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FACTORS IN AFRICAN AMERICAN SOCIAL WORK STUDENT PERSISTENCE

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I would like to give special thanks to my husband, Anthony Green Sr., who demonstrated incredible patience, understanding and support during this lengthy process. This dissertation would not have been completed without your help and encouragement. Your belief in me kept me going. From the proofing, to the equipment, and the heart to loan tools when needed, you provided the climate for me to accomplish the task at hand. To my sons, Mikael and Tony A., who expressed pride that their mom would attempt to do this, thank you for your faith in me. I'd like to acknowledge Dr. Beverly Vandine, who inspired me to try this in the first place, by allowing me to have an inside view of her dissertation process. I am grateful to my dear friend Grifone who has been there for me throughout my graduate and educational journey, as well as my writing and encouraged me at every step along the way. Special thanks to Dr. Alfonso Cisado and Dr. Paul Jackson, who fulfilled their educational goals and provided inspiration, practical

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ABSTRACT

Population estimations for the year 2000 indicate an increase in poor and minorities in the United States (Loden & Rosener, 1991). In view of this growth trend, Berger (1989) suggests a need for social workers with sensitivity to such populations. The presence of minority perspectives provides a valuable contribution to service delivery (Mullen et al., 1993). Efforts to enhance student persistence in graduate schools of social work will contribute to the pool of social workers available in the next century. The purpose of this study is to determine the factors that contribute to African American student persistence in graduate schools of social work.

This study applies aspects of Astin's, Tinto's and Green's theories of persistence. Astin's theory of involvement (1975) considers student investment of time in educational pursuits. Tinto's (1975) theory of departure includes background, social and academic aspects in persistence decisions. Green's (1997) theory focuses on the ability of the student to cope with racial issues (racial resilience) and the racial climate of the school (racial responsiveness).

One hundred and thirty-five students from two predominantly white and two historically black universities participated in surveys administered to determine the effect of involvement, background, academic, social, resilience factors, and college type upon student persistence outcomes. Interviews held with administrative personnel at each institution provided contextual data. Correlations were used to examine the relationships among all of the variables in the study. T-Tests were conducted to compare outcomes

due to university type. Multiple regressions were used to explore the relationships between significant independent variables and persistence.

The findings of this study indicate that persistence outcomes of African American graduate social work students are influenced by: (a) academic performance, (b) faculty-student relationships, (c) health, (d) the ability to deal with stress, and (e) ethnic pride (impressions of ethnic group).

These findings suggest that social work programs that incorporate aggressive grade monitoring practices, provide diverse opportunities for student-faculty interaction, offer opportunities for health care, stress alternatives, and a culturally relevant curriculum, may positively influence African American student persistence.

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CHAPTER I

INTRODUCTION

Projections for the year 2000 indicate that nearly a third of the population will be people of color (U.S. Census Bureau, 1992). Predictions also suggest an increase in the economically challenged population (Loden & Rosener, 1991). Mullen et al. (1993) speculate that many of these individuals, particularly the young, aged, and disadvantaged, will require social services. This change in demands from special populations implies a need for skilled social workers with sensitivity to such groups (Berger, 1991). Are social workers positioned to understand the needs and respond to the challenges of clients in the next century?

Increasing numbers of African Americans are seeking treatment while fewer African American students are enrolling in and completing schools of social work (Berger, 1992). The limited number of African American social workers results in services to African Americans often being provided by non-minority workers (Jones & Jordan, 1984). The need for more expansive ethnic representation has been cited in social work literature (Chunn, Dunston, & Ross-Sheriff, 1983; Council on Social Work Education, 1991; National Institute of Mental Health, 1989). The presence of minority perspectives provides a valuable contribution to service delivery (Mullen et al., 1993). Researchers identify a need for increased African American social workers to offer different viewpoints in addressing an increasingly more diverse clientele (Berger, 1991; CSWE, 1993; Oliver & Brown, 1988).

How can we ensure that African American social workers are available to contribute varied perspectives regarding culturally diverse populations? One method of responding to the shortage of African American social workers is to determine how to successfully recruit and retain more students in social work programs. Although efforts at recruitment are often examined, a recruitment focus without attention to retention achieves negligible results (Berger, 1992; Singer & Strobino, 1990). This study seeks to identify behaviors of students and institutions that contribute to persistence decisions of African American students in graduate schools of social work. An examination of enrollment and graduation rates provides some insight regarding current trends in education. This review is followed by suggestions for further study that may provide direction for social work programs.

College enrollment patterns have been in a state of constant flux during recent years (Simpson & Frost, 1993). Rates of enrollment and graduation of black college students fall far below rates of their white counterparts (NCAA Division 1 Graduation Rates Report, 1996). In 1991, approximately 78% of those enrolled in institutions of higher education were white and 10% were black. While approximately 34% of blacks who attend college graduate, 57% of whites graduate. By 1995, 15.3% of blacks and 26.55% of whites had completed college (U.S. Bureau of the Census, 1996).

This gap between rates of completion for black and white students expands as graduate and doctoral levels of education are examined. According to the U.S. Bureau of the Census (1990), 3.8% of blacks and 7.6% of whites have obtained graduate degrees. At the doctorate level, 0.3% of blacks and 0.8% of whites have attained degrees (U.S.

Bureau of the Census, 1990). Thus, census data indicate that nearly twice as many white students complete undergraduate and graduate school and three times as many complete doctoral programs as blacks. The above statistics represent generalized data regarding higher education.

Social work programs reflect a decline in enrollment and graduation of African American students (Berger, 1992). Between 1974 and 1991, the percentage of African American students obtaining MSW's decreased from 15% to less than 9% (Mullen et al., 1993). In 1995, African American students accounted for 10.2% of the students receiving masters' degrees in social work (Council on Social Work Education, 1995). Although recent figures represent an increase from the 1991 statistics, these numbers do not rival those of the mid 1970's.

Berger (1992), in a longitudinal study of social work student retention at Lehman College, found that 30% of the enrolled African Americans students failed to graduate, compared to 21% of whites. These figures may seem somewhat similar, however, it must be noted that a 70% completion rate adds a meager 1,228 African American social workers to the field each year. White social workers, in contrast, with a 79% completion rate, increase the profession by 12,388 annually (Council on Social Work Education, 1992).

Singer and Strobino (1990) studied drop out and stop out rates at graduate schools of social work. Because the majority of social work students who enter the field graduate, they concluded that retention might be overlooked as an important issue. They stress the significance of retention as a key concern due to continued enrollment shortages and changing student demographics. The marked disparity between the

attrition of black and white students leads to African American social work student persistence as an area for concern (Berger, 1992).

Rising tuition, limited financial aid, more selective admission criteria and fewer applicants have contributed to decreased participation of African Americans in graduate education (Oliver & Brown, 1988). Greater understanding regarding student persistence decisions may help social work graduate education programs take necessary steps to improve the retention of students of color and subsequently contribute to the pool of diverse professionals available to address client needs.

More information is needed regarding the persistence of graduate students who will ultimately provide many of the services to clients and much of the supervision and direction of social work services (Hodges & Balassone, 1994; Jones & Jordan, 1984; Singer & Strobino, 1990). The following research problem responds to the demand for more African American social workers and the need for more information regarding graduate schools of social work: "What are the factors associated with African American student persistence decisions in graduate schools of social work?"

Purpose of the Study

The purpose of this study was to examine persistence decisions of African American students in graduate schools of social work and to explore how background, academic, social, racial resilience, values, external and institutional environment factors contribute to persistence decisions. Knowledge regarding the experiences, perceptions

and recommendations of students serves to inform social work programs about the retention of this population (Berger, 1992).

This study of factors affecting persistence decisions of African American students in schools of social work provides several unique contributions to the social work profession. This research responds to the need for increased African American social workers and enhanced understanding regarding graduate student persistence (Berger, 1991; Council on Social Work Education, 1991; Mullen et al., 1993; National Institute of Mental Health, 1989; Singer & Strobino, 1990). Many studies of student persistence have been conducted, however, the population in this study, African American students, is seldom examined (Pace, 1990; Pascarella & Terenzini, 1991). The majority of research regarding college students has involved single institutions (Mow & Nettles, 1990; Stoecker, Pascarella & Wolfle, 1988). In contrast, this study sought data from four college campuses. Lastly, exploration of individual and institutional racial perceptions and practices provided a new lens for understanding student persistence decisions (Feagin, 1992).

Elements of the Problem

African American students currently enrolled in the second year of four social work programs composed the population selected for the study of African American graduate student persistence. This group was further divided into two categories, persisters and non-persisters, based upon responses to questions about their intent to complete the social work program. In addition to information obtained from students,

university administrators were consulted regarding the campus environment, program demographics, recruitment and retention efforts. Hodges and Balassone (1994) suggest that such information is useful in providing contextual data regarding the institutional environment in which persistence decisions are made.

The schools in this study include both Historically Black Colleges and Universities (HBCU's) and Predominantly White Institutions (PWI's), allowing an examination of how background, academic, social, external and resilience or responsive elements contribute to persistence decisions in varied educational settings.

Definition of Key Terms

African Americans in this study refer to those United States citizens who have an African biological and cultural heritage and identity (Banks & Banks, 1989).

Persisters in this study refer to students who have completed the first year of the MSW program, enrolled in the second year of the program and indicate an expectation to complete graduate study by responses to "intent to leave" questions. This complements the definition of persistence by Tinto (1975). Persistence is the ability of the student to attain and the university to assist in the achievement of reasonable and desired goals (Tinto, 1975).

Non-persisters in this study include students who have completed the first year of the MSW program, who are enrolled in the second year of the program and who indicate doubt that they will successfully complete graduate study. Non-persisters are determined by self-report in the failure to persist measures used in this study. Other categories of

non-persistence include stop out, drop out, and fail out. Stop out refers to a leave of absence from a program with an intent and the potential to return (Singer & Strobino, 1990). Drop out refers to the withdrawal from a program with no intent to return to that program (Singer & Strobino, 1990). Fail out refers to the withdrawal from a program due to failure to meet the academic criteria.

Background characteristics are defined by Tinto (1975) as pre-entry attributes which include student skills, prior education and family background influences. Background characteristics consist of experiences and abilities that exist pre-college that may influence college performance. Background characteristics include ethnicity, gender, family composition, family members' college attendance and attitudes about college, previous educational performance and socio-economic status, academic ability, educational experience, commitment and goals (Tinto, 1975, 1987). Background characteristics of the student and the institution, as well as information regarding the interaction of those factors, provide the reader with the foundational information for persistence study.

Academic integration (Tinto, 1975) is the level of involvement of a student in the educational aspects of the school. This includes formal or informal situations such as student-faculty interactions, classroom experiences and academic performance. Academic integration includes intellectual development, study skills and habits (Tinto, 1975). An investigation of the academic environment provides information regarding individual achievement and perceptions of classroom experiences.

Social integration (Tinto, 1975) is the level of involvement of the student in the social arena of the school. Social integration consists of formal and informal situations such as relationships among students and peers, faculty, staff and administration, and involvement in extracurricular activities. Data regarding the social arena offer the context for understanding relationships with faculty, peers, and the wider campus environment.

Resilience is a power or ability to survive stress, overcome adversity and rise above circumstances of disadvantage (Valentine & Felnauer, 1993). Racial resilience is the capacity of the student to cope with, endure, address or confront racial conflicts and subtle racist behaviors (Green, 1997). Responsiveness is the ability to quickly respond to a stimulus (Webster, 1987). Racial responsiveness is the ability of the faculty, staff, or wider campus environment to anticipate, understand, respond to and cope with racial issues (Green, 1997). Student perceptions of resilience and the responsiveness of the campus supply information regarding individual and organizational capacity to address racial challenges.

Historically Black Colleges or Universities (HBCU's) are institutions established prior to 1964, typically in the southern United States, with a primary mission of the education of black Americans (Small Business Support Center, 1996). Predominantly White Institutions (PWI's) are described by Smith (1991) as institutions with a large white population that tend to be more regionally diverse, located throughout the United States.

Overview of the Dissertation

Chapter I provided information regarding the need for increased numbers of

African American social workers. Successful retention efforts are one method of addressing this need. Understanding persistence decisions in African American students may serve to positively affect retention outcomes and ultimately add to the pool of social workers available during the next century.

Chapter II suggests a theoretical basis for this dissertation and reviews the literature on student persistence. Chapter II also explores our current knowledge base regarding graduate students, African American students, and the variables under study, which include: background characteristics, social and academic environments, external factors, racial resilience and responsiveness, institutional type, student expectations and values. The hypotheses and methods used in this study are presented in Chapter III, which includes the population description, instrumentation, data collection and data analysis procedures. Chapter IV provides the results of the survey research and summary of findings concerning the students in this study. Chapter V offers results regarding the interview findings and institutions included in this study. Chapter VI offers conclusions and recommendations for social work education, practice and research, based upon the results of this study.

CHAPTER II

LITERATURE REVIEW

Four sections compose the literature review on student persistence. Section one offers a theoretical framework for persistence study. Section two supplies statistical data and research concerning the African American graduate student and institutions of higher learning. The key variables explored here offer a broader understanding of the complexity of student persistence decisions. This investigation considers background characteristics, academic and social integration, racial resilience and responsiveness and external factors to provide that perspective. Chapter II concludes with a description of the limitations in the literature in section three and implications for persistence research in section four.

Theory

Three theories were selected with particular relevance to the study of student persistence: Astin's (1975) theory of involvement, Tinto's (1975) theory of departure and the 3 R model (Green, 1997). Astin's theory provides a method for examining student persistence outcomes by assessing student involvement in formal and informal aspects of the educational experience. Tinto's theory of departure suggests a longitudinal process for decision making in persistence outcomes in institutions of higher learning. The 3 R model offers a cultural lens for exploring persistence decisions which includes the capacity of the student and the institution to address a range of racial challenges. Highlights of these theories accompany implications for persistence study.

Astin's Theory of Involvement

Astin's theory of involvement suggests that persistence decisions are related to the degree of student involvement in an educational setting. Astin (1975) maintains that students who are more involved in the education experience are more likely to persist. Astin (1985) defines involvement as "the amount of physical and psychological energy that the student devotes to the academic experience (p. 36)."

Five major premises compose this theory of involvement. These are: (1) involvement includes both psychological and physical energy, (2) individual involvement ranges from uninvolved to extremely involved, (3) quantitative and qualitative features of involvement are demonstrated by class participation as a student, or as a teaching assistant, (4) the quality and the amount of involvement contribute to student learning, and (5) students should be encouraged to take responsibility for their involvement in the learning process.

Astin's theory is based upon active student engagement in the learning process. This stance is consistent with the current trend in education, which proposes a shift from teaching centered to learning centered instruction (Barr & Tagg, 1995). In Astin's model (1985), the student, rather than the teacher, facility or materials, emerges as the central element for consideration (see Figure 2.1).

Astin's model (1975) has contributed to the examination of the persistence issue by addressing individual behaviors. Variables such as place of residence, participation in honors programs, time in student centers, student-faculty interaction, athletic and student

government involvement and time on task, surface as critical components leading to student persistence.

Several limitations exist in Astin's model. It is difficult to determine the relationship between the quality and quantity of involvement in Astin's model. In fact, Pantages and Creedon (1978) have questioned whether a student might become overly involved, overwhelmed, and become a candidate for dropping out. This student-centered model may also allow universities to determine that the student, rather than the faculty or institution, is solely responsible for persistence outcomes. While Astin provides a range of factors that may influence involvement, race is not taken into consideration. The Astin model focuses on individual aspects of student persistence and best fits the traditional, undergraduate, residential, college student.

Tinto's Theory of Departure

Tinto's model (1975) furthers Astin's perspective on individual involvement by offering a framework that examines the interaction between the student and the university in the social and academic arenas of the college environment. Two theorists, VanGennep (1960) and Durkheim (1951), influenced Tinto's thinking. VanGennep's stages of passage (separation, transition and incorporation) provided the foundation for consideration of the longitudinal aspect of student departure. Durkheim's theory emphasized the extent to which vulnerable individuals are not fully integrated into society by values, beliefs or relationships. These theories aided Tinto in identifying the significance of student integration into academic and social aspects of higher learning.

Tinto considers the significance of individual and family background characteristics. Individual background characteristics considered in this model include: (a) educational aspirations, (b) socioeconomic status, (c) high school grades, (d) gender, (e) ethnicity, (f) mental ability, and (g) motivation. Tinto suggests the significance of family background, which includes characteristics such as family members' college attendance and attitudes about college. Family background can shape college entry, goal and institutional commitment.

Tinto suggests that background characteristics and motivation determine the student's level of academic and social integration on the college campus. Tinto views academic (grades, intellect) and social systems (peers, faculty) as major spheres in retention studies. Integration into both arenas is vital to the final commitment that is made to the goal and institution. According to Tinto's model, dropout decisions occur when students are not sufficiently integrated into the social or academic environment of the school (see Figure 2.2).

Tinto (1987) identifies the lack of social and intellectual integration of students resulting from two sources - incongruence and isolation. "Incongruence occurs when individuals perceive themselves as being at odds with the institution (Tinto, 1987, p. 53)." Isolation refers to individuals experiencing insufficient interaction in the social environment. Munro (1981) tested Tinto's model on students in four year colleges. His results were consistent with Tinto's theory and 1987 findings. When students perceive their identity group as central to the institution, involvement with the institution is fostered. If students perceive their identity group as marginal to the institution,

educational involvement may be limited and viewed as less advantageous. This finding has particular relevance for African American students who may describe a marginal involvement in graduate schools (Pruitt & Isaac, 1985).

Chief strengths of Tinto's (1975) work include the longevity and the extent of use of this model by researchers. The departure theory has been tested for over two decades. This model has been supported in several studies (Getzlaf, Sedlacek, Kearney, & Blackwell, 1984; Pascarella, 1984, 1985). Most retention theories have been linear, ignoring the interactional quality of the educational experience. Tinto's multi-directional linkages demonstrate the interactive quality of this theory.

Several limitations exist in the use of Tinto's model to explain student departure. The generalizability of the model to ethnically diverse populations, non-traditional students and graduate students is questionable, since most of Tinto's work was conducted on four year colleges campuses, in predominantly white, traditional, residential student environments (Pascarella & Terenzini, 1991). Although Tinto explores student adjustment, racial adjustment is not addressed specifically. Muguia, Padilla and Pavel (1991) suggest that Tinto's concept of social integration can apply to ethnicity, although they recommend additional studies involving students of color. Further exploration of this theory with African American students would enhance understanding regarding the cultural relevance of this theory.

The 3 R Model

The 3 R model (Resilience + Responsiveness = Retention) was developed by Green (1997) following an extensive review of approaches to retention. This model

builds upon the work of Astin (1975) and Tinto (1975) while adding what Green identifies as a missing component of the major theories, a racial dimension. Green purports that the racial resilience of the student interacts with the racial responsiveness of the faculty and the institution to impact persistence decisions. While Astin's model provides tools for understanding involvement opportunities and Tinto's theory aids in explaining the interactive nature of the college environment, the 3 R theory offers an additional lens for considering persistence outcomes. This theory considers the ability of the individual, staff or institution to adequately address racial issues (see Figure 2.3).

Racial resilience, for the purpose of this study, refers to the ability of the student to cope with, endure, address or confront racial conflicts and subtle racist behaviors which may surface during graduate school education. The student's capacity to remain engaged or succeed academically results from an ability to realistically appraise, overlook, or effectively address situations with racial overtones in the classroom or wider campus environment. Students who can successfully interpret, prioritize, or minimize such behaviors have more physical and psychological energy left for the critical learning tasks on college campuses (Allen, 1992).

Faculty racial responsiveness pertains to anticipation and reaction to cultural challenges and conflicts in the classroom. This additionally refers to faculty support and encouragement of behaviors that enhance cultural understanding.

The racial responsiveness of the college environment is the capacity of the campus to anticipate, openly address and confront racial issues. Responsiveness also

refers to fostering a climate which supports cultural understanding. Examples of resilience/responsiveness measures include the degree to which a student may be distracted by or responsive to racial issues or the level of awareness which faculty may have regarding racial challenges in the classroom. Other examples of these factors are included in Figure 2.4.

Resilience terminology in this study represents a departure from the traditional use of this term with at-risk youth or in gender equity studies. Most resilience research addresses at-risk youth in preschool and elementary schools (Barbarin, 1993; Connell, 1994; Gordon, 1996; Lipman, 1995; Mundy, 1996; Wang, 1993). Resilience is often associated with protective factors which are categorized by individual, family, peer, school and family components. Protective factors include class issues, educational effectiveness, kinship networks, stress coping skills, supportive relationships, intelligence and personality attributes. Resilient African American youth are identified as having a clear purpose and cognitive motivational pattern (Barbarin, 1993).

Resilience terminology has also been used in research involving gender differences. The significance of the individual, family, community, and school is emphasized in programs which encourage girls in science fields. Particular attention to unique gender issues, activities of interest to girls, expectations for both males and females, and the modeling of respect and concern, are viewed as factors which enhance the resilience of girls (Clark, 1995; Hammrich, 1996).

The dual nature of racial resiliency as used in this study constitutes another unique application of the term. The individual and the institution play key roles in this theory.

The interaction between the individual resilience of the student and the racial responsiveness of the faculty and the academic institution are key considerations in exploring persistence outcomes. Additional research on resilience characteristics in adults and external and environmental responses which promote resilience is indicated.

Theory Implications for Persistence Study

The importance of student involvement in both the academic and social aspects of an institution is well documented by Astin (1975). These behaviors surface as major considerations when examining persistence of African American students in graduate schools. Astin's theory of involvement helps us to consider the range of activities that constitute the educational experience. In this study, many of those involvement activities, such as employment, participation in campus organizations and time allocated to study, are assessed. While Astin's theory does not specify cultural gatherings, this study considers the involvement of students of color in homogeneous and heterogeneous social activities.

Tinto's theory of departure demonstrates the longevity and complexity of the persistence decision making process. Tinto's attention to background characteristics expands the view of factors related to persistence outcomes. Background, academic, and social factors play significant roles in student persistence decisions. These categories, suggested by Tinto, provide the structure for the questionnaire design.

The 3 R model supplies a framework for the examination of racial dynamics on college campuses that may affect persistence decisions. All three theories appear

compatible, highlighting various aspects of persistence. The theories are complementary and, when combined, offer a wider perspective of this issue. Figure 2.5 depicts major elements of the three theories.

Research

A review of the literature reveals our current level of understanding of student persistence issues. Data obtained from a review of the literature on African American college students tends to fall into three major categories: (1) statistical data revealing recent trends in enrollment and retention (Cross, 1994; CSWE, 1992; Lang, 1992; Morris, 1979; Niba & Norman, 1989), (2) information regarding recruitment, retention and institutional responses to diverse populations (Astin, 1975, 1993; Levin & Levin, 1993; Morris, 1979; Tinto, 1975, 1987; Townsend, 1994), and (3) student characteristics, perceptions regarding school satisfaction, adjustment and college experiences at Predominantly White Institutions (PWI's) or Historically Black Colleges and Universities (HBCU's) (Astin, 1987; Davis, 1995; Fleming, 1984; Jones & Jordan, 1994; Nettles, Thoeny & Gosman, 1986).

