LETTER TO STUDENTS

March 16, 1988

REMINDER

On March 3, 1988 you were mailed a questionnaire pertaining to the attrition of Black Students at the University of Illinois. Your response to this questionnaire is a vital part of the exploration of university circumstances that may adversely affect retention of minority students.

As stated in my previous letter, your responses to this questionnaire will be completely confidential. Please also note that completion of your questionnaire by March 26 has the potential to contribute money to the Black Student Union in your area. More specifically, a cash donation will be given at the end of March based on the percentage of questionnaires completed by your Black Student Union.

I would appreciate you taking about 10 minutes of your time to complete the attached questionnaire before you leave for Spring Break. If the questionnaire has already been completed and is in the mail, please disregard this reminder.

Thank you,

Thomas M. Caulfield
Area Coordinator
Residential Life

APPENDIX D

SECOND REMINDER LETTER TO STUDENTS

April 2, 1988

REMINDER

On March 3, and March 18, 1988, you were mailed a questionnaire pertaining to the attrition of Black Students at the University of Illinois. Your response to this questionnaire is a vital part of the exploration of university circumstances that may adversely affect retention of minority students.

As stated in my previous letters, your responses to this questionnaire will be completely confidential. Please note that your Black Student Union has already received a cash donation which was based on the percentage of questionnaires your group completed by March 26. However, additional cash donations still remain and will be awarded to individual Black Student Unions for questionnaires turned in before APRIL 16.

I would appreciate your taking about 10 minutes of your time to complete the attached questionnaire before April 16. If the questionnaire has already been completed and is in the mail, please disregard this reminder.

Thank you,

Thomas M. Caulfield
Area Coordinator
Residential Life

APPENDIX E

FINAL REMINDER LETTER TO STUDENTS

May 6, 1988

FINAL REMINDER

With the school year coming rapidly to a close, I thought I would send one final reminder letting you know that I would really appreciate the completion of your survey. Your response to this questionnaire is a vital part of the exploration of university circumstances that may adversely affect retention of minority students.

As stated in my previous letters, your responses to this questionnaire will be completely confidential. I would appreciate your taking about 10 minutes of your time to complete the attached questionnaire before you leave for summer vacation. If the questionnaire has already been completed and is in the mail, please disregard this reminder.

Thank you for completing the survey and tolerating the monthly reminder letters I have sent this semester.

Sincerely,

Thomas M. Caulfield
Area Coordinator
Residential Life

APPENDIX F
ADDITIONAL STATISTICAL TESTING

Additional statistical testing revealed significant differences between Voluntary Persisters, Involuntary Nonpersisters, and Voluntary Nonpersisters.

Significant Differences between Voluntary Persisters and Involuntary Nonpersisters.

- 1) Number of Conversations with Academic Advisor
- 2) Number of Conversations with Faculty
- 3) Number of Conversations with Other University Staff
- 4) Number of Conversations About Intellectual and Academic Issues
- 5) Number of Conversations About Career Plans
- 6) Number of Personal Support Friends on Campus
- 7) Impressions of the Extent of Racial Prejudice at the University of Illinois

Significant Differences Between Voluntary Persisters and Voluntary Nonpersisters.

- 1) Number of Hours Spent Preparing for Class
- 2) Number of Conversations About Personal Problems with Academic Advisor, Faculty, Other University Staff, or Parents

Significant Differences Between Involuntary Nonpersisters and Voluntary Nonpersisters.

- 1) Mother's Educational Level