This literature review provides a description of enrollment data and institutional responses and influences. Information regarding the graduate student, background characteristics and experiences follows. Student experiences are described within the framework of the academic and social environment of the institution. This approach to data gathering is consistent with Tinto's departure model which largely considers these two spheres. This exploration of experiences provides information regarding student involvement choices and incorporates critical influences of persistence outcomes

identified by Astin. The exploration of racial experiences and practices of the student suggests the application of the 3 R theory. This section concludes with a review of external factors which may impact persistence decisions, limitations and implications for persistence study.

Enrollment Trends

Enrollment and graduation rates often provide useful data for understanding persistence trends. African American students are entering colleges and universities at increasing rates (U.S. Bureau of the Census, 1990). College enrollment of African Americans increased from 17.0% in 1974 to 27.3% in 1994. While more African Americans, aged 35-44, are attending college, fewer individuals, aged 20-29, are in school, than in 1982 (U.S. Department of Education, 1993)!

Gender disparity further compounds the educational status of African Americans. Between 1990 and 1993, the enrollment of African American women in college increased by 13.7% and the number of African American men increased by 11.7%. During 1990-1993, African American women earned more than 45,000 degrees, while African American men earned nearly 27,000. In that same time period, African American women earned over 12,000 masters degrees which nearly doubled the 6,054 earned by African American men (Hawkins, 1995).

Although rates of attendance have increased, percentages of African Americans pursuing and completing higher education fall far behind those of whites. White students constituted 77% of those enrolled in undergraduates schools and 77% of those enrolled in graduate schools in 1991 (U.S. Department of Education, 1993). African American

students comprised less than 10% of those enrolled in undergraduate school and 5.4% of those enrolled in graduate schools during that same time period.

Social work programs reflect enrollment gains and losses during the past five years. An increase in enrollment from 1,625 to 2,429 in African American MSW students occurred between 1990 and 1994 (see Figure 2.6). However, an enrollment decline occurred in 1995 (CSWE, 1995). The percent of African American students in MSW programs, as seen in Figure 2.7, demonstrates a fluctuating trend, reflected by steady increases and a decline in 1991.

Graduation figures deserve particular attention. Data indicate increases in African American students graduating from social work programs, from 915 to 1,478 between 1990 and 1994 (see Figure 2.8). While enrollment figures reflect an increase in African Americans during 1993, the number of African Americans graduating in 1995, represents a significant decline (CSWE, 1995). African Americans composed 11% of the students enrolled in social work programs in 1993, yet represented only 10.2% of those graduating in 1995. Reasons for this decline in graduates, despite increased enrollment, warrant exploration. The disparity between the percentage of students enrolled (as evidenced in Figure 2.7) and those graduating (see Figure 2.9) suggests that persistence continues to present a challenge for African Americans in MSW programs.

Graduate Students

A profile of the graduate student provides some insight into the population under study. Baccalaureates in social sciences, education, art and the humanities continue to dominate undergraduate majors selected by African Americans (Mow & Nettles, 1990).

Current trends in the fields of study selected by African American graduate students suggest that business is the most popular major among current degree recipients, followed by health sciences. The involvement by minorities in technical fields is increasing, although African Americans continue to remain underrepresented in these areas.

Graduate students are more likely than undergraduate students: (1) to be local residents of the community in which they are attending school, (2) to develop a local attachment to a program, faculty and departments within a college or university, and, (3) to be involved in the community (Scarbecz, 1995). According to Scarbecz, graduate students are generally clear regarding their educational or career purpose. Graduate students tend to finance their own education and a decision to return to school follows careful planning, prioritizing and goal setting (Scarbecz, 1995).

Singer and Strobino (1990) report that social work graduate students are typically employed, and are balancing family, social, and school responsibilities. Langer (1987) suggests that the support of family members and work colleagues influences the ability of students to commit to academic success. This is consistent with the findings of Mullen et al. (1993), who conducted a comprehensive study of 313 minority social work graduates in 57 accredited master's programs. According to Mullen et al., students reported program location as a chief priority in graduate school selection, which perhaps reflects the significance of family and employment relationships.

Social work students in this study identified activities and behaviors which contributed to positive persistence outcomes (Mullen et al., 1993). Students suggested that school and field placement orientation, academic advising and planning, and social

gatherings for students and faculty were helpful activities for promoting school adjustment. Classes to refine or upgrade skills also surfaced as important tools leading to program completion. Minority students viewed personal resources such as motivation, self discipline, support of family and friends, and educational background as significant contributors to positive student outcomes. Blackwell (1983) determined that successful graduation among African American students in graduate programs was influenced by the presence of African American faculty. Nettles (1990) found that the quality and frequency of interactions of African Americans in graduate school programs served as more critical determinants of persistence than personal characteristics or undergraduate experiences.

Students, in Nettles' study (1990), noted financial problems, social isolation, and insensitivity to minorities as behaviors and attitudes which detracted from positive persistence outcomes. Minority graduates most often identified the need for increased sensitivity to individual differences as an area warranting improvement. Students also identified needs for stronger academic development and greater financial assistance.

Several limitations exist in the available literature regarding graduate students. Much of the information about minority graduate students does not include specific ethnic group data. Therefore, these findings may not be applicable to particular populations. Mullen et al.'s (1993) sample, for example, included minority students who had completed graduate social work programs. When considering minority students collectively, questions may arise regarding the differences in experiences among ethnic groups in the United States, and among minority students from other countries. More information is warranted about African Americans as a cultural group with unique

challenges. Much of the research about graduate students is collected from students who have completed their education. Another population, students currently enrolled in graduate programs, may provide useful data regarding persistence decisions. The focus of this investigation is the African American student currently enrolled in an MSW program.

Graduate Students: Institutional Strategies for Persistence

Institutions of higher learning respond to minority graduate student persistence in a variety of ways. A university mission which reflects multiculturalism and diversity values may provide a more culturally responsive environment. Active retention and recruitment programs for faculty and students of color as well as a diverse curriculum are indicative of institutional diversity priorities. Guest lecturers who highlight issues of minority practitioners and clients may provide valuable information regarding attention to diversity issues (Hodges & Balassone, 1994; Oliver & Brown, 1988; Singer & Strobino, 1990). These findings from the literature review shaped the questions used to explore institutional retention strategies.

Organizational responsiveness may also be identified by an examination of administration and funding of graduate programs, affirmative action programs, and institutional incentives for student involvement by faculty and departments (Looney, 1994). Outreach programs for minority graduate students may indicate environmental responsiveness to multicultural issues (Hodges & Balassone, 1994; Looney, 1994).

Administrators who participated in the study by Mullen et al. (1993) reported individual advising, counseling and tutoring as the strategies which contributed most to program completion. Individual and group tutoring with learning clinics, surfaced as

frequent retention tactics in social work programs. Administrators also cited poor writing and finances as key issues that contributed to unsuccessful outcomes in graduate minority students.

Several limitations exist in the literature available regarding institutional responses to graduate populations. Undergraduate programs surface more often in the literature as areas of study. Thus, data regarding graduate social work programs is limited, at best. Another limitation in the research regarding institutional strategies for persistence is the tendency of most programs to consider methods which: (1) are based upon studies which consist primarily of non-minority participants, and (2) tend to study all minority students as a monolithic group. These identified practices may have different levels of significance when applied to African American students.

Historically Black Colleges and Predominantly White Institutions

The literature suggests that institutional type, Historically Black College or University (HBCU), or Predominantly White Institution (PWI), contributes to persistence outcomes (Allen, 1992; Fleming, 1984; Mow & Nettles, 1990). Fleming (1984) reports that the intellectual development of students in Historically Black Colleges and Universities (HBCU's) is more consistent and positive than that of their colleagues in predominantly white schools. Fleming maintains that while African American students with enhanced intellectual abilities are more likely to select predominantly white institutions, their intellectual development is not supported in such environments. Students with more limited intellectual resources who attend predominantly black colleges tend to identify more consistent intellectual development than those in

predominantly white institutions.

Students report greater satisfaction with their academic lives, higher occupational aspirations and improved performance in Historically Black College or University (HBCU) environments. Students also identify greater personal development in Historically Black Colleges and Universities (HBCU's). These positive outcomes are attributed to strong attachments to faculty and viable role models (Fleming, 1984).

African American students in Predominantly White Institutions (PWI's) tend to express more dissatisfaction with academic life and report more negative experiences, including unfair grading practices and little investment of faculty time. College grades emerge as strong predictors of persistence in predominantly white institutions, while college satisfaction surfaces as a significant predictor in black institutions (Mow & Nettles, 1990).

Abatso (1982) found that effective coping strategies of students, coupled with school environmental factors that reflected a high commitment to black students, contributed significantly to retention rates. Abatso's findings suggest that personality, attitudes, study skills and behaviors which indicate an ability to adapt to a college environment are retention predictors. Racism may surface as an issue on either a predominantly black or white campus, as diverse faculty are employed in both settings (Cross, 1997).

Again, the majority of the research regarding institutional setting focuses upon the undergraduate experience. More information is needed regarding the experience of the

graduate student in a Historically Black College or University (HBCU) or Predominantly White Institution (PWI) setting. Taub and McEwen (1992) identify a need for conducting contrasting studies regarding racial issues on predominantly black and white campuses. This study responds to the need for comparative data about college type.

Background Characteristics

Various background characteristics, such as educational experiences, family influences and psychological functioning contribute to persistence outcomes. High school preparation, grades, and aptitude tests have been found to be related to a student's ability to persist. The high school grade point average serves as a better predictor of college success than the Scholastic Aptitude (SAT) scores for African American students (Mow & Nettles, 1990; Smith, 1990). Recency of education may contribute to persistence outcomes. Students who have not experienced an interruption in their learning process are expected to be more likely to persist (Astin, 1987; Jones & Jordan, 1984).

Several family influences contribute to student educational outcomes. The value that families place upon education affects persistence decisions. Financial and emotional support from the family also play a role in persistence outcomes. The level of education of the parent or significant adult has been noted as having an influence on the persistence of college students (Astin, 1975; Tinto, 1975; Pantages & Creedon, 1978).

Individual characteristics, such as self concept, motivation, perseverance, degree aspirations, and goal commitment, surface as predictors of persistence for African American students. Personality traits, including locus of control, also contribute to student retention rates (DiCaesare, Sedlacek & Brooks, 1972; Tracey & Sedlacek, 1987).

Financial supports also play a significant role in student persistence (Nettles, Thoeny & Gosman, 1986). Wilson (1993) noted that the availability of financial assistance may disproportionately affect the involvement of minority students. A study of community colleges in Maryland found that African American students were six times more likely than other students to discontinue their education due to insufficient financial aid (Tschetelen, 1981).

African American MSW students identified government or school awards as primary sources of funding (Berger, 1989). The second source noted was government and bank loans. Mortenson (1989) found that African American students were less willing than white students to acquire debt to finance their education. African American students who are willing to assume debt for continued education, however, demonstrate high retention rates (Ekstrom, 1991).

One major challenge presented by the review of the literature regarding background characteristics is the lack of information regarding post-college experiences. A preponderance of persistence research has focused upon undergraduate students and experiences prior to college entry. Little information has been obtained regarding the influence of the college experience upon graduate students (Patterson, Stewart, Ritchie, & Sanders, 1997). This study provides an opportunity to consider undergraduate education as a contributor to graduate student persistence outcomes.

Academic Integration

Academic integration refers to student involvement in the educational arena of the institution, and includes grade performance and intellectual development (Tinto, 1975;

1987). Student grade point average (GPA) is expected to be higher and intellectual gains are anticipated when a student is academically integrated into the university. Academic preparation and commitment serve as indicators of graduate school success (Braddock & Trent, 1991). Students with high undergraduate GPA's and high educational aspirations, also tend to earn better grades in graduate school. Grade performance is an important consideration in this study, as it is closely related to persistence outcomes (Allen & Haniff, 1991; Astin, 1993; Berger, 1992; Matthew & Jackson, 1991; Tinto, 1975, 1987).

Academic performance is shaped by personal characteristics, pre-college and college experiences (Nettles, 1990). While similar background characteristics exist among African American male and female graduate students with high GPA's, male GPA's in graduate school were significantly related to college GPA and age. These factors did not account for the variation among females, which led researchers to speculate that academic performance and retention outcomes in women were perhaps contingent on nontraditional criteria such as alienation, perceptions of progress, and involvement of mentors (Matthews & Jackson, 1991).

Student satisfaction and involvement in college life contributes to positive academic performance among African American students (Haniff & Allen, 1991). The campus quality of life, confidence in college choice, race relations and social support networks also influence academic performance (Allen, 1992). Students who perceive that campus activities reflect diverse interests and students who have not considered leaving the institution, are typically students with higher grades (Allen, 1992).

Varied academic experiences may contribute to successful educational outcomes in institutions of higher learning. Nora and Cabrera (1996) identified positive classroom experiences and interactions with faculty as factors that influence academic and intellectual development for minority students. For African American graduate students, the amount of time spent in class was related to the frequency of faculty interaction.

Allen (1992) found that academic achievement was highest for students with higher educational aspirations, positive faculty relationships and confidence in their college choice. Allen's findings were consistent with an earlier study by Nettles, Thoeny and Gosman (1986) which determined that cognitive and non-cognitive factors contributed to academic performance and cited study habits as an influential factor in student persistence.

Study habits, time spent preparing homework, and academic and career related conversations, contribute to positive academic outcomes (Astin, 1982; Levine, 1989; Pounds, 1987). Persisters tend to study more hours per week than non-persisters (Astin, 1987). Mutter (1992) found that African American male college students reported significantly more study hours per week than African American women. Braddock and Trent (1996) confirmed this finding in a study of African American graduate students and attributed this discrepancy to the lower undergraduate GPA's of African American males. Higher perceived institutional support contributes to academic performance. Millem and Berger (1997) speculate that those with greater academic achievement will also become more socially integrated into the school.

Social Integration

Tinto (1975) identifies social integration as involvement in the social arena of the school, which includes participation in college peer groups, extracurricular activities, and social interactions. Tinto suggests that meaningful contacts with peers and faculty increase the level of social integration. A discussion of peer, faculty, and other influences upon social integration follows.

While the high school peer group affects the academic self-concept of college applicants, the college peer group exerts the greatest influence on the growth and development of graduate students (Astin, 1993). Research suggests that the development of a positive social network, including fellow students, faculty, and the community, enhances student persistence outcomes (Mow & Nettles, 1990; Tinto, 1987).

Peer group development may prove challenging for African American students on predominantly white campuses. African American students tend to know fewer people on campus than white students seem to know, upon entering college (D'Augelli & Hershberger, 1993). Peer relationships may be enhanced, however, by the tendency of African American students to share housing with other African American students. Such contact allows for validation of student experiences and perceptions. Validation serves as a contributor to persistence (Terenzini et al., 1993).

Relations with faculty repeatedly emerge as a strong predictor of student outcomes for African American students in educational environments (Davis, 1991). The level of acceptance, support or encouragement by faculty may enhance the students' feeling of belonging in an institution. More favorable relationships with faculty and staff

surfaced among students with higher grades. African American persisters in Mutter's (1992) study reported more conversations with faculty and staff than non-persisters. African American graduate students, with less affluence, reported better relations with white faculty than their more affluent peers (Braddock & Trent, 1991). Researchers speculated that less affluent students may be more accommodating and consistent with the expectations of white faculty than their more affluent counterparts.

Social gatherings for students, faculty and staff, academic advising and orientation activities offer helpful avenues for school adjustment (Mullen et al., 1993). MSW students identified attending professional conferences and presentations with faculty and opportunities to conduct joint research as quite helpful. Wilson and Stith (1993) noted that greater numbers of minority faculty on campus may positively affect the social integration of African American students.

African American students report that numerous interpersonal experiences on college campuses may contribute to persistence outcomes. While African American male students are more challenged by interpersonal relations, African American women students identify primary difficulty with feelings of competence (Fleming, 1984). These perceptions may contribute to social isolation and reduced avenues for social integration in institutions.

Mallenckrodt & Sedlacek (1987) discovered that socializing sites on college campuses were related to persistence outcomes. The use of campus facilities, including the gym, library, and student union contribute to academic success and graduation of African American students. This finding is supported by Pace (1990), who found that

African American students often used the student union, clubs and organizations as primary environments for social integration. Involvement in minority student associations, in contrast, was low. Fewer than 17% of the African American students involved in Pace's study participated in the minority student association. Income level was found to be predictive of involvement in social activities. Students with higher incomes tended to be more engaged in campus events (Pace, 1990).

External factors also influence social integration. Graduate students are frequently commuters and tend to be less integrated socially than resident groups. Employment and family responsibilities, which typify graduate students, are additional areas which might limit opportunities for social interaction (Wolf, 1993).

Racial Resilience/Responsiveness

Resilience measures are typically used when studying at risk or vulnerable populations (Berlin & Davis, 1989; Cohen & Lazarus, 1993; Valentine & Felnauer, 1993). Berlin and Davis refer to the resilience of adult children of alcoholics. Valentine uses resilience with those who have survived sexual abuse. Pinderhughes (1989) identifies the stress of racial prejudice and the ability to cope with such stresses as key contributors to individual functioning. Pinderhughes further deems African American students as vulnerable and suggests that resilience tactics may refer to coping strategies which evolve to address this dilemma. Gilbert-Martinez (1996) suggests that resilience exists in students who are able to continually view experiences in new ways. Bernard (1995) identifies resilience as qualities demonstrating successful adaptation and transformation despite risk and adversity. Several schools of thought influence our

current level of understanding regarding resilience.

Student identity may surface as a factor in resilience as well. Cross' model of identity aids in understanding and interpreting student responses to the educational environment. African American students on college campuses are not a monolithic group (Brown, 1994). This fact has major implication for the interpretation and application of research results. Students are likely to view and report similar racial experiences quite differently based on their ethnic identity. Cross' (1971) identity model provides a lens for understanding the diversity in African American student perceptions of behaviors and experiences on college campuses. This model is particularly useful in examining racial experiences and occurrences. Cross (1971) proposes five stages of racial identity which are illustrated in Table 2.1.

Cross (1971) suggests that during the Pre-Encounter Stage, African American individuals idealize dominant cultural (white) values. The student at this juncture might exhibit pro-white attitudes and behaviors. Individuals generally move to Stage II, Encounter, due to new experiences or a crisis event. During this stage, questioning occurs regarding the previous identity phase and pro-black attitudes and behaviors begin to emerge. The third stage, Immersion-Emersion occurs when the individual begins to idealize blackness and becomes immersed in African American experiences. The student at this stage may only seek African American peers and faculty for support. This student may avoid campus events which are predominantly white. While this student may also be immersed in the community or involved with other support networks which might encourage persistence, this student may not perceive other (non-black) resources as helpful. This stage is followed by Internalization which includes a re-examination of

former views and results in greater flexibility and diminished anti-white attitudes. The fifth stage, Internalization-Commitment occurs when an individual shifts from an individual identity to a collective identity which is expressed through political involvement within the ethnic group. The student at this level of identity may become involved in the political arena of the institution of higher learning.

Student racial identity may contribute to student perceptions of the college environment. Student interpretations of discriminatory behavior, inclusiveness or comfort levels may be driven by identity issues. Students at the Immersion-Emersion stage, for example, might perceive a situation as problematic which would not be identified by a student in the Pre-Encounter stage. These students might also identify greater needs for homogeneous activities and experiences than students at other identity stages.

Gay (1985) suggests that responses to school environments and emotional well-being may be influenced by ethnic identity. Ethnic identity development may affect intellectual performance. Students may withdraw physically or emotionally from environments where support is not perceived. Parham and Helms (1986) discovered that African American female students were more likely to endorse Internalization and less likely to endorse the Pre-Encounter stage than African American male students. These gender based identity determinants may result in gender differences in perceptions of racial events or experiences. Finally, a review of the environment and individual functioning is necessary to examine resilience or responsiveness features. Feagin (1992) reports that the racial atmosphere of the university has an impact upon student persistence

decisions. Racial comments, jokes, and student opposition to African American events, programs and holidays surfaced as barriers for African American students. Subtle and overt racial hostility present barriers to persistence of African American students (Allen, 1987; Steward, Jackson & Jackson, 1990). Dudley (1988) states that within integrated settings, African Americans are challenged to manage stress related to perceived racism. Gitterman (1991) reports that racial conflicts may be very emotional and threatening to African American students and may lead to failed persistence outcomes.

African American students in Predominantly White Institutions (PWI's) often identify feelings of isolation and marginality (Clark, 1994; Loo & Rolison, 1986; Nettles, Thoeny & Gosman, 1986; Ricks, 1993). Fleming (1984) reports that perceptions of a negative racial climate and lack of adjustment to majority white institutions are contributing factors in decreased student persistence.

Perceptions of discrimination influence student persistence decisions (Nettles, Thoeny & Gosman, 1986). Smith (1989) argues that perceived racism can operate cognitively and affectively on the development of minorities by discouraging involvement with faculty, students or campus activities. Nora and Cabrera (1996) discovered that perceived discrimination by minority students in the classroom affected relationships with peers and faculty. Discussions of racial issues, faculty sensitivity and the ability of the campus and classroom to respond to racial issues denote measures of racial responsiveness of the school (Steward, Jackson & Jackson, 1990).

The literature review suggests the importance of examining both environmental and individual influences in examining racial resilience and responsiveness issues. It is important to consider how student identity may play a role in the interpretation of the

college experience. More information is needed regarding the merger of student racial resilience and organizational racial responsiveness upon persistence decisions.

External Factors

External factors, such as employment, health, values and expectations may alter persistence decisions. Nettles (1988) found that African American students are more likely to work (66%) while attending college than white students (57%). Astin (1987) suggests that students who are employed off campus have higher drop out rates than those who are unemployed or employed on campus. Student health is another factor which may impact persistence (Nettles, 1988). Nettles, in a study of factors influencing persistence outcomes of black and white students, found that physical or emotional illness was more problematic for African American college students than for their white counterparts.

Pruitt and Isaac (1985) identified finances as an external factor influencing persistence outcomes of minority graduate students. Many African American graduate students are heavily in debt for undergraduate study and may experience additional financial pressures during continued education. Due to continued disparity that exists in black and white income levels, this factor may serve as a larger issue for African American students than their white counterparts (Cross, 1994). Low income students may be disproportionately influenced by economic concerns which may elongate the educational process (Tracey & Sedlacek, 1985). Additional developmental pressures may be faced by graduate students, which include career decisions, partnerships, parenthood and political decisions (Baird, 1990).

Student values affect decision making and persistence outcomes. Many students select their occupations based upon a balance between social commitment and personal rewards (Enoch, 1988). Enoch found that students who selected social work as an occupation were more likely to have experienced economically challenged backgrounds. Students who select social work as an occupation tend to have little or no work experience in the field (Enoch, 1988; Rompf & Royse, 1994). Sixty-five percent of social work students in Enoch's (1988) study indicated that they wanted a job which allowed them to help people. Seventy-five percent of the social workers identified a desire for a job through which they could improve their country. These values may influence the students' desire to persist in graduate education.

These findings are consistent with Abell and McDonnell (1990) who found that students primarily enter advanced social work programs due to a strong commitment to working with disadvantaged individuals and a desire to increase their professional skills. MSW students (Abell & McDonnell, 1990), when asked to rate the relative importance of factors which influenced their decision to enroll in graduate school, rated three items, (1) the range of job options, (2) increased autonomy, and (3) potential for promotion as most important. Social work students attached less importance to earning more money, increased status and fulfilling career expectations of the family. Minority students attributed a higher value than white students to a commitment to disadvantaged populations and to extending the degree.

Thus, a number of external factors, such as health, employment status, finances, values and expectations can influence persistence outcomes. This study of persistence gives attention to each of these factors. Other factors which may also contribute to

student decisions to enter or continue in schools of social work include the current political, economic and social atmosphere. Information regarding the impact of these influences upon the decisions of African American graduate students might provide additional insight regarding persistence. The accessibility of careers which have opened more recently to minorities may entice those who might have considered social work as an occupation. Other unknown factors may influence persistence decisions of African American graduate students.

Limitations in the Literature

Data reporting mechanisms, topics selected for study and gaps in the literature provide challenges when considering persistence outcomes. Although statistics are often compiled regarding retention rates, data regarding ethnicity are not consistently included (Cross, 1993). Many institutions do not publicly release information regarding enrollment or retention rates by ethnicity (Cross, 1993). Some of the nations' largest institutions are required to release this information as members of the National Collegiate Athletic Association (N.C.A.A.). As a result, most information is retrieved only from N.C.A.A. schools who report such data regarding student populations.

Family resources and access to institutional resources, as suggested by Lang (1988), serve as influential retention factors. Most institutions typically report total scholarship awards rather than awards to particular groups. Although the Council on Social Work Education reports financial awards by ethnic group, these data include all awards made. Thus, individuals receiving financial aid from multiple sources are represented several times in the data. These reporting practices make it difficult to

determine the actual number of African American students who receive benefits.

Involvement of African Americans in college activities is another area for consideration in retention rates. Few studies exist regarding involvement rates in higher education (MacKay, 1992).

Studies about retention rates in colleges and universities tend to focus on environmental aspects of retention (Fleming, 1984). Individual characteristics warrant more attention. This can be a double edged sword. Institutions may blame students for poor retention rates rather than consider methods of being more responsive to non-traditional populations. Limited information is available regarding gender variations. The literature tends to identify categories of gender or race as though these are mutually exclusive terms. Data regarding retention are often collected from those students who have graduated from programs. This method of data collection omits those who are currently enrolled in school and who may be able to provide more vivid data regarding educational experiences.

The majority of the information on student persistence examines undergraduate students on predominantly white residential campuses. There is also a tendency in the social work literature to focus upon clinical strategies and outcomes rather than educational endeavors. Further information about graduate students and comparative data regarding college settings would contribute to the pool of knowledge about persistence. Additional data are needed regarding student and institutional responses to the need for increased African American social workers.

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students is available (Baird, 1993; Richardson, 1990; Singer & Strobino, 1990).

Graduate student perceptions are the focus of this research.

The literature review illustrates the significance of background, academic, social and external influences upon persistence outcomes of African American students in graduate schools of social work. Student attributes such as motivation, values and capacity to adjust and respond to educational challenges further influence persistence decisions. The importance of the academic setting and the racial tone of the university has been documented in this review. In total, background characteristics, academic and social environments, racial resilience and responsiveness, institutional type, and external factors compose the critical areas for review in this study of student persistence. The persistence model (see Figure 2.10) which illustrates this comprehensive approach to examining student persistence served as a framework for this study.

IV. Internalization

Resolution of conflicts between old and new world views (re-examination of black yet less anti-white preferences) focus expands beyond racial groups

V. Internalization-Commitment

Political involvement, group action

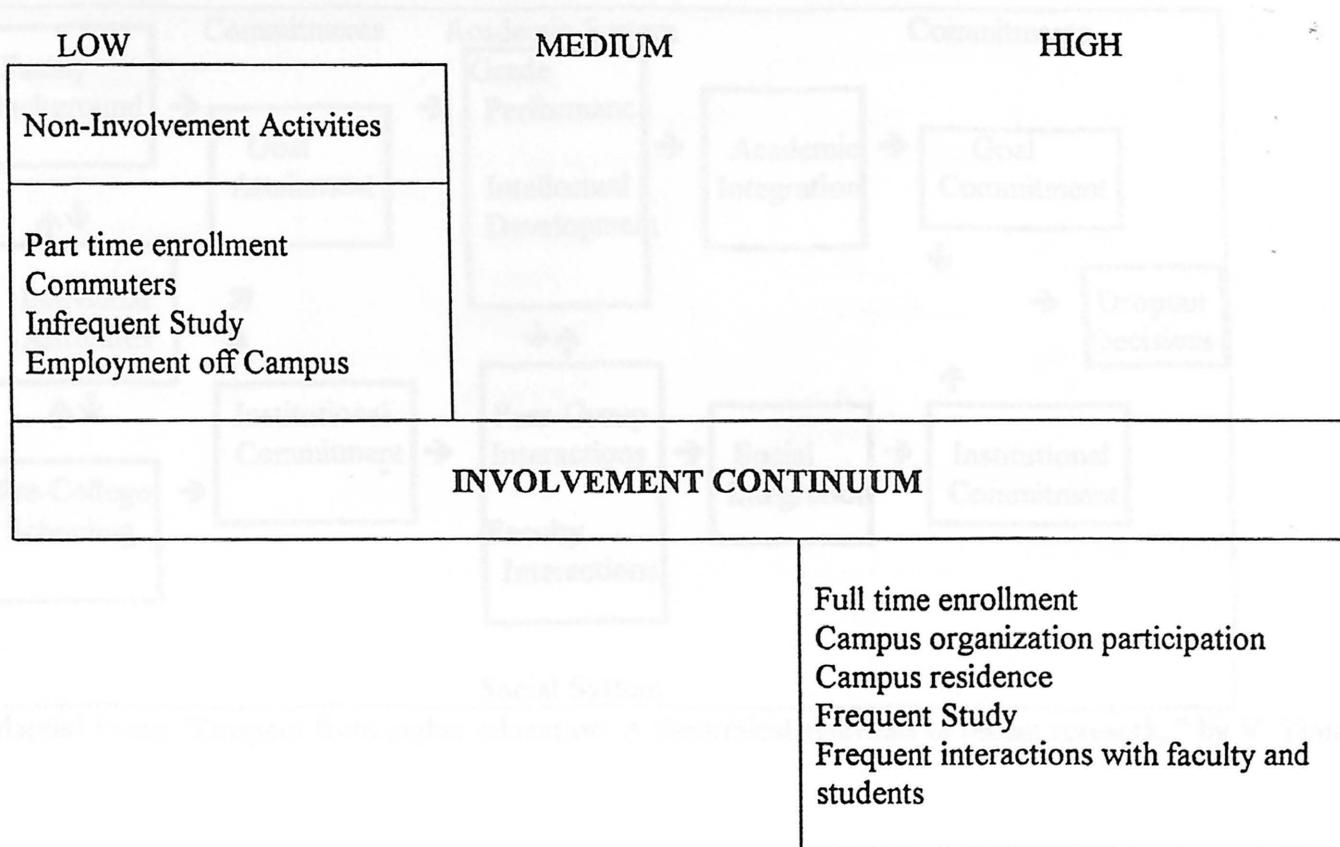
Adapted from: "The negro in black conversion experience," *Journal of Negro Psychology*, 1971, 6(1), 1-10.
 "Black Revolution," *Black World*, by T. Cross, 1971

Table 2.1: Cross' Identity Model (1971)

Stage	Description
I. Pre-encounter	Black student has not determined own racial identity (may exhibit pro-white anti black sentiments)
II. Encounter	Experience leads to beginning development of black identity (pro black- anti white preferences begin to emerge)
III. Immersion-Emersion	Intense focus upon new Black identity (renewed examination- stronger pro-black sentiments)
IV. Internalization	Resolution of conflicts between old and new world views (re-examination- pro-black yet less anti-white preferences- focus expands beyond racial groups)
V. Internalization-Commitment	Political involvement, group focus

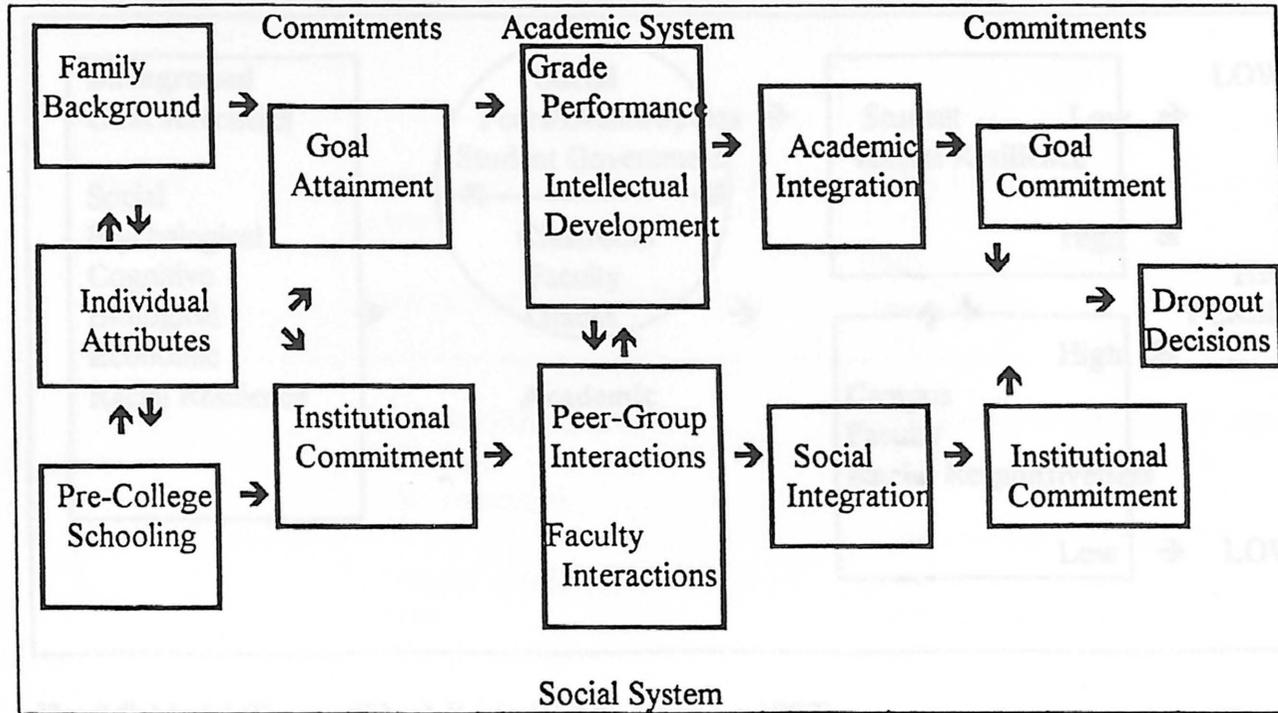
Adapted from: "The negro to black conversion experience: Toward a psychology of black liberation," Black World, by T. Cross, 1971.

Figure 2.1: Astin's Involvement Continuum



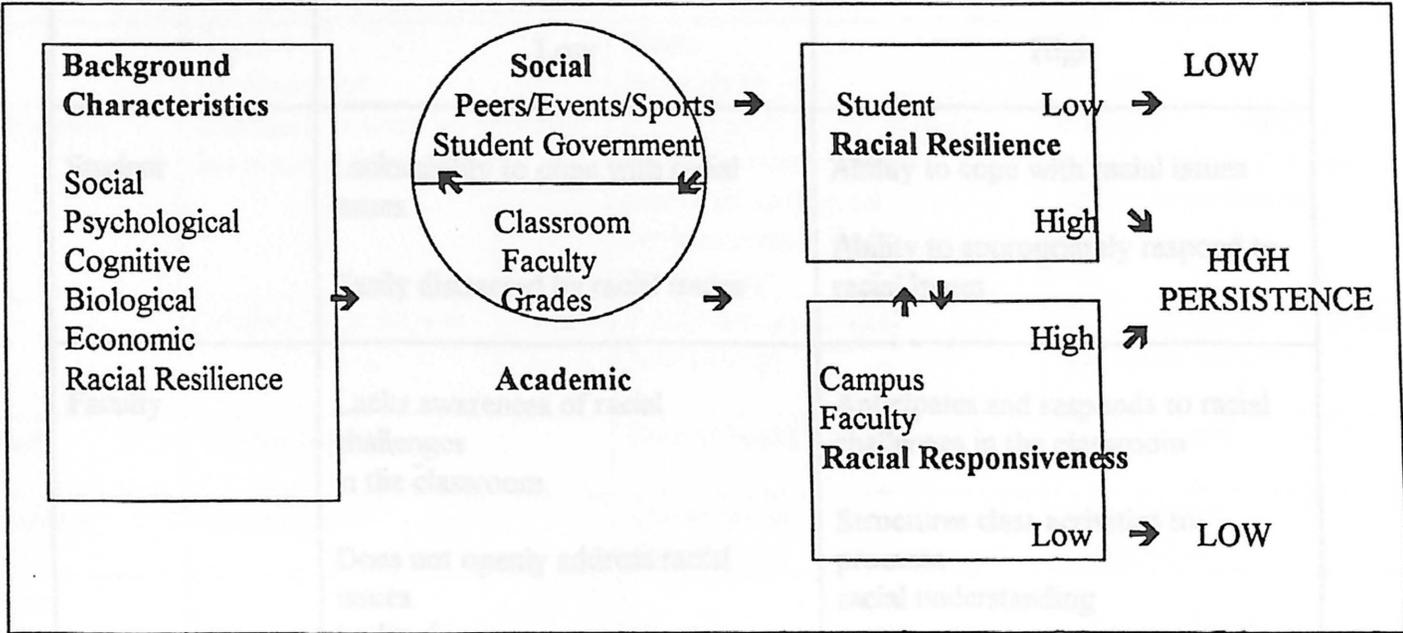
Adapted from: "Preventing students from dropping out," by A. Astin, 1975.

Figure 2.2: Tinto's Model of Departure



Adapted From: "Dropout from higher education: A theoretical synthesis of recent research," by V. Tinto, 1975.

Figure 2.3: The 3 R Theory



The 3 R Model (From: "The 3 R Model," by J. Green, 1997).

Figure 2.4: High and Low Resilience Factors in the 3 R Model

	Low	High
Student	<p>Lacks ability to cope with racial issues</p> <p>Easily distracted by racial issues</p>	<p>Ability to cope with racial issues</p> <p>Ability to appropriately respond to racial issues</p>
Faculty	<p>Lacks awareness of racial challenges in the classroom</p> <p>Does not openly address racial issues in the classroom</p>	<p>Anticipates and responds to racial challenges in the classroom</p> <p>Structures class activities to promote racial understanding</p>
Environment	<p>Lacks support for a diverse student population</p> <p>Lacks anticipation, awareness, or understanding of challenges of diverse student populations</p>	<p>Anticipates and responds to racial challenges</p> <p>Supports structures which promote racial understanding</p>

High and Low Resilience/Responsiveness Factors (From: "The 3 R Model," by J. Green, 1997).

Model Theory	Astin Involvement	Tinto Departure	3 R Model
Major Premise	Increased student involvement Increases persistence	Background characteristics and the interaction of academic and social environments affect persistence	Background, academic, social factors and racial capacity influence persistence
Focus	Student/time on task	Academic and Social Interactions	Background, social, academic and racial capacity
Perimeter	School based	School based	School based
Methodology	Quantitative	Quantitative Qualitative	Quantitative Qualitative
Persistence Question Answered	What happens?	What happens? Why?	What happens? Why? What else?
Limitation	Omits role of institution	Views background as entry not ongoing variable, lack of attention to racial elements	Has not been tested, needs further development
Contribution	Understanding	Context Environment, Student	Context, Student Environment, Race

Adapted From “Preventing students from dropping out,” by A. Astin, 1975; Dropout from higher education: A theoretical synthesis of recent research,” by V. Tinto, 1975; and “The 3 R Theory” by J. Green, 1997.

Figure 2.6: African American Student Enrollment: MSW Programs 1990-1995

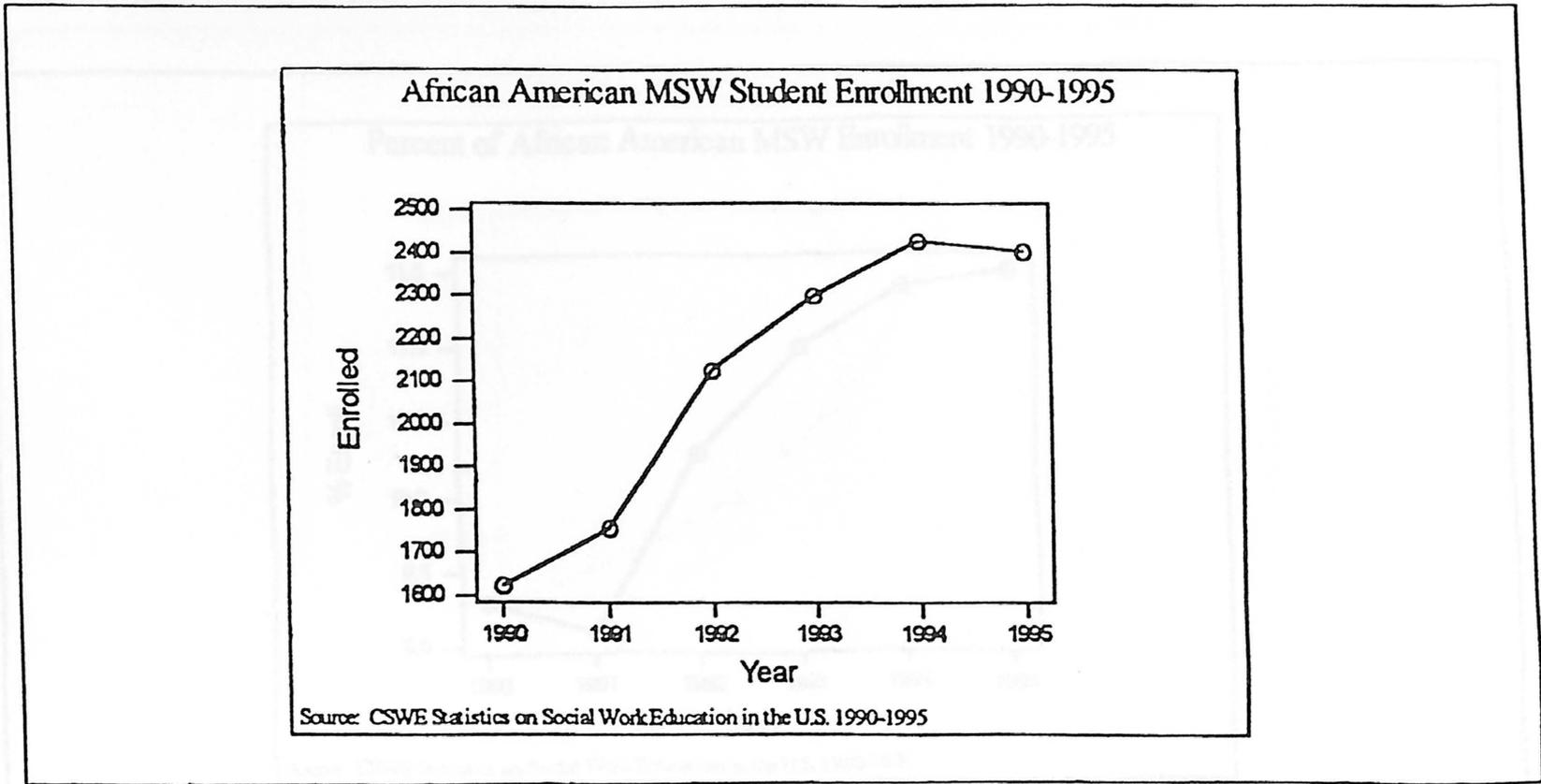


Figure 2.7: Percent of African American Student Enrollment: MSW Programs 1990-1995

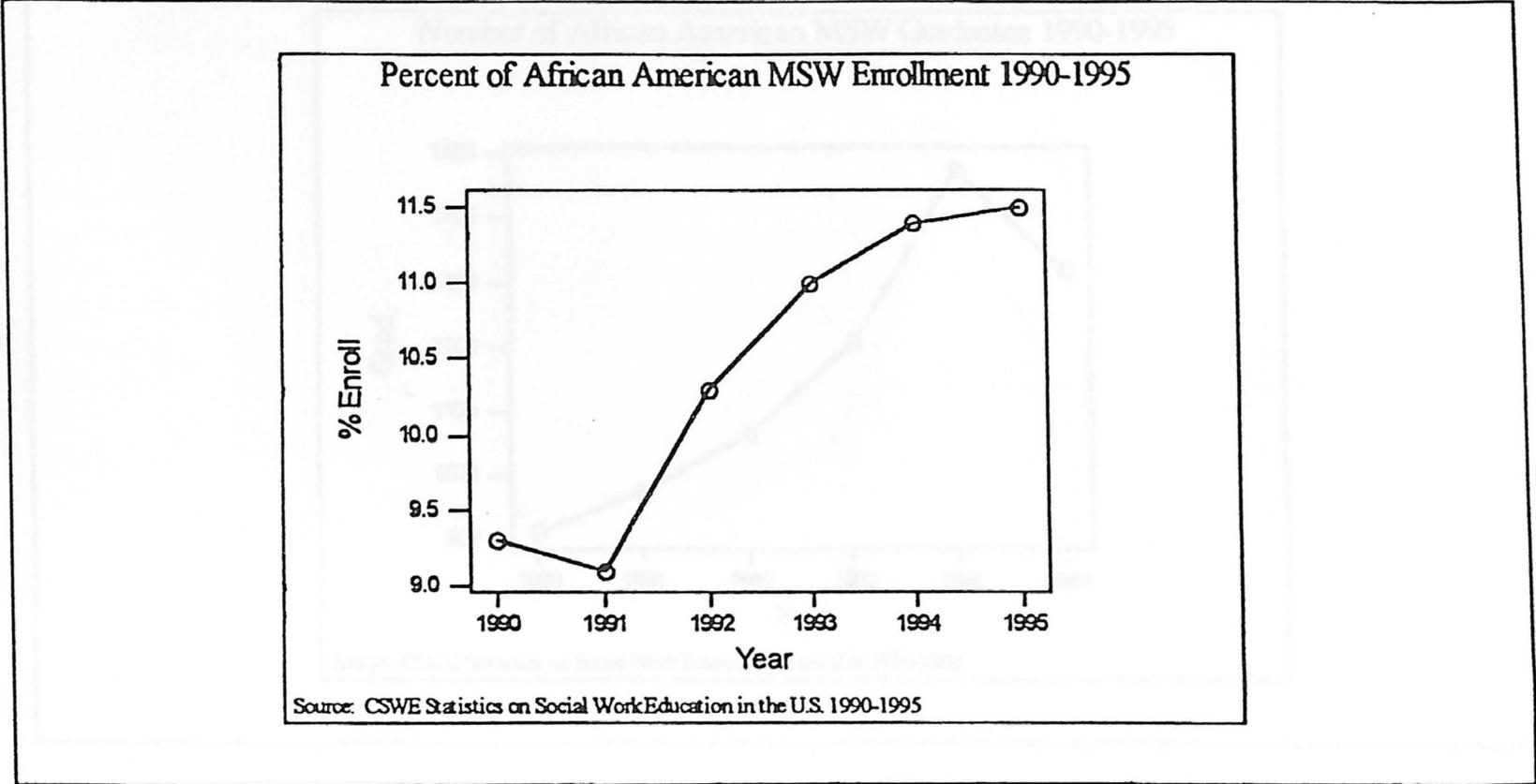


Figure 2.8: Number of African American Student Graduates MSW Programs 1990-1995

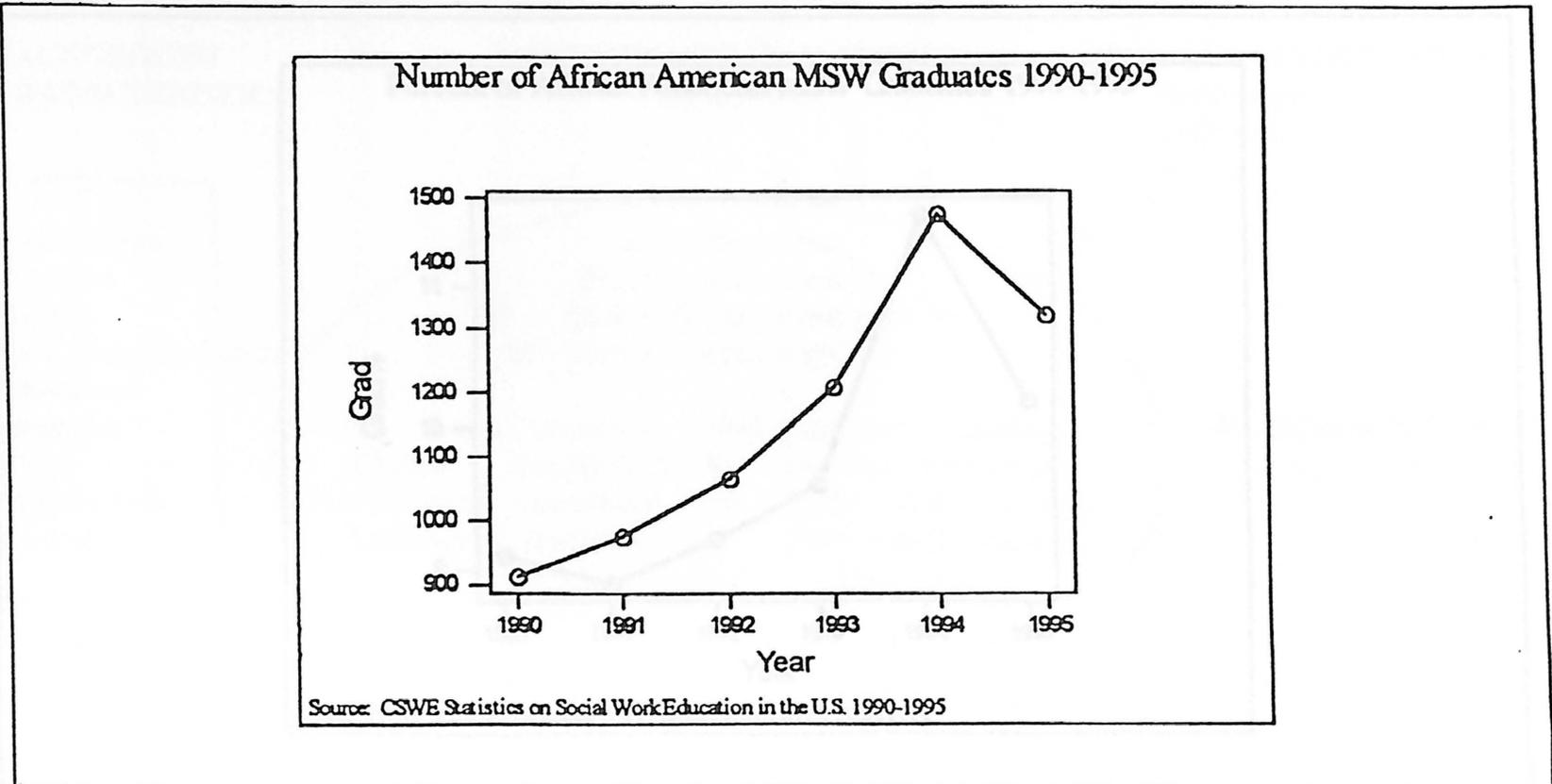


Figure 2.9: Percent of African American Student Graduates MSW Programs 1990-1995

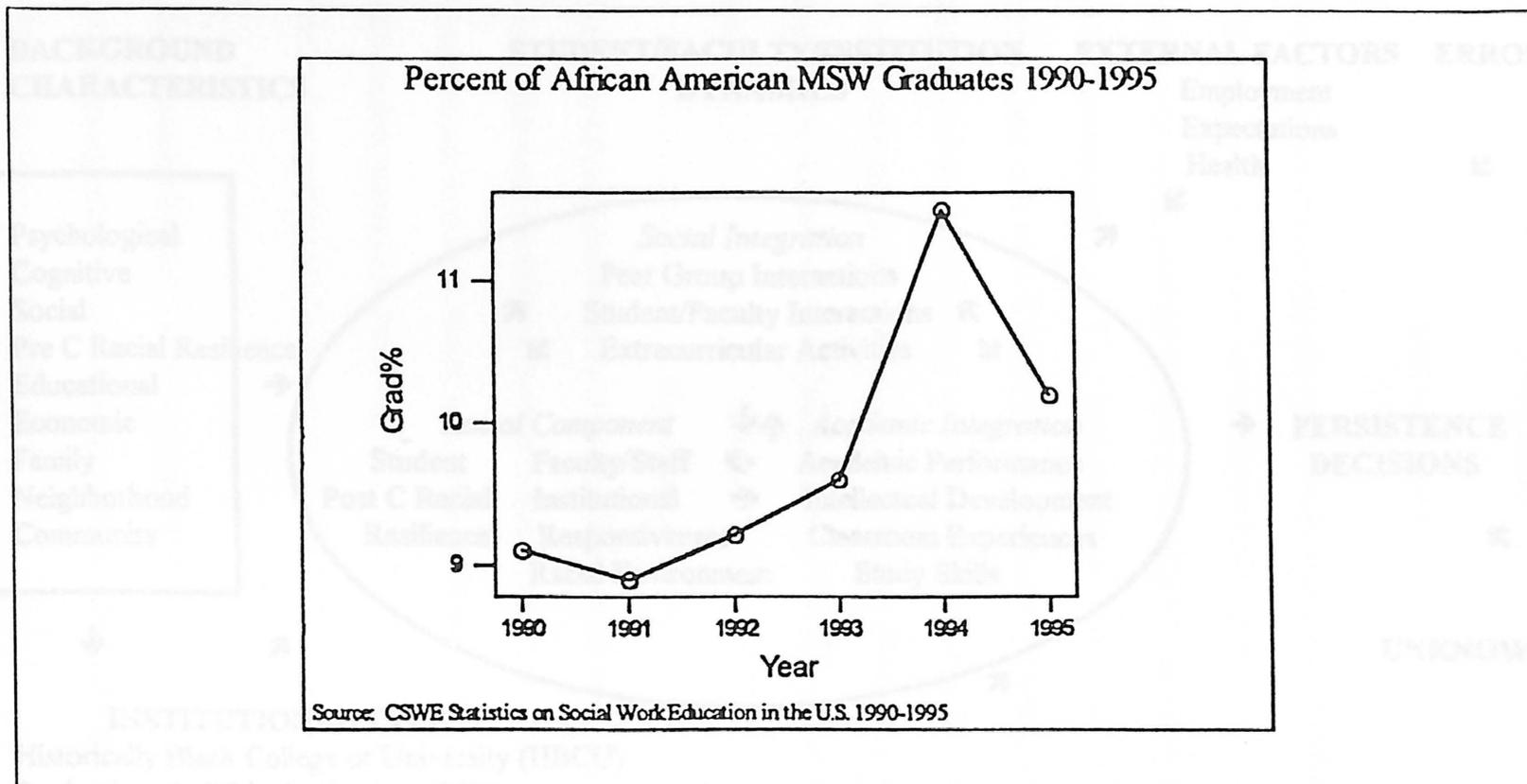
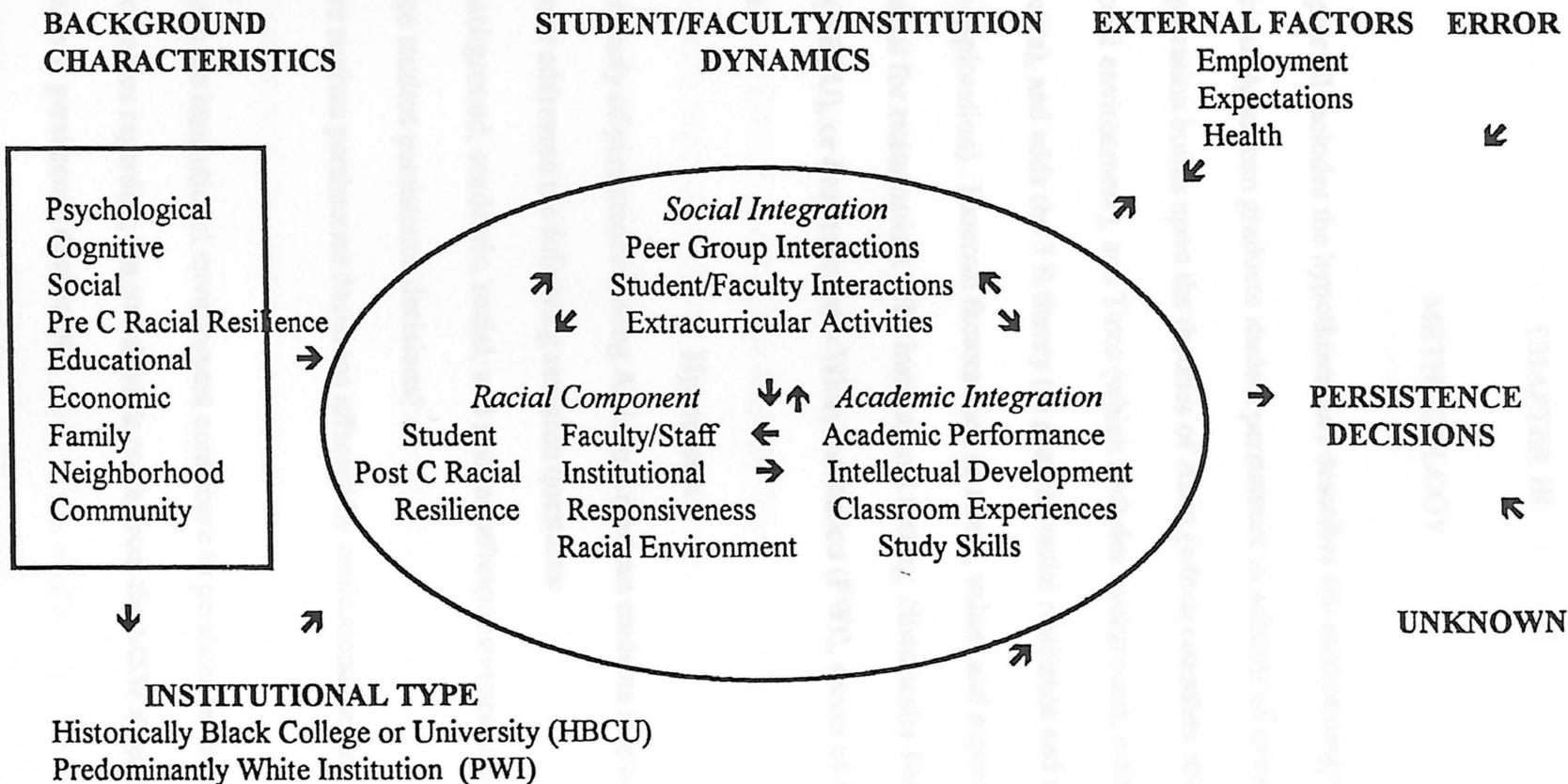


Figure 2.10: An Exploration of Persistence Decisions of African American Students in Graduate Schools of Social Work



CHAPTER III

METHODOLOGY

Chapter III includes the hypotheses and describes the methodology used in this study of African American graduate student persistence in schools of social work. This research exploration builds upon the theories of Astin (which considers involvement in the educational environment), and Tinto (which includes background, academic and social elements), and adds the 3 R theory (to provide racial resilience and responsiveness as areas for exploration). External factors such as stress, values and expectations offer additional areas for examination. The institutional setting, Historically Black College or University (HBCU), or Predominantly White Institution (PWI), serves as a final category for analysis.

Hypotheses

This study of persistence among African American students in graduate schools of social work addressed the following research questions:

1. What background, academic, social, and resilience/responsiveness characteristics influence student persistence decisions?
2. How are student persistence decisions affected by institutional setting (HBCU or PWI)?
3. How does the institutional environment contribute to persistence decisions?
4. How do values regarding the social work profession, the MSW degree and income contribute to persistence decisions?

These questions led to the development of the following seven hypotheses for study:

Hypothesis 1. Background and demographics of the student are significantly related to persistence decisions of African American graduate students in schools of social work. Students with higher levels of psychological and cognitive functioning, economic and family support were expected to have higher levels of academic and social integration into the university. Higher levels of academic and social integration were expected to be associated with positive student persistence decisions.

Hypothesis 2. Persistence, academic integration, social integration, racial resilience of African American students in graduate schools of social work and the racial responsiveness of the institution are significantly related to characteristics of institutional type (Historically Black College or University or Predominantly White University). Students attending Historically Black Colleges were predicted to experience greater academic and social integration in the university. Greater academic and social integration were expected to be associated with increased student persistence. Student racial resilience was predicted to be greater among students attending HBCU's. Higher racial resilience was expected to be associated with positive student persistence decisions. Racial responsiveness of the faculty, staff and institution was predicted to be greater at HBCU's. Greater racial responsiveness was expected to be associated with positive student persistence decisions.

Hypothesis 3. Academic integration (academic performance, intellectual development, classroom experiences and study skills) is significantly related to persistence decisions of African American graduate students in schools of social work. It

was expected that higher levels of academic integration would be associated with positive student persistence decisions. This anticipated outcome is consistent with findings of Tinto (1975) and Astin (1975).

Hypothesis 4. Social integration (peer group interactions, student/faculty interactions and extracurricular activities) is significantly related to persistence decisions of African American graduate students in schools of social work. It was anticipated that higher levels of social integration would be associated with positive student persistence decisions. This stance is consistent with Tinto's (1975, 1987) findings regarding retention in higher education.

Hypothesis 5. Racial resilience of the student is significantly related to persistence decisions of African American graduate students in schools of social work. Students who demonstrated greater levels of racial resilience in their neighborhood, community, social or educational setting, prior to entering college were expected to exhibit higher levels of racial resilience at the university. Racial resilience as demonstrated by pre-existing characteristics, as well as behaviors exhibited on college campuses, such as participation in ethnic activities or ethnic pride, was expected to be associated with positive student persistence decisions. It was anticipated that higher levels of racial resilience would be associated with positive student persistence decisions.

Hypothesis 6. Racial responsiveness of the faculty, staff and institution is significantly related to persistence decisions of African American graduate students in schools of social work. It was expected that higher levels of racial responsiveness, as evidenced by the racial environment and campus responsiveness would be associated with positive student persistence outcomes. The racial environment included perceptions

of discriminatory behavior by family, students or within the wider campus environment. Campus responsiveness refers to programs and practices which encourage diversity, such as culturally relevant curriculum or programs which support ethnic participation.

Hypothesis 7. External factors, expectations and values are significantly related to persistence decision of African American graduate students in schools of social work.

Student employment, poor health, values and expectations, which are contrary to student experiences and preferences, were expected to be associated with negative persistence decisions.

Methodology

The methodology section includes a description of the site and sample selection process, development of instrumentation and survey administration strategies. A discussion of site interview procedures and rationale precedes the review of data analysis procedures.

Site Selection

Five criteria determined the selection of university sites for the study of African American graduate student persistence issues. These include: (a) the presence of an MSW program accredited by the Council on Social Work Education, (b) the presence of a Ph.D. Program listed by the Council on Social Work Education, (c) an enrollment of 75 or more African American graduate students in the social work program, (d) the type of institution, Predominantly White Institution (PWI) and Historically Black College or University (HBCU), and (e) the geographic location.

Criteria (a), (b), and (c) provided a measure of consistency regarding course work, goals and objectives. Criteria (d) and (e) lent to diversity in institution type and location.

A review of Peterson's Graduate Programs in Business, Education, Health, Information Studies Law & Social Work (1997) led to the selection of all of the listed schools which met the established criteria. The social work programs at the following four schools, Clark Atlanta, Howard University, University of Illinois at Chicago, and University of Michigan constituted the sites for the study. Clark Atlanta and Howard University represent historically black college and universities (HBCU's) and University of Illinois at Chicago and University of Michigan represent predominantly white institutions (PWI's). Table 3.1 illustrates the selection criteria.

Each of the sites selected for study was contacted regarding interest, availability and willingness to cooperate in such a study. Following their agreement to participate in the study, the four schools received a copy of the study proposal, survey instrument and timeline depicting the research plan. Each institution identified individuals for further contact and provided letters of cooperation (see Appendix A).

Sample Selection

The original intent was to include students currently enrolled and students who had dropped out or stopped out of graduate social work programs to include a good number of persisters and non-persisters in this study. Two factors influenced the final sample selection process. The number of students who dropped or stopped out of the social work programs included in this study was low and it was difficult to locate students who were no longer enrolled. Schools identified outdated student contact information and a reluctance to contact students who had been academically dismissed from social work programs as major obstacles to involving this population. Attempts were made to contact students by some schools, however, the number of surveys received

from this process was minimal. It was decided, therefore, to limit the sample to all African-American, full-time, social work graduate students in their second year of the selected MSW programs. The selection of students at this stage in the social work program allowed the second year students to evaluate experiences which occurred during the prior year of study. Faculty at each school were consulted regarding recommended strategies for identifying and recruiting potential survey respondents. Faculty members maintained responsibility for assembling students for participation. Two hundred and eighty two students attending the four schools selected for this study met this criterion.

Table 3.2 shows the number of students eligible for the study at each of the four schools and the number actually participating. As can be seen, schools demonstrated different abilities to engage large numbers of students. Response rates ranged from 86.0% at Clark Atlanta to 31.6% at Howard University with an overall response rate of 47.9%.

A higher response rate would have been desirable and might have been obtained had the researcher been on site for an extended period of time. Because of the limited sample size and the low response rate, the results of this study must be interpreted with caution. They are not generalizable to all African-American graduate social work students or even to all African-American graduate social work students at the selected schools. The sample, however, is adequate for the beginning exploration of factors potentially related to African-American student persistence

The sample of 135 second year, MSW students included 49 from Howard, a Historically Black College and University (HBCU), 43 from Clark Atlanta, a Historically Black College and University (HBCU), 24 from University of Illinois at Chicago, a

Predominantly White University (PWI), and 19 from University of Michigan, a Predominantly White University (PWI). Twenty-four male respondents (18%) and 111 female respondents (82%) participated in this study. This figure is consistent with Council on Social Work Education (CSWE, 1995) data regarding trends in social work education, which reported women as 82 percent of master of social work program participants in 1995.

Students ranged in age from 21-57, with a mean age of 31 and a modal age of 24. Twelve percent of this population were from single child families. Among those families with more than one child, the number of siblings ranged from one to thirteen, with three as the mean number of siblings. Most students were the youngest in their family of origin. The highest percentage of mothers of participants (25%) were teachers or executives, while the greatest number of fathers (21%) were in small businesses.

The majority of students reported being single (51%), while 23 percent identified being married, and another 15 percent reported being in committed relationships. Thirty four percent of students reported working 40 hours a week or more. The mean number of employment hours per week was 24.5. The typical income level for students fell between \$20,000 and \$29,000, with a range from \$0 to \$70,000. Forty seven percent of students majored in social work or sociology during undergraduate education. Most students (61%) received their bachelors degree within the past five years.

Instrumentation

Much of the research reviewed on student persistence has been based upon statistical determinants of outcomes and does not involve the student directly as a source of information. It was determined that the most accurate data regarding student

persistence decisions could be obtained from students. Therefore, a survey was designed for students that encompassed background characteristics, academic and social experiences, resilience, values, external factors and expectations of students in social work programs.

The initial survey draft originated from a focus group conducted with African American social work students at the Indiana University School of Social Work. Findings from the focus group, coupled with a review of the literature on the study of persistence, resulted in a pilot study with social work students from University of Michigan. The results from qualitative interviews with these students were analyzed to determine underlying themes. Student responses contributed to the determination of research areas and initial question construction for the Student Persistence Survey used in this study (see Appendix B).

A review of student persistence surveys further refined the choice of questions, which addressed the background, academic, social, resilience, and external variables identified in this study. Selected questions on background, academic and social variables in this study were borrowed from the following sources: Nora and Cabrera's (1996) Prejudice and Discrimination Scale, Mallinckrodt's (1988) Social Support and Drop out Intention Scale, and Nettles, Thoeny, and Gosman's (1986) List of Variables for Studies of Minority College Students. The Social Integration Scale (Cabrera, Castaneda, Nora & Hengstler, 1992) provided questions regarding academic and social integration as well as values and expectations. Phinney's Multigroup Ethnic Identity Measure (1992) supplied questions regarding cultural perceptions and resilience.

A second focus group involved social work students who had participated in the

initial focus group. Student input contributed to the finalization of topic areas, and resulted in question additions, deletions and clarification for the survey instrument.

The review of these questions by a pool of professors and administrators guided question content, format, and provided further clarity. A field-test with African American social work students led to subsequent survey reviews and revisions. A pool of professors participated in two additional reviews of the instrument. The final questionnaire, the Student Persistence Survey, resulted from these successive stages of review and input.

Content validity (Litwin, 1995) refers to the appropriateness of the questions as determined by those knowledgeable of the subject matter. Several reviews by social work students, professors and administrators provided a high degree of content validity. Closed and open-ended questions provided opportunities for a range of student responses. Questions from well documented persistence surveys supplemented the questions which emerged from focus groups and field test activities conducted by this researcher.

Survey Administration

The researcher administered surveys at each of the four sites. Survey distribution occurred during class periods or at a time designated by administrators. Incentives were used to increase student participation. Students who returned completed surveys were eligible to be entered into a drawing for a \$150 prize and a \$100 prize. The drawing occurred after each of the four schools returned completed surveys.

Measures

The dependent variable. Since it was not possible to include actual non-persisters in this study, student persistence was measured by student responses to “intent to leave”

items. As mentioned previously, sampling constraints prevented the inclusion of drop outs or stop outs in this study. The “intent to leave” items consisted of seven questions used by Mallinckrodt (1988) and Bean (1980) in persistence surveys. Four questions were included which had been used by Mallinckrodt (1988) as predictors of persistence in a combined item pool of “intent to leave” and “social support” questions.

Mallinckrodt found that black persisters were correctly identified in 74% of the cases using these questions. These questions were: (1) I have doubts regarding coming back to school here next semester (DOUBT), (2) I often think that finishing my degree is just not worth the pain and the hassle (DPAIN), (3) I am certain that I will get my degree (DEGRE), and (4) I am certain that I will get my degree from this university (UDEGRE).

Three questions were used from Bean’s (1980) “Intent to Leave” items. These questions were: (1) To what extent have you discussed leaving this school with faculty (LEAVF)?, (2) To what extent have you discussed leaving this school with peers (LEAVP)?, and (3) To what extent have you discussed leaving this school with people outside the school (LEAVO)? Bean’s scale exhibited an alpha coefficient of 0.84.

Factor analyses were conducted to determine the level of construct validity in the seven items. The results, which are presented in Table 3.3, showed that five items (DPAIN), (DOUBT), (LEAVO), (LEAVP), and (LEAVF) loaded on a single factor at a level of 0.40 to 0.90, with a mean factor loading of 0.66. The content of these items was conceptually compatible. A high degree of convergent validity was illustrated in these measures. The five items displayed a Cronbach coefficient alpha of 0.67, demonstrating moderately good reliability in terms of the internal consistency of these items.

The five reliable items were put together into a summary index of persistence (PERSIS5). All of these items used a five point response scale. Items were recoded so that high scores indicated a tendency to persist and low scores suggested a tendency toward non-persistence. Scores on this five-point scale ranged from 1.8 to 5.0, with a mean of 4.24 and a standard deviation of 0.76. This summary index was used for correlation analysis.

The independent variables. Ten categories of independent variables were included in this study: Demographic, background, academic, social, racial resilience, racial responsiveness, expectations, values, and external factors. Each category is composed of six to nine sub-category components. These variable categories and sub-categories were determined from a literature review regarding student persistence. Variable categories represented academic and social aspects of higher education, as well as racial, personal, and environmental challenges. The variable category descriptions are included in Tables 3.4 and 3.5.¹ Descriptions of the ten variable categories are presented with the applicable hypothesis in Chapter IV (see Appendix C for further variable descriptions).

Quantitative Data Analysis

The data collected from the questionnaire were coded and entered into the computerized statistical package for the social sciences (SPSS) (Nie, Hull, Jenkins, Steinbrenner, & Brent, 1975). Several tests were used to aid in data interpretation.

¹ It is the usual practice to develop scales or indexes based upon the categories of the independent variables. This was attempted in this study. Indexes from each variable category were examined for any association with persistence or with other indexes in the study. Few significant relationships were found. As a result, a decision was made to pursue analyses of the individual items. Results of the analysis using the indexes are available upon request.

Initially, descriptive statistics, such as frequencies, means, and standard deviations were obtained to determine the distribution of responses. A factor analysis was conducted to examine the relationships within the dependent variable, persistence, and to determine if the information could be condensed. Summarization and data reduction are the primary uses for factor analysis (Hair, Anderson, Tatham & Black, 1995). This study attempted to determine the relationship between the dependent variable, student persistence, and the following independent variables:

1. background characteristics
2. institutional type
3. racial resilience (pre-graduate school)
4. social integration
5. academic integration
6. racial resilience (graduate school)
7. racial responsiveness
8. external variables

Correlation studies are appropriate when examining relationships between variables (Gay, 1992). Pearson correlations were calculated between each independent variable and persistence to determine if and to what degree a relationship existed between variables. T-tests were also used to compare students in HBCU's and students in PWI's on various measures.

Correlations remain at the bivariate level. In this study of persistence, it is useful to determine the relationship among groups of variables and the dependent variable. A

multivariate regression was employed to provide stronger inferences than the correlations. Multiple regressions show the overall correlation between a set of independent variables and the dependent variable and allow the determination of the independent effect of each variable, while other variables are controlled. This more discriminating analysis can be useful when determining significant predictors of the dependent variable. Multiple regressions were calculated using only the variables indicated by each hypothesis. A final multiple regression included those variables which were related to persistence. The tests described in this section are typically used in persistence studies (Dey & Astin, 1993; Mallinckrodt, 1988; Myers & Harrell, 1993; Tinto, 1987).

Qualitative Contextual Data

The environment in which persistence decisions are made is an important consideration when examining this issue (Astin, 1993; Levitz & Noel, 1985). A review of campus recruitment and retention programs, as well as methods of responding to the needs of diverse students, provides key data regarding campus approaches to this challenge. Information regarding the university mission and perceptions of the campus climate provide a broader perspective for examination of this issue.

Structured interviews were conducted with administrators (directors of social work programs and student affairs officers) at the school of social work at each institution involved in this study to explore campus approaches to student persistence. A list of ten structured questions, which emerged from the literature, guided the interview process (Allen, 1992; Astin, 1993; Pruitt & Issac, 1985). Respondents supplied contextual data regarding the school, population served, and historical responses to racial issues as well

as information regarding recruitment and retention procedures (see Appendix D for the schedule of questions).

Each interview was conducted for approximately one hour on the campus. Results of interviews at each of the four institutions of higher learning included in this study were tape recorded and summarized. These qualitative data were reviewed initially by case analysis to determine themes, strategies and outcomes. The analysis focused upon common themes, as well as thematic differences distinctive to programmatic or campus setting.

A process focus (Patton, 1980) provided a guide for understanding findings. This included a search for a semantic relationship in the data, a development of a content outline, and a componential analysis showing differences among informants on select criteria. A cross case analysis followed to determine common themes and central issues across institutional settings. Thematic commonalties and differences in approaches to student recruitment, retention and relationships supplied the format for the presentation of interview results. Student handbooks, program and school descriptions served as supplementary sources of information. The data collected provide a useful framework for understanding persistence outcomes.

Summary

This study sought to provide data regarding persistence decisions of African American social work students in graduate schools. This research exploration built upon the theory of Astin (1975), which features student involvement, and Tinto (1975), which includes background, academic and social aspects, and adds racial resilience and

responsiveness (Green, 1997) dimensions for exploration.

This study included responses from students and administrators at four (2 PWI and 2 HBCU) sites. Site selection was determined by the following criteria: (1) CSWE listing, (2) MSW and Ph.D. program availability, (3) enrollment of 75 or more African American graduate students in the social work program, (4) location, and (5) type of institution.

The primary method of data gathering occurred through use of a survey, which includes background, demographic, academic, social, racial, and external attributes. This survey was administered by the researcher at the four sites. Eligible students were defined as: African American, second year, full-time, graduate social work students. Survey completion opportunities were offered to all eligible students. Students who returned completed surveys were entered into a drawing, which served as an incentive for participation in the study. Correlations, t-tests and multiple regressions served as the primary methods for quantitative data analysis.

Historical, programmatic, and demographic information obtained from interviews with university administration supplemented the survey results. Background data regarding retention rates, faculty-student relationships and the racial environment of the institution provided a rich context for interpretation of data. Chapter IV provides the presentation and discussion of the survey results obtained in this research study, while Chapter V discusses results of interviews with administrators.

Table 3.1: Site Selection Criteria

Institution	CSWE Listing	MSW, Ph.D. Programs	African American Enrollment	Type of Institution	Location
Clark Atlanta	Yes	Yes	162	HBCU	Georgia
Howard University	Yes	Yes	387	HBCU	Washington, D.C.
University of Illinois at Chicago	Yes	Yes	123	PWI	Illinois
University of Michigan	Yes	Yes	77	PWI	Michigan

Table 3.2: Response Rates by School

Institution	*Eligible Students	Sample Respondents	Response Rate
Clark Atlanta	50	43	86.0%
Howard University	155	49	31.6%
University of Illinois at Chicago	34	24	70.6%
University of Michigan	43	19	44.2%
Total	282	135	47.8%

* Eligible students were all African American, full-time, MSW students in the second year of the social work program.

Table 3.3: Factor Loadings of Dependent Variable/ PersistenceAfter Varimax Rotation

(N = 135)

Item	I	II
Discussions of leaving with others	.91	.10
Discussions of leaving with peers	.90	-.00
Discussions of leaving with faculty	.60	.32
Degree is not worth pain	.53	.15
I have doubts about returning to this university	.40	-.14
I am certain that I will get my degree from <i>this</i> university	.07	.97
I am certain that I will get my degree	.06	.97

Table 3.4: Variable Descriptions

Demographics, Background Characteristics, Academic Integration, Social Integration and Student Resilience

Demographic characteristics included age of student (AGERC), position in family (FAMPO), Fathers' occupation (FAOCRC), financial assistance (FINASRC), gender (GENDER), income (INCRC), mothers' occupation (MOOCRC), and siblings (SIBS).

Background characteristics included year of undergraduate degree (BAYRRC), college grade point average (COGPARC), preparation for graduate school (COPRE), fathers' educational level (FAEDRC), high school grade point average (HSGPARC), preparation for college (HSPRE), college major (MAJORRC), mothers educational level (MOEDRC) and sibling education (SIBEDRC).

Academic Integration characteristics included academic difficulty (ADIFFRC), current GPA (CGPARC), course availability (COUAV), faculty perceived as good teachers (FACGT), faculty have a strong impact (FAIMP), attendance (MISSRC) and study time (STUDYRC).

Social integration characteristics included relationships with black peers (BFRIERC), contact with black students (BSCONRC), participation in student associations (CLUBS), participation in campus activities (GSACT), time with professors outside of class (SPCONRC), time in student center (STCEN), time studying (STUTO), relationships with white peers (WFRIERC), and sufficient contact with white students (WCONRC).

Student resilience was considered in two modes: (1) resilience pre-graduate school, and (2) student campus resilience. Resilience pre-graduate school included comfort level in a homogeneous setting (AASET), racial composition of the high school, college and neighborhood (CCOMPR, HSCOMPR, NCOMPR), comfort level in integrated setting (INTSE), ability to resolve racial issues (PROBS), and ability to deal with stress (STRES).

Student resilience (graduate school) included variables of school participation (ACORG), participation in ethnic customs (CULPR), happiness with ethnic group membership (ETHGR), pride in ethnic group (PRIDE), ability to respond to racial situations on campus (RICAM), in class (RICLA), and with peers (RIPEE).

Table 3.5: Variable Descriptions II

Campus Responsiveness, Expectations, Values and External Variables

Campus responsiveness was considered in two modes: (1) campus racial responsiveness, which includes diverse programs and positive practices, and (2) campus racial environment, which includes perceptions of faculty, student or campus discrimination. Campus racial responsiveness included variables of administrative support of minority groups (ADSUP), program attraction of diverse students (ATDIV), diverse curriculum (CLCON), faculty sensitivity (FASEN), open racial discussions (RIDIS), and student help (STUHP).

Campus racial environment variables included perceptions of the racial environment (CADIS), faculty discrimination (FADISRC, VIGN2RC, VIGN3RC), student discrimination (STDISRC, VIGN1RC, VIGN4RC), and disparaging remarks on campus (REMARRC).

Expectations variables included environmental expectations (ACEXP), academic expectations (ACPER), campus expectations (CEEEXP), degree aspirations (DEGAS), faculty expectations (FREXP), and peer expectations (PREEXP). Values variables include importance of MSW (IMSW), importance of financial gain (MSWGA), and importance of degree from this university (TUMSW). College type characteristics include historically Black College or University or Predominantly White University (UNITYPE).

External variables include responsibility for children (CHIL), employment hours per week (EMPLOYRC), emotional support from family (EMSUP), expenses paid by parents (EXPAR), responsibility for family members (FAMRE), financial concern (FCONRC), health (HEALT), relationship status (RELRC), and transportation (TRANSRC).

CHAPTER IV

PRESENTATION AND DISCUSSION OF SURVEY RESULTS

The purpose of this study was to examine how background, academic, social, racial resilience and responsiveness factors, external factors and institutional type affect persistence decisions among African American students in graduate schools of social work. This chapter, which presents the survey findings, describes each of the hypotheses under investigation, statistical procedures and results

Hypotheses and Results

The discussion of each hypothesis includes: (a) a description of the variables included in the exploration of the hypothesis, (b) results from the correlation analysis, (c) results from the multiple regression analysis, (d) results from t-tests, where applicable, and (e) a brief review of the findings. The results of a final regression, using variables which surfaced during the investigation of the hypotheses, follow the presentation of the hypotheses. A discussion of the results and limitations in the study and findings of each hypothesis concludes the chapter.

Hypothesis 1: Background and demographics of the student are significantly related to persistence decisions of African American graduate students in schools of social work.

Background characteristics include numerous psychological, biological, cognitive, social, economic, educational, family, and neighborhood components. Each area contributes to individual growth and development. Demographic characteristics

selected for this study included age of student (AGERC), position in family (FAMPO), fathers' occupation (FAOCRC), financial assistance (FINASRC), gender GENDER), income (INCRC), mothers' occupation (MOOCRC), and number of siblings (SIBS).

For the purpose of this study, background characteristics associated with education (Bean, 1980; Tinto, 1975) were selected. Background characteristics and include fathers' educational level (FAEDRC), mothers' educational level (MOEDRC), sibling education (SIBEDRC), the years since undergraduate degree (YSBD), high school grade point average (HSGPARC), college grade point average (COGPARC), preparation for college (HSPRE), preparation for graduate school (COPRE), and college major (MAJORRC).

The results of correlations conducted to explore the relationship between demographic and background characteristics and student persistence are presented in the first column of Table 4.1. No significant correlations were found. To see if relying on bivariate correlations masked any potential relationships, a multiple regression of persistence on background and demographic variables was conducted. This analysis also did not reveal any items as predictors of persistence (see Table 4.1, column two).

Hypothesis 1 suggested that background and demographics of the student were significantly related to persistence decisions of African American graduate students in schools of social work. The results of the correlations and multiple regression did not determine any variables associated with persistence. This finding is consistent with Bean (1982), who determined that background information primarily provides contextual data for the study of student persistence and may not directly influence persistence. While this provides one plausible explanation for the lack of demographic and background

associations with persistence, several explanations exist. Other implications of this finding are addressed in the discussion section of this chapter.

Hypothesis 2: Persistence, Academic Integration, Social Integration, and Racial Resilience of African American students in graduate schools of social work and the Racial Responsiveness of the institution are significantly related to characteristics of institutional type (Historically Black College or University or Predominantly White University).

T-tests were conducted to compare the responses of students from Predominantly White Universities (PWI's) or Historically Black College and Universities (HBCU's) on persistence and other variables. (see Table 4.2). T-test results showed that persisting and non-persisting students did not differ by university type. No significant results emerged from the examination of Academic Integration and University Type.

Four Social Integration variables involving campus participation and relationships with black students surfaced with significant associations to university type. Students in HBCU's acknowledged more participation in campus activities, with a t of 2.55 ($df = 83.47$; $p = <.05$). Students in HBCU's reported more positive relationships with black peers, with a t of 2.22 ($df = 69.67$; $p <.05$). HBCU students also reported greater levels of contact with black students, with a t of 2.15 ($df = 93.76$; $p <.05$). Those in HBCU's identified additional study time with peers, with a t of 2.14 ($df = 71.44$; $p <.05$).

Three student Racial Resilience variables, student racial response, college composition and neighborhood composition, surfaced as related to university type. Student ability to respond to racial issues, with a t of 2.04, ($df = 65.13$; $p <.05$) indicates

that students in HBCU environments report more ease in responding to campus racial issues than students in PWI institutions. College composition, with a t of 4.65, ($df = 85.05$; $p < .001$), and neighborhood composition, with a t of 2.20, ($df = 85.08$; $p < .05$) suggest that students who attend HBCU institutions are more likely to have grown up in a predominantly black neighborhood and to have attended an African American college than students in PWI institutions.

Most associations occurred between campus Racial Responsiveness variables and University Type. Open discussions of racial issues, with a t of 5.43 ($df = 70.02$; $p < .001$) indicates that students in HBCU's report more frequent racial discussions on campus than students in PWI's. A t of 5.61 ($df = 49.56$; $p < .001$) in reports of perceived faculty discrimination indicates that students attending HBCU's report lower incidences of perceived faculty discrimination. A t of 6.73 ($df = 50.24$; $p < .001$) in perceived student discrimination suggests that perceptions of student discrimination were less pronounced among those in HBCU settings. Perceptions of the campus climate, with a t of 7.22 ($df = 76.82$; $p < .001$), suggest that students in HBCU's tend to identify the campus racial climate more favorably than students in PWI's.

This hypothesis considered the relationship of university type to persistence, academic integration, social integration, racial resilience and racial responsiveness variables. While persistence and Academic Integration were not related to University Type, University Type was associated with the remaining three variables explored in this hypothesis.

Hypothesis 3: Academic Integration (academic performance, intellectual development, classroom experiences and study skills) is significantly related to persistence decisions of African American graduate students in schools of social work.

Academic Integration characteristics include academic difficulty (ADIFFRC), current GPA (CGPARC), course availability (COUAV), faculty perceived as good teachers (FACGT), faculty have a strong impact (FAIMP), attendance (MISSRC) and study time (STUDYRC). The results of the correlations show that academic difficulty (ADIFFRC) is related to persistence (PERSIS5). This outcome ($r = 0.38, p < .001$) indicates that students who report less academic difficulty are more likely to persist (see Table 4.4).

Student perceptions of faculty as good teachers (FACGT) are related to persistence ($r = 0.18, p < .05$). Students who perceive faculty more favorably tend to persist. A multiple regression using Academic Integration variables shows that only Academic Difficulty (Beta = .35, $p < .001$) contributed significantly to persistence (see Table 4.3). This equation accounted for 19% of the variance in persistence ($R^2 = .19, p < .001$).

The findings from the investigation of Academic Integration and persistence outcomes are consistent with the current thinking about persistence, which acknowledges academic performance and faculty relationships as a primary contributors to student success (Astin, 1993; Millem & Berger, 1997; Tinto, 1975). These results support the hypothesis that academic integration is related to persistence outcomes. Other implications of these results are addressed in the discussion section of this chapter.

Hypothesis 4: Social Integration (peer group interactions, student/faculty interactions and extracurricular activities) is significantly related to persistence decisions of African American graduate students in schools of social work.

Social Integration characteristics include relationships with black peers (BFRIERC), contact with black students (BSCONRC), participation in student associations (CLUBS), participation in campus activities (GSACT), time with professors outside of class (SPCONRC), time in student center (STCEN), time studying (STUTO), relationships with white peers (WFRIERC), and sufficient contact with white students (WCONRC). Correlations revealed no significant relationships between persistence and any of the social integration variables (see Table 4.4). A multiple regression similarly determined that no social integration variables in this study were predictors of persistence.

No significant relationships between social integration and persistence variables surfaced during the investigation of this hypothesis. This finding was surprising and does not confirm the model of Tinto (1975, 1987), who identified social integration as a major contributor to persistence decisions. Although students at the graduate level of education tend to reside off campus, maintain full time employment, have family responsibilities and participate less often in the academic affairs of the campus (Wolfe, 1993), some relationships between social integration and persistence are anticipated (Mullen et al., 1993). The discussion section addresses possible explanations for this outcome.

Hypothesis 5: Racial Resilience of the student is significantly related to persistence decisions of African American graduate students in schools of social work.

Racial Resilience (pre-graduate school) included comfort level in a homogeneous setting (AASET), racial composition of the high school, college and neighborhood (CCOMPR, HSCOMPR, NCOMPR), comfort level in an integrated setting (INTSE), ability to resolve racial issues (PROBS), and ability to deal with stress (STRES). Correlations performed to determine the relationship of each of these independent variables to persistence (see Table 4.6) showed that comfort level in an African American setting (AASET) ($r = 0.17$, $p < .05$) was associated with persistence. This suggests students who identify a higher comfort level in a homogeneous (African American) setting are more likely to persist. An association ($r = 0.17$, $p < .05$) surfaced between ability to resolve cross cultural issues (PROBS) and persistence outcomes, which indicates that students who report a greater ability to resolve problems are more likely to persist. A third association surfaced between stress (STRES) and persistence ($r = 0.20$, $p < .05$). Students with greater ability to deal with stress are more likely to persist. No predictors of persistence were found in the multiple regression conducted with the student (pre-graduate school) racial resilience variables.

Correlations were examined to determine if the lack of independent predictors of persistence was due the relationship among stress, problem solving, and comfort level in a homogeneous setting.² While there is some relationship among these variables, the degree of the relationship is not strong enough (.7 or above) to suggest that multicollinearity is a factor here (Downing & Clark, 1989).

² Correlations conducted among stress, problem solving and homogeneous setting variables show the following associations: stress and problem solving ($r = .58$, $p < .001$), homogeneous setting and stress ($r = .21$, $p < .05$), and problem solving and homogeneous setting ($r = .19$, $p < .05$).

Student (campus) Racial Resilience included ethnic organization participation (ACORG), participation in ethnic customs (CULPR), happiness with ethnic group membership (ETHGR), pride in ethnic group (PRIDE), ability to respond to racial situations on campus (RICAM), in class (RICLA), and with peers (RIPEE).

The results of correlations performed to determine the relationship of each of these independent variables to persistence, results showed that one variable, pride in ethnic group (PRIDE) ($r = 0.19, p < .05$), has an association with persistence, which indicates that those students who identify more pride in their ethnic group are more likely to persist (see Table 4.5). A multiple regression with these variables demonstrated no significant predictors of persistence.

This hypothesis, which examined the relationship of racial resilience to persistence, finds some support in the findings from this study. Four variables, comfort level in homogeneous settings, ethnic pride, ability to problem solve and ability to deal with stress, emerged as associated with persistence outcomes, although the degree of association was small and disappeared in the regression analysis.

Hypothesis 6: Racial Responsiveness of the faculty, staff and institution is significantly related to persistence decisions of African American graduate students in schools of social work.

Campus Racial Responsiveness includes administrative support of minority groups (ADSUP), program attraction of diverse students (ATDIV), diverse curriculum

(CLCON), faculty sensitivity (FASEN), open racial discussions (RIDIS), and student help (STUHP). The results of correlations performed on each of these variables to explore the relationship between racial responsiveness and persistence showed no significant correlations between racial responsiveness and persistence (see Table 4.6). A multiple regression using Campus Racial Responsiveness variables again demonstrated no significant predictors of persistence.

Racial Responsiveness (environmental) also includes perceptions of the racial climate (CADIS), perceptions of faculty discrimination (FADISRC, VIGN2RC, VIGN3RC), disparaging remarks about African Americans (REMARRC), and perceived student discrimination (STDISRC, VIGNIRC, VIGN4RC). The results of the correlation (see Table 4.7) showed that two variables were related to persistence. Perceptions of student discrimination ($r = 0.21, p < .05$), and perceptions of faculty discrimination ($r = 0.17, p < .05$) are associated with persistence. These findings suggest that perceptions of discrimination may negatively affect persistence outcomes. However, these associations disappeared in the multiple regression used to further explore these variables.

Perceptions of faculty discrimination and perceptions of student discrimination surfaced as significant when considering the racial environment and persistence. These results provide some support for the hypothesis that racial responsiveness, particularly the racial environment, is related to persistence outcomes. These associations also disappeared in the multiple regression. Possible explanations for this outcome are addressed at the end of this section.

Hypothesis 7 External Factors, Expectations and Values are significantly related to persistence outcomes of African American students in graduate schools of social work.

Correlations were conducted among External Factors, Values and Expectations variables to examine this hypothesis. External variables include responsibility for children (CHIL), employment hours per week (EMPLOYRC), emotional support from family (EMSUP), expenses paid by parents (EXPAR), responsibility for family members (FAMRE), financial concern (FCONRC), health (HEALT), relationship status (RELRC), and transportation (TRANSRC).

Three External Factors, responsibility for family members, financial concern, and health surfaced as significantly related to persistence decisions (See Table 4.7). The relationship noted between responsibility for family members and persistence ($r = 0.17$, $p < .05$) suggests that those who persist are less likely to be responsible for the care of family members. The relationship between level of concern regarding finances and persistence ($r = 0.17$, $p < .05$) indicates that students who are less concerned about finances tend to persist. A third variable, health ($r = 0.25$, $p < .01$) suggests that fewer health problems are associated with persistence. A multiple regression including these variables indicated that health (Beta = .22, $p < .01$), remains a predictor of persistence, in the presence of the other variables, but financial concern and responsibility for family members do not.

Expectations variables include environmental expectations (ACEXP), academic expectations (ACPER), campus expectations (CEEXP), degree aspirations (DEGAS), faculty expectations (FREEXP) and peer expectations (PREEXP). No significant associations were noted between the expectations variables and persistence. A multiple regression including these items also revealed no significant predictors of persistence among Expectations variables (see Table 4.8).

Values variables include the importance of the MSW degree (IMSW), importance of financial gain (MSWGA), and importance of a degree from this university (TUMSW). No significant relationships were noted between Values variables and persistence. The multiple regression conducted with these items revealed no predictors of persistence among values variables (see Table 4.8).

In the exploration of this hypothesis, student employment, health, experiences, values and expectations which are contrary to student preferences were expected to be associated with negative persistence decisions. While Values and Expectations did not surface as related to persistence outcomes, three External variables, finances, health and responsibility for other family members surfaced here. Only health emerged as a contributor to persistence in the multiple regression analysis of these variables.

Multiple Regression

A final multiple regression analysis was used to examine the multivariate relationship between persistence and each independent variable which surfaced in this study as significantly correlated with persistence. The following independent variables were entered into the equation:

1. Academic Difficulty (ACDIFFRC)
2. Faculty Perceptions (FACGT)
3. Comfort Level in a Homogeneous Setting (AASET)
4. Problem Solving Cross Culturally (PROBS)
5. Stress (STRESS)
6. Ethnic Pride (PRIDE)
7. Faculty Discrimination ((FADISRC)

8. Student Discrimination (STDISRC)
9. Responsibility for Family Members (FAMRE)
10. Financial Concern (FCONRC)
11. Health (HEALT)

The results of this multiple regression show that two variables, Academic Difficulty (ACDIFFRC) (Beta = .36, $p < .001$) and Health (HEALT) (Beta = .22, $p < .01$) are related to persistence. These two variables account for 19% of the variance in persistence. This outcome suggests that Academic Integration and External Variables are related to persistence outcomes. Table 4.8 illustrates the results of the final regression equation. These findings were consistent with the multiple regression run on each hypothesis.

While eleven variables surfaced at the bivariate level as related to persistence, only two variables, health and academic difficulty, remained following the multivariate analysis. Several explanations exist to explain this outcome, including: (1) test capabilities, (2) effect size, and (3) probability.

Bivariate correlations do not take other variables into account which could influence relationships between the two variables. Thus, in the presence of other variables, some may be eliminated as predictors. Secondly, it is not uncommon for variables with an effect size of approximately ten percent or below ($r = < .30$) to fail to emerge as predictors during a multiple regression (Rubin & Conway, 1985). The r values of significant variables in this analysis ranged from .17 to .38, with an average Pearson Correlation Coefficient of .19 and an effect size of approximately four percent. Thus, this outcome is not surprising. A third possible explanation of these results rests with

probability. At a significance level of .05, some of the results might have been due to chance. These items could have been eliminated in the regression analysis.

Discussion of Results

Seven hypotheses were presented in this chapter with the results from t-tests, correlation studies, and multiple regression analyses. Five hypotheses received some support from the results in this study. Academic Integration, Student Racial Resilience, Campus Responsiveness, and External Factors surfaced with some association with persistence. Background, Demographic and Social Integration factors were not related to persistence. The exploration of University Type revealed numerous associations with Social, Racial Resilience and Responsiveness variables, but no direct relationship to persistence. A discussion of the findings of each hypothesis, including limitations, is presented in this section.

Hypothesis 1: Background and Demographics

The results of exploration of this hypotheses did not reveal any demographic and background variables which were related to persistence outcomes in this study. While Bean (1982) suggests that this finding is not unusual for the contextual data included here, other explanations may exist to explain this outcome. Three possible explanations are included here which include theoretical, measurement and sampling considerations.

The selection of background and demographic information for this study was largely influenced by Tinto's (1975) theory of departure. Tinto suggests that pre-existing characteristics of students are important to persistence outcomes. Tinto's theory might be more applicable to the traditional college student, identified as a young, white,

undergraduate student, living in a residential environment on a PWI campus (Pascarella & Terenzini, 1991) than to unique populations, such as graduate students or African American students. Other theories based upon the developmental challenges of graduate students or culturally based theories may be more appropriate in this type of study.

The operationalization of persistence may have presented difficulties. Non-persisters were identified by scores on the PERSIS5 scale. The inclusion of drop outs or stop outs may have provided different responses in this exploration of background and demographic variables and persistence.

The measurement used to determine persisters and non persisters may have been problematic. While the PERSIS5 scale division provided a breakdown in percentages of persisting and non-persisting students which was comparable to other persistence scale data (Mallinckrodt, 1988), this distribution may have contributed to a limited range in responses. The lack of variance may have affected the outcomes in this study.

Sampling considerations provide a third explanation for the findings in this study of this hypothesis. Sample bias might affect results. Although attempts were made to survey students no longer enrolled in school, efforts to contact this population were unsuccessful. Survey participants consisted of students currently enrolled in graduate schools of social work. These students may disproportionately reflect characteristics of persisters. This factor might inhibit the range of responses.

Although it would have been preferable to involve 100% of the students at each institution, participation was voluntary and response rates ranged from 32% to 86%. It is possible that those students who chose to participate in this study represented a

homogeneous group, which might limit the variation in background and demographic characteristics.

Hypothesis 2: University Type

Mixed results occurred from the results of the investigation of this hypothesis. While Social Integration, Student Racial Resilience and Campus Responsiveness were associated with University Type, Persistence and Academic Integration were not related to institutional setting.

Students attending HBCU's identified more satisfaction with social integration and reported higher levels of racial resilience than students attending PWI's. Students attending HBCU Institutions consistently reported higher levels of Racial Responsiveness than students at PWI Institutions. A key finding rests with two Racial Responsiveness variables, strongly associated with University Type, faculty and student discrimination. These variables were also related to persistence. This outcome suggests that University Type may, in fact, have an association with persistence outcomes. This finding lends added support to the 3 R theory which considers responsiveness as a factor in persistence decisions. Further investigation, such as a path analysis may uncover other linkages to persistence.

Another consideration of particular significance in examining University Type is the representative nature of the sample. Efforts were made to include as many African American students as possible from both PWI and HBCU institutions. Although 135 students participated in this study, students from HBCU's were disproportionately represented, composing approximately 68% of the respondents. In spite of a favorable response rate of students at University of Illinois (71%), the limited number of African

American students at the school contributed only a small number (24) of respondents. Due to the limited number of African Americans in many PWI graduate programs (Cross, 1997), it might be necessary to include more PWI institutions in further studies to obtain a more representative sample of students from both environments.

Hypothesis 3: Academic Integration

Two Academic Integration variables, academic difficulty and perceptions of faculty surfaced as directly related to persistence decisions. Academic difficulty also emerged as a primary contributor to persistence outcomes, as evidenced in the final regression equation. This outcome was anticipated and is supported in the literature (Allen & Haniff, 1991; Astin, 1993; Berger, 1992; Millem & Berger, 1997). This finding is consistent with Astin's (1975) and Tinto's (1975) theories that greater academic performance contributes to positive persistence outcomes.

The results of this study also indicate that students who perceive faculty as capable are more likely to persist. These results are consistent with the literature review and further reinforce the critical nature of the role of faculty in student persistence outcomes (Davis, 1991; Tinto, 1987; Wilson & Stith, 1993).

While several variables emerged as related to persistence, other anticipated variables such as GPA, study time and missed classes did not surface as related to persistence. The lack of findings regarding other variables might have been influenced by sample bias. Students who were no longer enrolled in social work programs may have provided different responses regarding study time or missed classes. Further exploration of this hypothesis with students who are no longer enrolled in social work programs might provide additional data for consideration.

Hypothesis 4: Social Integration

Social Integration characteristics were not found to be related to persistence outcomes in this study. This finding is contrary to Tinto's (1975) theory emphasizing the significance of integration into both the academic and social arena's of the educational institution. The finding does not lend support to Astin's (1975) theory which suggests that more time on campus leads to greater persistence.

Several reasons may exist for this finding. Each theory poses interesting challenges. Tinto's theory suggests a need for involvement in the social arena of the school. It is possible that the social network of the graduate student extends beyond the campus environment. Graduate students in this study ranged in age from 21-57, with a mean age of 31. It is likely that these more mature students have family, employment and community relationships which may respond to their social needs. The effect of social integration upon outcomes for graduate students may be quite different from the importance of these factors to the undergraduate. Further investigation of graduate networks, social involvement, and persistence decisions is needed to more fully understand this phenomenon.

Astin's theory of involvement may be less appropriate when examining persistence among graduate students. This population may spend limited time on campus. Students in this study reported working an average of 25 hours per week. A third of the students worked full-time jobs in addition to attending school. Thirty-eight percent of the students were married or in committed relationships. Such added responsibilities undoubtedly limit the number of hours available for social interaction on

campus. The effect of fewer hours on campus by graduate students warrants further exploration.

Results of the study of this hypothesis may also have been affected by the measurement of social integration. It is possible that the questions did not fully represent the social integration opportunities which may exist for students. Students may engage in informal activities which were not captured in this inquiry. Further exploration is needed to determine social integration activities which may exist for African American students attending graduate programs of social work.

Hypothesis 5: Racial Resilience

This hypothesis was supported by the results of this study. Four racial resilience factors, comfort level in a homogeneous (African American), ethnic pride, the ability to resolve racial problems and to deal with stress surfaced as significant to persistence outcomes. These findings are consistent with the literature which reports that students with effective coping skills are more likely to persist (Hood, 1992). This outcome provides some support for the 3R theory which suggests that student Racial Resilience contributes to persistence outcomes.

Most factors which emerged in the exploration of this hypothesis are characteristics which are developed prior to entry in graduate school. The level of comfort in a homogeneous setting is likely affected by prior experience in various settings. Ethnic pride may result from experiences, education and family influences. The ability to resolve issues cross culturally or deal with stress may be affected by previous exposure, education, experiences in this area.

Sampling bias may have affected the outcome of this hypothesis. Graduate students have experienced some success in coping with the undergraduate educational experience. It is possible that students who participated in this study were more inclined to have positive coping skills for addressing racial issues or dealing with stress. A sample of students which also included those who had dropped out of institutions of higher learning may have provided additional understanding regarding racial resilience and persistence outcomes.

One finding in the exploration of this hypothesis, comfort level in a homogenous setting, may have been influenced by the disproportionate number of students in this study who were from HBCU institutions. It is likely that those more comfortable in a homogenous environment would select HBCU's for educational pursuits. Further exploration of this hypothesis, particularly with African American graduate students who are in PWI setting may provide additional data consideration.

Hypothesis 6: Racial Responsiveness

This hypothesis was partially supported by the results, which indicated that two responsiveness variables, student perceptions of faculty and student discrimination were related to persistence decisions. This finding is consistent with Smith (1989), and Nora and Cabrera (1996), who identify the importance of faculty and the role that perceptions of discrimination may play in student/faculty relationships. This outcome lends support to Green's (1997) 3 R Theory, which suggests that the racial tone of the academic environment may affect persistence outcomes.

The influence of responsiveness variables may be less apparent than the effect of other variables in this study. Student perceptions of discriminatory behavior in students

or faculty may inhibit involvement in social or academic arenas of the educational institution. Feagin (1992), Fleming (1984) and Smith (1989) report that perceptions of student discrimination may strongly affect social integration. This finding suggests that Racial Responsiveness may be a critical area for review in persistence outcomes, although perhaps more for undergraduate students, for whom social integration may be a more important factor in persistence outcomes.

Significant differences were noted in the frequency of discriminatory behaviors reported by students in HBCU's and PWI's. Those in PWI's consistently identified more episodes of faculty and student discrimination. While diverse faculty and students compose the population at HBCU and PWI Institutions, it is possible that a more responsive environment exists for students in HBCU's. This finding warrants further exploration.

Several limitations exist in the study of this hypothesis. Measurement of responsiveness variables is rather challenging. Perceptions of student and faculty discrimination are based upon individual interpretations of events. Students responses are subjective and may reflect vastly different opinions. Qualitative exploration may be indicated to further understand student interpretation of responsiveness variables.

Hypothesis 7: External Factors, Expectations and Values

This hypothesis received partial support from the results of this study. While External Factors were found to be related to persistence outcome, Expectations and Values were not associated with persistence.

Three External Factors, health, financial concern, and responsibility for family members emerged as related to persistence. Health also surfaced as a predictor of

persistence in the final regression equation. Healthy students are more likely to persist. This finding is consistent with Nettles (1988) who reports that health issues have particular significance in persistence outcomes for African American students. Nettles found that African American students cite health issues more frequently as an explanation for leaving school than other students. Students with less concern about finances were identified as more likely to persist. This finding is consistent with Nettles, Thoeny and Gosman (1986) and Wilson (1993) who stress the importance of adequate funding for minority students. Those with family responsibilities were identified as less likely to persist. This is consistent with Astin's (1975) theory which addresses competing demands for time as an inhibitor to persistence outcomes. These results suggest that students' finances, family and health concerns contribute to persistence decisions.

Expectations and Values variables were not associated with persistence. Several explanations may exist for this finding. The sampling biases which were described previously may apply here. Students who are currently enrolled in school may present responses which could reflect very similar values and expectations. This would limit the range of responses in these areas. Further study including students who are no longer enrolled in graduate programs may provide further understanding regarding these areas.

Another difficulty may have resulted from measurement of these variables. Values and expectations are abstract concepts. Student responses are subjective and may reflect vastly different perceptions of expectations or values variables. Additional study is needed to gain further understanding regarding these items.

Summary

Table 4.1: Regression Coefficients and Standardized Regression Coefficients

In this section, a description and discussion of each hypothesis used in the survey

of African American students in graduate schools of social work was presented.

Limitations in the study of each hypothesis and in the interpretation of the results were

discussed. While this chapter provided an analysis of the quantitative results in this

study, the next chapter provides qualitative data from the interviews held with university

administrators.

Variable	B	β
Fathers' Occupation	.06	.05
Maternal Assistance Type	-.09	-.05
*Gender	-.02	.06
Income	.01	-.01
*Mothers' Occupation	-.01	-.03
*Siblings	-.04	-.03
		R ² = .01
Background Variables		
Fathers' Educational Level	-.06	-.03
Mothers' Educational Level	-.14	-.12
Sibling Educational Level	.14	.04
Years since Undergraduate degree	.14	.08
High School GPA	.09	.09
College GPA	-.05	-.12
Preparation for College	.04	.04
Preparation for Graduate School	.08	.12
*College Major	.02	.01
		R ² = .18

*p < 0.05
 **p < 0.01
 ***p < 0.001

Note: Scores were based upon a five-point scale (1 = strongly holding (low variable descriptions Appendix C). Low scores are associated with unfavorable persistence outcomes. High Scores are associated with favorable persistence outcomes.

Table 4.1: Bivariate Correlation Coefficients and Multiple Regression of Demographic and Background Variables and Persistence

(N = 135)

Variable	r	Beta
Demographics		
Age of Student	.07	.07
*Position in Family	.03	.06
*Fathers' Occupation	.06	.06
*Financial Assistance Type	.00	-.00
*Gender	-.02	.00
Income	.01	-.01
*Mothers' Occupation	-.01	-.03
*Siblings	-.04	-.05
		R ² = .01
Background Variables		
Fathers' Educational Level	-.06	-.03
Mothers' Educational Level	-.14	-.12
Sibling Education Level	.04	.04
Years since Undergraduate degree	.14	.16
High School GPA	.04	.05
College GPA	-.05	-.12
Preparation for College	.04	.04
Preparation for Graduate School	.08	.12
*College Major	.03	.05
		R ² = .06

*p < 0.05

**p < 0.01

***p < 0.001

Note: Scores were based upon a five point scale or *dummy coding (see variable descriptions Appendix C).

Low scores are associated with unfavorable persistence outcomes.

High Scores are associated with favorable persistence outcomes.

* p < 0.05 PWT = 1, HBCU = 2 Student Discrimination 1 = Campus, 2 = Class
 ** p < 0.01 Scale: (1-) to 5 (+) Note: Low scores are associated with unfavorable
 *** p < 0.001 persistence outcomes & high scores with favorable persistence outcomes

Table 4.2: Relationship of University Type to Persistence, Academic, Social Integration Racial Resilience, Racial Responsiveness & Other Variables

(N = 135) Variable	HBCU (N = 92)		PWI (N = 43)		DF = 133 p
	MEAN	SD	MEAN	SD	
Persistence	4.24	0.69	4.27	0.88	0.65
Academic Integration					
Academic Difficulty	3.88	1.05	3.69	1.21	0.40
Current GPA	4.60	0.49	4.49	0.55	0.27
Course Availability	3.66	0.87	3.47	0.96	0.25
Perceptions of Faculty	3.79	0.98	3.72	0.80	0.64
Faculty Impact	4.34	0.89	3.95	1.15	0.06
Missed Classes	4.05	0.50	3.95	0.72	0.41
Study Time	2.38	1.43	2.38	1.23	0.99
Social Integration					
Campus Participation	2.86	0.90	2.44	0.89	0.013*
Relationships Black Peers	4.23	0.93	3.79	1.13	0.029*
Black Student Contact	3.50	1.38	3.00	1.19	0.034*
Study Time with Peers	3.11	0.98	2.67	1.15	0.036*
Student Resilience					
Racial Response	4.10	0.70	3.81	0.93	0.043*
College Composition	1.67	0.47	1.28	0.45	0.000***
Neighborhood Composition	1.95	0.21	1.84	0.40	0.029*
Campus Responsiveness					
Open Racial Discussions	3.80	0.96	2.72	1.16	0.000***
Faculty Discrimination	4.84	0.39	4.04	0.89	0.000***
Student Discrimination 1	4.83	0.45	3.77	0.99	0.000***
Student Discrimination 2	2.52	0.78	2.19	0.88	0.036*
Racial Climate	3.20	0.86	2.00	0.93	0.000***
Racial Remarks	4.18	1.04	3.74	1.18	0.039*
Demographic					
Age	2.63	1.40	3.44	1.40	0.002**
Financial Assistance	3.75	0.73	3.33	1.21	0.038*
Income	2.80	1.32	3.34	1.36	0.032*

* $p < .05$ PWI = 1, HBCU = 2 Student Discrimination 1 = Campus, 2 = Class
 ** $p < 0.01$ Scale: (1(-) to 5 (+) Note: Low scores are associated with unfavorable
 *** $p < 0.001$ persistence outcomes & high scores with favorable persistence outcomes.

Table 4.3: Bivariate Correlation Coefficients and Multiple Regression of Academic Integration and Persistence

(N = 135)

Variable	r	Beta
Academic Integration		
Academic Difficulty	.38***	.35***
Current GPA	.14	.03
Course Availability	.10	.06
Perceptions of Faculty	.18*	.14
Faculty Impact	.04	-.06
Missed Classes	.07	.01
Study Time	.15	.14
Relationships with White Peers	.08	.06
Contact with White Students	.08	.11
		R ² = .19***

*p < 0.05

**p < 0.01

***p < 0.001

Scale: (1(-) to 5 (+))

Note: Low scores are associated with unfavorable persistence outcomes.

High scores are associated with favorable persistence outcomes.

Table 4.4: Bivariate Correlation Coefficients and Multiple Regression of Social Integration and Persistence

(N = 135)

Variable	r	Beta
Social Integration		
Relationships with Black Peers	.03	.00
Contact with Black Students	.06	.08
Associations of Membership	-.05	.04
Campus Activity Participation	-.15	-.21
Professor Time Outside Class	.11	.12
Student Center	-.04	.02
Study Time with Students	-.09	-.43
Relationships with White Peers	.06	.98
Contact with White Students	.08	.11
		R ² = .06

*p < 0.05

**p < 0.01

***p < 0.001

Scale: (1(-) to 5 (+))

Note: Low scores are associated with unfavorable persistence outcomes.

High scores are associated with favorable persistence outcomes.

Table 4.5: Bivariate Correlation Coefficients and Multiple Regression of Racial Resilience and Persistence

(N = 135)

Variable	r	Beta
Campus Racial Experiences		
Racial Resilience /Pre Graduate School		
Homogeneous Setting Comfort	.17*	.13
High School Composition	.01	.01
College Composition	.04	.01
Neighborhood Composition	.07	.11
Comfort level/Integrated Setting	.07	.02
Racial Problem Solving Ability	.17*	.06
Stress	.20*	.14
		R ² = .03
Campus Racial Experiences		
Racial Resilience/ Campus		
Organization Participation	.04	.01
Ethnic Customs	.08	.03
Ethnic Group Satisfaction	.13	.11
Ethnic Group Pride	.19*	.19
Response to Race on Campus	.01	.01
Response to Race in Class	.04	.09
Response to Race with Peers	.00	.10
		R ² = .05

*p < 0.05

**p < 0.01

***p < 0.001

Scale: (1(-) to 5 (+))

Scale: (1(-) to 5 (+))

Note: Low scores are associated with unfavorable persistence outcomes.

High scores are associated with favorable persistence outcomes.

Table 4.6: Bivariate Correlation Coefficients and Multiple Regression of Racial Responsiveness and Persistence

(N = 135)

Variable	r	Beta
Campus Racial Responsiveness		
Minority Group Support	.05	.00
Diverse Students	.07	.00
Diverse Curriculum	.14	.14
Faculty Sensitivity	.04	.10
Racial Discussions	.09	.08
Student Help	.09	.09
		R ² = .07
Campus Racial Environment		
Racial Climate	.12	.02
Faculty Discrimination	.17*	.05
Disparaging Remarks	.07	.01
Student Discrimination	.21*	.18
Student Discrimination I	.00	.02
Faculty Discrimination	.02	.02
Faculty Discrimination I	.01	.01
Student Discrimination III	.02	.01
		R ² = .05

*p < 0.05

**p < 0.01

***p < 0.001

Scale: (1(-) to 5 (+))

Note: Low scores are associated with unfavorable persistence outcomes.

High scores are associated with favorable persistence outcomes.

Table 4.7: Bivariate Correlation Coefficients and Multiple Regression of External Factors, Expectations, Values and Persistence

Variable	(N = 135)	r	Beta
External Factors			
Child Care		.00	.12
Employment		.02	.01
Emotional Support		.07	.05
Expenses Paid by Parents		.03	.01
Family Responsibility		.17*	.16
Financial Concern		.17*	.14
Health		.25**	.22**
Relationship Status		.04	.03
Transportation		.07	.07
			R ² = .06***
Expectations			
Academic Environment		.11	.08
Academic Expectations		.10	.10
Campus Expectations		.14	.12
Degree Aspirations		.00	.00
Faculty Expectations		.02	.06
Peer Expectations		.06	.02
			R ² = .03
Values			
Importance of MSW		.13	.07
Gains of MSW		.09	.02
This university MSW		.16	.12
			R ² = .03

*p < 0.05

**p < 0.01

***p < 0.001

Scale: (1(-) to 5 (+))

Note: Low scores are associated with unfavorable persistence outcomes.

High scores are associated with favorable persistence outcomes.

Table: 4.8 Summary of Multiple Regression for Variables Related to Persistence
(N = 135)

Variable	B	SE B	Beta
Academic Integration			
Academic Difficulty	.24	.05	.38***
Faculty Perceptions	.03	--	--
Racial Resilience			
Comfort Homogeneous Setting	.07	--	--
Problem Solving Culturally	.13	--	--
Stress	.14	--	--
Ethnic Pride	.13	--	--
Campus Racial Responsiveness			
Faculty Discrimination	.07	--	--
Student Discrimination	.11	--	--
External Factors			
Responsibility for Family Members	-.11	--	--
Financial Concern	.09	--	--
Health	.19	.07	.22**

Note: N = 135 ($R^2 = .19, p < .001$)

* $p < 0.05$

** $p < 0.01$

*** $p < 0.001$

Scale: (1(-) to 5 (+))

Note: Low scores are associated with unfavorable persistence outcomes.

High scores are associated with favorable persistence outcomes.

CHAPTER V

PRESENTATION AND DISCUSSION OF INTERVIEW RESULTS

The context for persistence decisions is important to understanding and interpreting student responses regarding persistence. Information regarding the institutions, programs and persistence strategies of each school involved in this study is presented in this chapter. University descriptions are followed by the results of the interviews conducted with administrators. The Chapter concludes with a summary of the findings.

University Descriptions

In this section, descriptions of Historically Black Colleges and Universities (HBCU's) and Predominantly White Universities (PWI's) are followed by information regarding each of the four institutions involved in the study. The first HBCU, Cheyney University of Pennsylvania, was established in 1830 to protest the prohibition of education of blacks. There are currently 104 HBCU's mandated by Executive Order, which include 40 public four-year colleges, 10 public two-year colleges, 46 private four-year colleges, five private two-year colleges and three private professional schools (Small Business Support Center, 1996). Most HBCU's are located in the south. Approximately 3,500 PWI's currently exist in the United States (Gose, 1997). PWI's are usually larger than HBCU's, are more geographically diverse, and tend to emphasize research over teaching.

Three of the four institutions involved in this study are included in the Gourman (1996) rating of graduate programs in the United States. This rating of graduate

programs in social welfare and social work included 31 institutions, with scores ranging from 4.0 to 5.0. The school of social work at the University of Michigan is rated third among graduate programs, with a score of 4.64. The University of Illinois ranked 26th, with a 4.15 score, and Howard University scored 4.11, with a rank of 30. Clark-Atlanta was not rated in this publication.

Site visits at each of the schools provided background information regarding the student population, social work program, history, and mission of the school. Structured interviews with university administrators and documents from each school supplied contextual data for this research. A summary of these findings follows.

Clark Atlanta

Clark Atlanta University is a private, urban, co-educational HBCU in Atlanta, Georgia, which offers undergraduate, graduate and professional degrees. Clark-Atlanta is part of a large cluster of private black institutions of higher education, the Atlanta University Center System. Seven institutions form this center, including four undergraduate schools and three graduate schools. Clark Atlanta is the result of a merger of two institutions of higher education. Clark University, founded in 1869, formerly provided four year undergraduate degrees. Atlanta University, founded in 1865, offered graduate degrees. Atlanta was the nation's oldest graduate institution which served a predominantly African American student body. The school of social work was founded in 1920 and Clark and Atlanta consolidated in 1988.

The mission of Clark Atlanta University is:

To provide the highest quality of education and training for a student body which is predominantly African American, but which is becoming increasingly diversified by students from various other racial, ethnic, cultural and socio-economic backgrounds. The mission is to produce graduates who have met standards of excellence, are educated to be creative and to have a perspective on the world which commits graduates to excel in careers, personal lives and to seek additional knowledge and solutions to the pressing problems of humankind (Cole, 1996, p. 2).

Clark Atlanta offers BSW, MSW and Ph.D. degrees. Clark offers concentrations in family and children, families and health, clinical practice, clinical practice with children and mental health. An Afrocentric perspective is integrated throughout the curriculum. Local, national and international students compose the student population. The MSW program currently serves approximately 106 full-time students. Approximately 50 students are in the second year of the MSW program. The student faculty ratio is sixteen to one. Eighty-six percent of the eligible students participated in the survey.

Clark Atlanta University is situated on the west end of the downtown area on a campus which also houses Morehouse University and Spelman College. The Quad, as it is called, provides opportunities for students to take advantage of courses available at any of the institutions housed there. Student tuition is approximately \$4200 per semester.

Howard University

Howard University is a private institution, in Washington, D.C., established in 1867. Howard University offers undergraduate, graduate and professional degrees.

Howard provides seventeen schools and colleges and approximately 180 areas of study. The school of social work has a worldwide reputation for responding to pressing societal problems that jeopardize underrepresented people nationally and globally.

The mission of the Howard University School of Social Work is:

To provide a high quality social work education for students irrespective of race, creed, gender or national origin. The school is committed to educating students for professional social work practice and scholarship, who will be able to assist in the solution of human organizational policy and social problems, particularly those affecting the African American and other minority communities and the poor (English, 1997, p. 7).

The mission of the school of social work embraces six principles known as the black perspective in social work education. These statements refer to a commitment to a black agenda of social justice, knowledge of diversity, and sensitivity to all oppressed groups, with special emphasis on Africa and the Caribbean.

Concentrations are offered in direct services, community organization and social service management. Concentrations include criminal justice, family and child welfare, social gerontology, social work in health care settings, mental health and with displaced populations. The MSW program serves approximately 300 full time students. Students come from across the nation and abroad to participate in the social work program. The student faculty ratio is ten to one. One hundred and fifty-five students are full-time, second year students. Thirty two percent of the eligible students participated in the survey.

Howard University is located in northwest Washington D.C. and is served by mass transit bus and subway systems. One third of the students are housed on campus.

Limited housing accommodations are available for graduate students. Tuition and fees are approximately \$5000 per semester.

University of Michigan

The University of Michigan is a state supported institution in Ann Arbor, Michigan. The University was founded in 1817 and offers undergraduate, graduate and professional degrees. The school of social work was established in Detroit in 1921 and was initially accredited in 1925. The social work program moved to the Ann Arbor campus in 1951. The school has an international reputation for outstanding programs.

The mission of the social work program is the following:

The Social Work Program is dedicated to the training of social workers for roles and careers that have centrality and leverage within social welfare systems. The School of Social Work is dedicated to the pursuit of excellence in social work education. Its administration and faculty subscribe to the philosophy that the profession of social work can best be advanced through an educational program of the highest quality (Allen-Meares, 1998, p. 5).

The University of Michigan offers an MSW in interpersonal practice, social policy, community organization, social welfare and research and evaluation. Fields of concentration include families, children, human resources and economic support, criminal and civil justice, physical and mental health and school social work. Although the majority of the African American students enrolled in the social work program are from Michigan, local, national and international students compose the student body. The MSW social work program serves approximately 591 students. Forty three African American students are enrolled in the second year program. Forty-four 45 percent of the eligible students participated in the study.

The University of Michigan is 40 miles southwest of Detroit. The suburban university is located in the northeast section of the city. Limited student housing is available. Graduate student tuition is approximately \$4500 per semester.

University of Illinois at Chicago

The University of Illinois at Chicago is a publicly supported state university composed of 13 colleges. The university offers undergraduate, graduate and professional degrees. The Jane Adams College of Social Work was founded in 1974. The mission of the college is:

To educate professional social workers, to develop knowledge, and to provide leadership in the development and implementation of policies and services on behalf of the poor, the oppressed, racial and ethnic minorities and other at-risk urban populations. In doing this, the college values and respects the full range of human diversity (Hairston, 1998, p. 1).

The master of social work program is one of the ten largest programs in the U.S., with an enrollment of 569 graduate students. The MSW program offers concentrations in child and family, health, mental health, management and policy, occupational social work and school social work. Thirty four African American students are in the second year program. Seventy-one percent of the eligible students participated in this survey.

This urban university is located near downtown Chicago with accessibility to cultural and commercial enterprises in the city. The University of Illinois is a commuter campus. The tuition is approximately \$4500 per semester.

Summary

The settings at the four schools ranged from urban to suburban environments. Each school provided several program options to accommodate students majoring in

social work. Most schools attracted a majority of the African American students from across the United States. The University of Michigan and University of Illinois reported greater proportions of local students in their social work programs. While the missions of the universities were compatible, the statements of the two Historically Black Colleges and Universities included an African American focus which addressed students or clients served. Tuition fees appeared to be comparable among the four schools and ranged from \$3500 - \$5000 per year.

University Interviews

Contextual data regarding the academic environment offers a broader perspective regarding persistence. Questions for structured interviews were guided by the review of the literature (Allen, 1992; Astin, 1993; Pruitt & Isaac, 1985). Interviews were held with university administrators at each school to determine retention approaches, strategies, and perceived challenges. Written materials and documentation offered by the schools provided supplementary information.

Below are the results of interviews with administrators at each of the social work programs included in this study. The interviews tended to focus on the following issues: (1) recruitment strategies, (2) retention methods, (3) connection to the wider campus, (4) student-faculty relationships, (5) barriers to persistence, and (6) follow up procedures.

Recruitment Strategies

Recruitment strategies tended to be unique and varied across college campuses. Recruitment methods for the two Historically Black Colleges and Universities (HBCU's) demonstrated some similarities. Howard and Clark Atlanta identified limited formal

recruitment methods and a tendency to rely upon the reputation of the school and the alumni influence as major contributors to enrollment. Primary recruiting occurs through alumni who live throughout the United States and abroad. These schools indicated that this relaxed effort might need more attention as African Americans now have increased educational opportunities available. Resources served as a limiting factor for Howard University, which conducted college fairs as a recruitment strategy in the past. Clark Atlanta's motto, "I'll find a way or make one," surfaced as a recruitment inspiration.

Both the University of Michigan and the University of Illinois, Predominantly White Institutions (PWI's), identified formal recruitment procedures, which included letters to undergraduates at the institution. The University of Michigan identified networking with the Atlanta Consortium as a source for recruitment of new students. Potential candidates also received personal phone calls made by the dean and faculty. A five year recruitment plan is employed by the University of Illinois. This plan is consistent with the new mission statement which identifies diversity as a focus. Targeted recruitment has been a part of the plan which includes identifying social work agencies with African American staff who might be interested in pursuing a MSW. A cooperative agreement is made with the agency which maintains the student as a staff member, allows time off for class attendance and provides field placement credit. Visitation at primarily African American high schools provides another source for student enrollment.

Retention Strategies

Each school acknowledged the use of formalized retention strategies. These programs primarily involve academically based monitoring programs. Students in academic difficulty are identified at some point in the semester and advisors, professors,

and the student generally schedule a conference to explore difficulties and to identify possible solutions. Advisors are typically required for all students. The role of the advisor is varied and while some students may actively engage advisors, others seem less likely to utilize this resource. The most extensive retention process exists at Howard University, where progress is monitored four times per year and students in academic difficulty are referred to the academic reinforcement center on campus.

The University of Michigan identified a comprehensive retention plan, which includes aid to students with academic, personal or financial problems. Emergency loans are available and counseling referrals may occur. Established office hours also serve as a retention strategy at University of Michigan, while Clark Atlanta views the informal student contact as a retention approach. At Clark Atlanta, for example, faculty identify extended hours on campus, an open door policy, and frequent opportunities within the daily operation of the school for interaction with students as contributors to persistence. The University of Illinois offers an extended program which allows students to postpone their practicum. This permits students to maintain employment and to prepare for the year that will be spent completing field work requirements. African American students disproportionately take advantage of this option.

Connection to the wider campus

Most of the social work programs identified were fairly isolated from the larger university and the community at large. The Jane Adams School of Social Work, as an independent institution, has greater autonomy than the other schools in the study. The remaining schools identified issues that might emerge on other parts of the campus (i.e., a sit in, or protest) and, without exception, MSW social work students were not involved in

such activities. School administrators speculated that this was due to graduate status, being at the university only to attend class, and having family and employment responsibilities. At the University of Michigan, Affirmative Action has a high profile due to a current lawsuit. While this is an issue for the campus at large, administrators at the school of social work denied that any concern had been expressed by the MSW students. This "detached" theme seemed prevalent among the universities. This may suggest that student retention in graduate programs is more highly associated with relationships and experiences within a specific program, rather than to occurrences within the wider campus environment. This finding is consistent with the literature which indicates that graduate students tend to develop programmatic rather than institutional allegiances (Scarbecz, 1995).

Student faculty relationships

All of the schools identified diverse relationships between faculty and students. Some faculty, reportedly, are more "available" to students while others seem to "do their job" and go home. Administrators felt that students were quickly able to identify which "camp" faculty members were in. Howard University program administrators reported that the "luxury" of having their own building for the social work program served as a contributing factor to enhanced relationships with students. Greater proximity and frequency of student encounters augments student-faculty relationships at Howard. Clark Atlanta identified an open door policy among some faculty which contributes to relationship building.

At the University of Michigan, student academic success or reputation may contribute to involvement of faculty. "If the student is a good student, faculty will bend

over backwards to assist them.” Students are encouraged to communicate with faculty regarding any difficulties they might have. The University of Illinois identified a business-like relationship between students and faculty. Although brown bag meetings are available with the dean, few structured activities for student interaction exist outside of the classroom.

Finances

While financial resources surfaced as an area of concern at each school, the Historically Black Colleges and Universities identified these issues as more critical challenges than reported by Predominantly White Universities. Limited grants and reduced aid for students have contributed to some shortages in student enrollment. Students with limited resources are more likely to enroll in evening or part-time programs. Financial limitations have also reduced outreach efforts in both recruitment and retention practices.

Persistence Blockers

Blockers to student persistence surfaced as a common theme among school administrators. Financial problems again emerged as a primary issue which interfered with successful student outcomes. Students “without a plan” for academic goal attainment were identified by Clark Atlanta as less likely to persist. Students in jeopardy are often over-committed individuals with limited resources. University faculty assist students in formulating a workable plan. Financial difficulty emerged as most problematic for students at Clark Atlanta. At the University of Michigan, students who fail to persist generally have academic difficulty. This interview content may suggest that students in HBCU’s experience greater financial challenges, while students in PWI’s

may have more academic concerns. This finding is supported by the survey results that indicate students in HBCU's have a lower income than those in PWI institutions and students in HBCU's have less academic difficulty than students in PWI's (see Table 4.2).

Tracking Retention

Retention rates were compiled differently at various schools. In most instances, due to the enrollment of part-time, full-time and advanced standing students, as well as different record keeping systems, retention rates were not readily retrievable. While schools maintained admission and graduation statistics, it was difficult to determine which students graduated from which program. Insufficient data limited the possibility of determining "drop out" patterns.

Several schools attempted to "recall" how many students were missing from the current program. Others attempted to make sense of the numbers maintained on students but admitted that CSWE (Council on Social Work Education) procedures do not require retention data and the figures are not formally gathered. Administrators consistently denied any attempts to contact students once they had dropped out of school.

Summary

Recruitment strategies seem to vary widely depending upon the composition of the university, available resources and student census. Both PWI's in this study were actively involved in recruitment programs. The University of Illinois demonstrated a creative means of reaching students, while the University of Michigan employed the "personal touch." Both HBCU's used informal recruitment techniques and denied

recruitment as problematic, although administrators indicated that more comprehensive approaches to recruitment might warrant attention in the future.

The University of Michigan described the most comprehensive retention plan, which responded not only to academic challenges but to social, financial and external demands as well. This strategy is most consistent with the premises of this research which suggest that challenges in numerous areas may affect persistence outcomes. The responsibility, however, resides with the student at the University of Michigan to communicate with faculty and to advise them of difficulties which may exist. Proactive, informal approaches to student retention tended to be more prevalent at the HBCU's

Although Howard, as other schools, was unable to provide accurate statistics regarding their retention rate, this university has led the country in retention rates for Historically Black Colleges and Universities for several years. Their recent movement to second place with a 47% retention rate is a sharp contrast to the 34% retention rate reported by most institutions of higher learning (Cross, 1996). The value of recruitment procedures coupled with retention efforts surfaced at each of the schools. Each school had retention programs in place. The wide range of practices demonstrated in these programs ranged from minimal reactive strategies to proactive behaviors.

Student faculty relationships tend to range from somewhat business-like and formal to rather informal and open. HBCU institutions indicated that faculty availability to students was a strong feature of their schools which fostered relationships. All schools were somewhat removed from the wider campus environment.

Differences were noted between HBCU's and PWI's in formal and informal strategies and programs. PWI's tended to identify formal recruitment procedures.

Adequate resources allow these institutions to initiate contact with potential students through bulk mailing or telephone calls. HBCU's generally rely upon alumni or word of mouth as primary sources of recruitment. Budgetary constraints serve to limit the recruitment options available to HBCU's.

Retention practices vary as well in PWI and HBCU institutions. While PWI's describe formalized programs to address problematic situations, HBCU's identify faculty availability, in an informal mentoring role, as a means of identifying student problems and concerns. Scheduled faculty office hours in PWI's allow students to schedule time with faculty, as needed. The open door policy, which is more prevalent among the HBCU's in this study, may allow for additional spontaneity in student-faculty contacts. The informal programs and practices may be associated with the higher satisfaction level noted by students attending HBCU's,

School finances and availability of student grants affected schools on several levels which influenced recruitment and retention procedures. Available resources for recruitment varied by institution and seemed to impact the HBCU's more negatively. Most schools had no way of tracking students once they had dropped out of school and did not make any effort to contact former students. Record keeping regarding retention was a challenge in each of the schools.

This chapter provided descriptions of the four social work programs involved in this study. Recruitment and retention strategies were explored. Chapter VI provides a summary of the study, conclusions and recommendations based upon the survey and interview results.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a summary of the study, including the problem, purpose and methodology and results of the surveys and interviews. Conclusions, based on the results of this study are presented with particular attention to the factors associated with persistence outcomes. Limitations address the major challenges in this study of student persistence. This chapter concludes with recommendations for social work education, practice and research.

Summary

The Problem

The problem investigated in this study was the persistence of African American students in graduate schools of social work. Declining enrollment and graduation of African American students in graduate schools of social work has been documented in the literature (Berger, 1992; Mullen et al., 1993; Singer & Strobino, 1990). More African American social workers are needed to respond to the variety of challenges posed by an increasingly more diverse clientele (Chunn, Dunston & Ross-Sheriff, 1983; Council of Social Work Education, 1993; Oliver & Brown, 1988). Information which contributes to understanding persistence decisions among this population may assist social work programs in developing strategies to successfully graduate more African American students.

Purpose

The purpose of this study of African American graduate students in schools of social work was to determine factors which affect positive persistence outcomes. Components of the Astin, Tinto, and 3 R theories provided the theoretical basis for this review. Astin's (1975) theory of involvement laid the foundation for considering student time on campus and participation in activities. Tinto's (1975) theory of involvement offered social and academic integration concepts for examination. The 3 R theory (Green, 1997) provided a broadened approach to studying student experiences by including the ability of the student, faculty and the university to respond to racial challenges.

This study considered background, academic, social, racial, values, expectations and environmental factors which influence the educational experience. The inclusion of two Predominantly White Institutions (PWI's) and two Historically Black College and University (HBCU's) in this study allowed an exploration of how college setting might affect persistence outcomes among graduate social work students.

Methodology

Quantitative and qualitative methods were used to explore the issue of student persistence among African American students in graduate schools of social work. A review of the literature, use of input from focus groups, findings from a pilot study, field test and input from social work educators led to the development of a survey instrument. The survey was administered on four college campuses (two HBCU's and two PWI's). Administrators at each school responded to questions regarding recruitment and retention practices, program mission, practices and race relations within the campus environment.

Survey data were collected, coded and entered into the Statistical Package for the Social Sciences (SPSS). Data analysis included a review of frequency distributions, bivariate correlations, t-tests, and multiple regression analyses. A thematic review of the qualitative data provided the context for interpreting the data obtained from the surveys.

Conclusions

This section offers conclusions based upon the results of this study. The implications of Astin's (1975), Tinto's (1975) and the 3 R (Green, 1997) theories are explored. Cultural nuances which influenced this study are posed. A discussion of implications of the findings regarding background characteristics and institutional type is followed by a presentation of the academic, resilience, responsiveness and external factors which were related to persistence.

Theoretical Implications

Three theories were used in this examination of student persistence. Astin's (1975) theory of involvement suggested that more time on campus led to greater persistence outcomes. Student participation in campus activities and time on campus were not found to be significantly related to persistence decisions in this study. These findings may indicate that Astin's theory is more applicable to the traditional undergraduate student who resides on campus. It might be useful to identify the student needs which may be met by campus participation. It is possible that graduate student needs may be met in family, employment or community settings. Due to the limited nature of this study, additional exploration of Astin's theory with African American social work graduate students is indicated.

Tinto's (1975) theory of departure, which includes background attributes as well as responses to the academic and social arenas of the educational experience, was used to augment Astin's theory. The results of this study confirmed the significance of academic integration on persistence outcomes. Academic difficulty surfaced as the principle predictor of persistence in this study. Other key components of Tinto's theory, social integration and background characteristics, were not found to be significant contributors to persistence. Again, further exploration of this theory with a larger, more representative survey sample is warranted. Tinto's theory may be less applicable to the graduate student or the African American experience in higher education. Other culturally based models such as the 3 R theory or Cross' model of identity might be more appropriate for exploring educational outcomes of African American students.

Lastly, the 3 R theory (Green, 1997) was considered to provide a racial lens for examination in this persistence study. The 3 R theory, which suggested that racial resilience and responsiveness contribute to persistence, was reinforced by the findings in this study. Comfort level in a homogeneous setting, ability to resolve cultural issues, and ethnic pride surfaced as resilience factors significant to persistence outcomes. Campus responsiveness factors related to the racial environment, which included instances of discriminatory behavior by faculty or students, emerged as important to student outcomes. Other campus responsiveness factors which included overall institutional practices, such as curriculum development or administrative support of minority programs did not emerge as significant to persistence outcomes. Further exploration of persistence decisions among African American graduate students, using the 3 R model may enhance understanding about the relevance of this theory.

The results of this study, therefore, provide support for portions of Tinto's (1975) and the 3 R theory (Green, 1997) but do not completely confirm either theory. Further study is indicated prior to making more definitive statements regarding the usefulness of these three theories in understanding African American graduate student persistence decisions.

Cultural Considerations

The complexity of bridging several cultures (graduate, ethnic, and social work) in an exploration of persistence outcomes is evidenced by this study. The graduate students who participated in this inquiry fit the profile presented in the literature review, which suggests a more mature, responsibility challenged, independent and focused individual (Scarbecz, 1995; Singer & Strobino, 1990). The African American student brings a history of experiences related to cultural identity, exposure and adaptability opportunities (Abatso, 1982; Cross, 1971; Fleming, 1984; Mow & Nettles, 1990). The social work student often comes with strong values and expectations regarding the profession selected (Abell & McDonnell, 1990; Enoch, 1988; Mullen et al., 1993; Rompf & Royse, 1994). The merger of these three unique, yet complementary entities in this study resulted in both areas of intersection and points of departure.

Background and Demographics

The literature review supports the importance of family background characteristics, such as the prior educational experiences of the student and the educational level of parents (Astin, 1987; Smith, 1990). The finding in this study that no background and demographic data were related to persistence was a surprising outcome. Schools which focus upon background and demographic criteria for engaging students in

special “learning opportunities” may not be involving those students who, in fact, need such services. University programs offered to all students rather than to students selected based upon background criteria, are indicated by the findings in this study. The HBCU institutions in this study were more likely to use such inclusive approaches to student support.

Institutional Type

HBCU's tend to offer numerous academic, emotional, and social supports for students (Allen, 1992; Fleming, 1984). These attributes of HBCU's were anticipated to contribute significantly to persistence outcomes. The determination of no significant relationships between university type and persistence was a surprising finding. This finding was contrary to the literature review which suggests that students attending HBCU's tend to have higher retention rates than those attending PWI's (Allen, 1992; Fleming, 1984; Mow & Nettles, 1990). Several reasons may explain this unexpected phenomenon. The small sample size, particularly of students from the PWI institutions (N = 43) may have influenced this outcome. Further exploration of this finding, with a larger sample size and more institutions of higher learning is recommended.

The greater racial responsiveness noted at HBCU's warrants further exploration. Students in HBCU's reported more satisfaction with the level of faculty and student sensitivity and openness of racial discussions. The racial environment was overwhelmingly perceived as more positive by students in HBCU's. Students in HBCU's reported more participation in campus activities and greater interaction with black peers than noted by students in PWI's. This finding was not surprising and is consistent with reports of the critical role of the college setting upon student perceptions

of the college experience (Allen, 1992; Fleming, 1984; Mow & Nettles, 1990). This finding does suggest that PWI institutions may wish to provide racially responsive environments and additional supportive structures that may exist for African American students in HBCU's.

Academic Integration

The success of the student in the academic arena of the educational experience has been shown to significantly affect persistence outcomes (Allen & Haniff, 1991; Astin, 1993; Berger, 1992; Matthew & Jackson, 1991; Tinto, 1975, 1987). This relationship was expected and was supported by the findings in this study which confirmed the significance of academic performance and student perceptions of faculty to persistence outcomes. These results suggest that institutions which closely monitor the academic progress of the student are more likely to ensure student success. Of the schools included in this study, Clark-Atlanta described the most aggressive grade monitoring program. The Clark-Atlanta program provided numerous check-in points for academic review and intervention. Such pro-active practices may be indicated due to the relationship between successful outcomes and academics determined by this study.

Student perceptions of faculty abilities also contribute to educational outcomes. The importance of the faculty member among graduate students has been noted (Mullen et al., 1993) and was a consistent theme throughout this study. Students form impressions regarding capabilities, equity, possibilities and functioning from academic experiences. Faculty who demonstrate capable instructional qualities are more likely to positively influence persistence outcomes. Institutions which support faculty growth and development and instructional strategies may positively affect persistence outcomes.

Racial Resilience and Racial Responsiveness

Student racial resilience was examined at two junctures, those behaviors which preceded entry into graduate school and those behaviors which surfaced during graduate school. Pre-entry characteristics, such as comfort levels, stress and problem solving abilities emerged as related to persistence, while only ethnic pride surfaced as a campus resilience factor. Ethnic pride, identified by student impressions of their ethnic group and accomplishments, could be reinforced by relevant curriculum and culturally specific activities. Most schools in this study provided ethnically specific events and outings.

Student participation in ethnic celebrations and events was not found to be related to persistence outcomes. While the results of this study did not support the provision of culturally specific events, the implications of this practice may be quite different at an HBCU or PWI institution. Opportunities for culturally specific informal gatherings are readily available at HBCU's and may preclude the need for formal events in these settings. In PWI institutions, formal cultural events may create the only opportunities for bonding and support among African American students. Such activities may have a different level of significance at PWI institutions. PWI institutions are invited to further examine the importance of student participation in culturally specific events prior to altering any existing programs. Both PWI's and HBCU's are encouraged to approach this finding with caution due to the limited nature of this study and the complexity of this issue.

Perceptions of faculty and student discrimination were related to persistence outcomes. Students rated perceptions of discriminatory behavior of students or faculty in two ways: (1) through personal experiences, and (2) by identifying possible

discriminatory behaviors which might occur. The perceptions which were based upon personal experiences with faculty or students surfaced as associated with persistence outcomes. Those practices which were identified as possible discriminatory behaviors did not emerge as related to persistence. Student perceptions of discrimination tend to be based upon actual encounters with students and faculty. This finding confirms the importance of personal experiences with faculty and students on persistence outcomes, which is supported in the literature (Nettles, Thoeny & Gossman, 1986; Nora & Cabrera, 1996; Smith, 1989). Methods of monitoring the educational arena for discriminatory practices are indicated by this finding.

External Factors

Students bring a wealth of experiences, ideas and perceptions to the educational experience which affect persistence decisions. Student expectations about the campus experience have been found to be related to college outcomes (Allen, 1992). This study did not confirm the findings in the literature. Graduate students may have expectations which are more consistent with their graduate experience due to their prior exposure to undergraduate educational systems. A second external consideration, social work values, did not surface as related to persistence outcomes. This finding was also contrary to the literature review which suggested that student values contribute to persistence (Abell & McDonnell, 1990; Enoch, 1988; Rompf & Royse, 1994). It is likely that students entering the social work programs at the graduate level have already struggled with values regarding the profession and have prior experience with the realities of the academic setting. Measurement and sampling challenges, as discussed in chapter IV, may have contributed to this outcomes in exploring values and expectations variables.

External influences, however, such as health, finances and responsibility for others, played a significant role in persistence outcomes in this study. These findings are supported by literature which identifies the significance of extemporaneous factors, such as health or finances, upon student educational outcomes (Nettles, 1988; Tracey & Sedlacek, 1985). Employment did not surface as a major variable affecting persistence. This finding was surprising and is contrary to Astin's (1985) premise that employment, particularly off campus, may hinder the academic success of students. The maturity of the graduate student and prior opportunities for balancing employment and educational priorities may contribute to this outcome.

Survey and Interview Results

A review of the results of the survey and interview provides both points of convergence and divergence. Students and administrators noted the significance of student faculty relationships in persistence outcomes. Students reported the importance of faculty perceptions and availability. Administrators indicated an awareness of the significance of faculty roles in student success. Historically Black Colleges and Universities (HBCU's) tended to incorporate strategies for formal and informal interaction opportunities with students in daily operations, while Predominantly White Institutions (PWI's) tended to schedule time with students.

Each of the schools was aware of the importance of a retention strategy. Retention programs which were employed by each of the schools had a strong academic component which included monitoring student grades, providing tutoring and academic counseling. This strategy is consistent with the results of this study which denote academic difficulty as a primary predictor in persistence decisions. While most schools

tend to focus exclusively on the academic behaviors, other areas, such as health, stress, ethnic pride, and perceptions of discrimination, which surfaced from the results of the survey may warrant consideration as well. While PWI's tended to adopt formal retention practices, HBCU's chose to use informal methods to encourage student persistence.

The analysis of institutional type revealed significant differences in student perceptions of the environment in HBCU and PWI institutions. The greatest disparity was noted in areas of perceived discrimination on campus, faculty discrimination and the racial climate. Interviews conducted at each of the campuses in this study supported the existence of a more formal atmosphere in PWI's, while HBCU's tended to demonstrate a more relaxed and responsive atmosphere. The added formality in PWI's might discourage faculty and student relationships. These results make the findings even more perplexing, as persistence was not found to be related to institutional type. It is likely that the sampling and measurement limitations which were previously discussed were most influential in the outcome regarding university type.

The significance of student time in homogeneous (African American) groups was evidenced in responses to the survey. This opportunity is readily accessible at a HBCU institution. Strategies to create such environments on PWI campuses, however, require careful planning and intentionality. Administrators in PWI institutions reported an awareness of the need for cultural gatherings and acknowledged the availability of limited programs which provided such groupings for students.

Summary

The results of this study support the notion that African American student persistence in graduate schools of social work is a complex issue. A myriad of

experiences serve to shape the entering graduate student. The influence of pre-entry characteristics, such as the ability to problem solve, stress management skills and comfort levels in varied settings is evidenced by the outcomes in this study. Social work programs in this study described a range of recruitment practices. Strategies used by programs may attract some students while discouraging others.

Students are further challenged by the experiences which occur once entering the graduate arena. At this juncture, student interactions with faculty and other students and perceptions of self and the environment surface as related to persistence decisions. The programs offered, availability of staff and administrators, and the strategies that are used to support student success serve to influence the academic experience. The academic performance of the student surfaced as a primary area warranting careful attention.

The campus experience is further influenced by external events which affect outcomes. Health, finances and responsibilities beyond the classroom are additional factors related to persistence outcomes. While some social work programs in this study described outreach efforts to identify student needs, other schools identified a more passive stance. Practices which are adopted by the student and the institution to ensure that identified needs are addressed may lead to positive student outcomes.

Limitations

Several limitations exist in this study of student persistence in graduate schools of social work. The limited number of students involved in the study, the sparse number of institutions involved and the demographic data of the students present areas for consideration.

African American, full-time social work graduate students were selected as subjects for this study. Findings are not generalizable to other ethnic groups, majority students, part-time students, or undergraduate students. Second year students were chosen for this study, as their participation in the first year provided an informed perspective regarding the school environment. Full-time students were expected to be more engaged in the social and academic aspects of the program. The sample size, 135, while representing a reasonable percentage of the eligible participants, remains rather small.

A selection process which included schools with high numbers of African Americans students ($n = 75+$) at given schools of social work enhanced the possibility of a broad range of responses to the study. The results of this study may not be generalizable to students in institutions with extremely limited African American populations. Additional study which includes subjects from institutions with fewer African American students might provide additional data regarding persistence decisions. On the other hand, the involvement of additional schools might provide a wider range of student perspectives about persistence. The inclusion of a greater number of students from PWI's, for example may have enriched the findings regarding institutional setting.

The preponderance of females in graduate schools of social work (Peterson, 1997) provided another concern in this study. The results of this investigation, which included 82% female respondents, may not be generalizable to males.

Non-persisters in this study were identified by student self report in the failure to persist measures. Difficulties with measurement were addressed in Chapters III, and IV. Students who had actually dropped out, failed out or stopped out of social work programs

might have provided additional information regarding persistence decisions. The researcher had originally intended to include such students in this study, but could not. As discussed in Chapter III, several dilemmas prevented these students from being included. The perspective and range that might have been provided by such students was not available in this study and serves as a limitation.

Student reports of background, academic and social elements influencing persistence issues are subjective responses and could be based upon other influences that are unidentified by the researcher. While the wider community might affect persistence decisions, the majority of this study focuses upon student characteristics and interactions within the academic and social environment of the school. The study of racial resilience/racial responsiveness factors is exploratory at this time and warrants further development and refinement. A major drawback to retention programs at each school involved in this study was the lack of consistent data collection involving student stop outs or drop outs and the lack of follow through with students who are no longer enrolled in the institution.

Recommendations

This section offers recommendations based upon the findings of this study. Strategies and areas for continued exploration in social work education, social work practice and social work research are discussed.

Social Work Education

Persistence findings have particular implications for social work educators. The importance of retention strategies was evidenced by the programs available in all of the

schools involved in this study. Retention programs employed in each of the educational institutions had a strong academic component, which included monitoring student grades, providing tutoring and academic counseling. This strategy is consistent with the results of this study which demonstrate that academic difficulty is an important factor in persistence decisions. Academic difficulties are a major threat to persistence, but a range of other considerations warrant inclusion as well. While most of the schools in this study tended to focus exclusively on the academic behaviors, other areas, such as health, stress, and perceptions of discrimination, which surfaced as factors related to persistence outcomes, merit attention. Schools are encouraged to engage comprehensive strategies which may respond to a wider range of student needs and challenges.

Student reports of perceptions of faculty impact on student development and outcomes indicate the significance of faculty as a key component in persistence decisions. Further investigation is needed to ascertain how students determined that faculty were “good teachers.” If these perceptions were formed by demonstrated capabilities through classroom instruction, then social work programs might encourage ongoing faculty development and learning opportunities. If students formed opinions of the “good teacher” due to informal contacts with faculty members, then faculty might be urged to create opportunities for student interactions which may positively influence student perceptions and thus enhance student success outcomes. Professors are also encouraged to solicit feedback from students during the school year so that student impressions can be determined. This information offers an opportunity for further exploration and for altering educational approaches or reinforcing current practices.

Ethnic pride and comfort levels in homogeneous settings surfaced as related to student persistence outcomes. Further exploration is needed to determine how ethnic pride is demonstrated and supported on campus. Although some students may come to the campus "armed" with racial pride, others might need the support of peer relationships, classroom experiences, or the campus environment. Further study might provide the answers to some of these questions. In addition to campus supports, neighborhood events and mentors might contribute to cultural pride. While this study focused upon campus involvement, additional information regarding community support might prove informative in exploring persistence. Faculty support of ethnic gatherings and events could reinforce the significance of culture and provide informal opportunities for faculty-student contact.

Perceptions of discrimination were strongly linked to persistence outcomes. Students tended to identify both student and faculty discrimination as problematic. Further exploration of this outcome is needed to determine if typical behaviors or practices exist which students experience. This information could aid in shaping diversity programs, sensitivity programs or determining inclusive student practices. A cultural audit which reviews the responsiveness of the school to African American students might be an excellent tool for discovering or addressing discriminatory practices. This method of assessing the academic environment includes student and faculty interviews, focus groups, and deliberate efforts to solicit feedback from students of color regarding their academic, social and cultural experiences in the school. Based upon the outcome of further investigation, mandatory diversity classes for students, administrators and faculty might be offered to ensure exposure to increased cross cultural skills.

Several pre-existing factors surfaced as related to persistence. The ability to problem solve regarding sensitive issues and to deal with stress are skills which could be offered to students prior to or upon entering undergraduate social work programs. Early attention to these areas of skill development might assist in contributing to positive outcomes in graduate programs.

Social Work Practice

How do we ensure that clients are retained in treatment? Strategies and methods of increasing student outcomes in schools of social work have application to the retention of clients in practice settings. Similar needs which emerged from this study, such as the need for adequate coping abilities and positive perceptions of the capabilities of the social worker, may exist in practice settings.

Counselors are challenged to inquire about ethnic experiences and comfort levels to determine resources which might have particular relevance for the client. Sources of ethnic pride should be explored and opportunities for reinforcing this factor should be considered. An investigation of the racial resilience of the client might aid in determining which resources may be most beneficial. A client's comfort level in homogeneous settings, for example, may influence the selection of referral sources. Information regarding clients who reside in and have more comfort in a predominantly homogenous environment might guide the selection of materials, programs, or staff. Counselors are encouraged to identify culturally homogeneous resources for clients who may benefit more from this type of environment. Additional cross-cultural skills may be necessary for staff or clients to ensure successful outcomes.

The racial responsiveness of the agency is also a consideration. How does the agency address diverse clientele? How are racial issues managed in the agency? Is there a mechanism for discussing perceived discrimination by staff members or other clients? Perceptions of discrimination have been linked to outcomes in the academic sphere. It is possible that perceived discrimination affects results in therapeutic environments as well. Social work programs are encouraged to provide opportunities for client feedback regarding discrimination or perceptions of the counselor. Such information might provide useful data in determining the client needs and challenges. Additional study regarding the effect of such perceptions upon client outcomes is indicated.

Skill development issues for clients may include stress management and problem solving, and may also involve the ability to address cross racial issues. This requires that social workers include these areas when assessing the client. This additionally suggests that social workers have a working knowledge of such practices and an ability to offer strategies to clients.

The significance of external factors upon student outcomes can also be applied to social work practice. Social workers are encouraged to consider the context of clients in treatment. This is consistent with Devore and Schlesinger (1996), who note the importance of context, particularly in assessing and understanding the needs of clients of color. Health issues, financial concerns and additional family responsibilities warrant careful consideration. Social workers could enhance client progress by developing familiarity with appropriate resources in these areas.

Social Work Research

The results of this study demonstrated that Tinto's (1975) and the 3 R (Green, 1997) theories have some application in understanding student persistence among African American social work graduate students. The findings indicate the importance of considering academic integration, racial responsiveness and resilience, and external factors in critically reviewing the complex persistence process. It is recommended that further research include these key areas for investigation.

The literature review revealed that limited information existed regarding persistence of African American students, social work students, and graduate students. Additional research in these areas is indicated. The limited number of institutions involved in this study and the limited number of students suggest that this exploratory study should be replicated at other institutions to confirm, challenge or further inform the findings. This study was primarily quantitative. Additional qualitative studies, particularly to explore the areas of racial resilience and racial responsiveness, will contribute to our understanding of these areas.

While this exploratory study provided data regarding linkages to persistence outcomes, additional research is indicated to further explain this phenomenon. The application of a structural equation model may provide further direction regarding the predictive relationships among the variables in this study. Additional exploration regarding discriminatory behaviors, ethnic pride, and perceptions of faculty as good teachers has previously been noted as warranting attention.

Findings in this study indicate that academic success, good health, adequate coping skills, ethnic pride, and an environment which demonstrates equitable practices

lead to positive student outcomes. Researchers should explore these findings with other ethnic groups and unique populations. Additional data are needed regarding part-time students, doctoral program students, students in special programs (non-traditional) or other populations omitted from this study to enrich our understanding of student persistence. The impact of the community on persistence decisions is an area which could broaden understanding of this issue.

Successfully graduating more African American students in graduate schools of social work has far reaching implications for educators, practitioners and researchers. We are challenged as a profession to approach the next century with a cadre of diverse social workers who reflect, represent and understand the perspectives of students, clients and researchers of the new millennium.

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APPENDIX A



Clark Atlanta University

CLARK ATLANTA UNIVERSITY

September 28, 1967

Ms. Jacquelyn T. Green
4705 Kingsway Dr.
Suite # 250
Indianapolis, Indiana 46205

APPENDIX A

Dear Ms. Green:

The IBEW Committee members have reviewed your request to have Clark Atlanta University's School of Social Work participate in your study and to participate in our ongoing research on "ATTITUDE OF THE TOWARD SOCIAL AND COMMUNITARIAN RESPONSIBILITY OF ATLANTA PROFESSIONALS". The information you request is being provided to Clark Atlanta University and will remain confidential to IBEW members.

Please you have not the IBEW Committee on CPA for the IBEW Committee approve that request.

We wish you well in your educational endeavors.

Sincerely,

Ed B. King, Jr.
Vice President, Research and
Community Programs
Chair, Educational Reform Comm.

cc: Dr. Richard Lyle
Executive Dean
School of Social Work



Vice of Sponsored Programs

CLARK ATLANTA UNIVERSITY

September 29, 1997

Ms. Jacquelyn F. Green
4755 Kingsway Dr.
Suite # 300
Indianapolis, Indiana 46205

Dear Ms. Green:

The IRB Committee members have reviewed your request to have Clark Atlanta University's School of Social Work participate in your study and to administer the instrument, **SURVEY OF ATTITUDES TOWARD SOCIAL AND RESILIENCE FACTORS IN STUDENT PERSISTENCE**. This instrument will be administered to Clark Atlanta University social work students during the Fall semester.

Since you have met the FDA Guidelines (21 CFR-Part 56), the Committee approves your request.

We wish you well in your educational endeavor.

Sincerely,

Kofi B. Bota, Ph.D.
Vice President, Research and
Sponsored Programs
Chair, Institutional Review Board

KBB: gdb

cc: Dr. Richard Lyle
Interim Dean
School of Social Work

HOWARD UNIVERSITY

SCHOOL OF SOCIAL WORK

Friday, September 19, 1997

Dear Ms. Green:

I was happy to learn of your interest in studying retention of African Americans in schools of social work to meet your dissertation requirement at Indiana University. This is indeed an importune subject which warrants more investigation. Howard University in general and the School of Social Work in particular are committed to the success of all of its students and has instituted programs which we believe will increase the success rate.

I have arranged with Dr. Ruby Gardenia, Director of Field Instruction for you to query our second year students on November 19, 1997 following a scheduled field instruction seminar which all students in field are required to attend. In order to met your design plans, we will be happy to mail your questionnaire to second year students and ask them to return to form to you if they wish to participate in the study. You may reach Dr. Gourdine at (202) 806-4733 to firm up the details.

I enjoyed our stimulating discussion on yesterday and wish you success in this important project. If I can be of further help, please contact me at (202) 806-4739.

Sincerely,

Marie Coles Baker, Ph.D.
Associate Dean for Student Affairs

MCB:hsm



UIC The University of Illinois
at Chicago

Jane Addams College of Social Work (M.C. 309)
1040 West Harrison Street
Chicago, Illinois 60607-7134
(312) 996-7096

December 10, 1996

Jacquelyn Green
Green Enterprizes
4755 Kingsway Dr., Suite #300
Indianapolis, Indiana 46205

Dear Ms. Green

I am writing in response to your recent request for a letter of support for your proposed research study on how African American students are retained in schools of social work. Your line of inquiry is an important one that could be helpful in recruitment and retention of students of color in graduate programs. It is not clear to me, however, whether you are requesting to interview students from Jane Addams College of Social Work as a part of your research internship, dissertation, or both.

As I indicated during our phone discussion, we generally support participation by our faculty and students in research that can benefit social work education. Our agreement to participate in any specific study, however, is based on a review of the methodology and an assurance that human subjects are not at risk. In most instances, this is not a problem as areas of potential concern have already been handled by the researcher before requesting our assistance. Should the study be one we could support, we would facilitate participation. Participation might include posting notices of the study on the student bulletin board, advising our student organization or an appropriate faculty committee of the study, etc. Except for studies we are cosponsoring we do not provide research assistants, faculty consultation and technical assistance, or financial support.

With respect to your interview guide, I strongly suggest that you ask questions about student experiences early in the program. I have observed that the first semester/quarter is a critical one in retention. I also recommend your talking to Associate Deans who handle student grievances and academic problems/progress to solicit the kinds of concerns/issues that come to their attention so that these might be included in your instrument. It would also be helpful to talk with students who weren't retained to get an understanding of some of the critical incidents in their career.

Page Two
Letter to Jacquelyn Green
December 10, 1996

THE UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

When you are ready to proceed with the study, please contact our Associate Dean, Dr. Jerry Cates. He will facilitate your access to students under the general conditions noted above.

Sincerely,

Creasia Finney Hairston, Ph.D.
Dean and Professor

cc: Jerry R. Cates, Ph D.
Associate Dean

... to your issue of October 23, 1996 in which you expressed interest
as a doctoral student, in exploring the question of how African American students are
retained in schools of social work.

Our School is willing to accept you by providing you in contact with African American
students who may be interested in being mentored. The Association of Black Social
Work Students has an active membership and they may want to participate. I would
also like to see you in the Office of Student and Multicultural Affairs and meet with
campus's officers when you are ready to begin the process of your study.

I am sorry that no funds are available in our School to support you. I would like to
also see to responsibilities involved with Michigan's Presidential 1997. I would like to
assist you by reviewing study questions at this time.

I wish you well in your educational pursuits.

Sincerely,


Creasia Finney Hairston
Dean and Professor

2/1/97



THE UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

October 31, 1996

Jacquelyn F. Green
Gre En Terprizes
4755 Kingsway Drive., Suite #300
Indianapolis, IN 46205

Dear Ms. Green:

I am responding to your letter of October 15, 1996 in which you expressed an interest, as a doctoral student, in exploring the question of how African American students are retained in schools of social work

Our School is willing to assist you by putting you in contact with African American students who may be interested in being interviewed. The Association of Black Social - Work Students has an active membership and they may want to participate. Assistant Dean Clarita Mays in the Office of Student and Multicultural Affairs can help identify the organization's officers when you are ready to begin that phase of your project.

I am sorry that no funds are available at our School to support your dissertation work. Also, due to responsibilities involved with Michigan's Presidential Search, I am unable to assist you by reviewing study questions at this time

I wish you well in your educational pursuits.

Sincerely,

Paula Allen-Meares
Dean and Professor

PAM/cm

Peterson's

November 24, 1997

Ms. Jacquelyn F. Green
4755 Kingsway Drive, Suite 300
Indianapolis, IN 46205

Dear Ms. Green:

Thank you for your letter requesting permission to use data from *Graduate Programs in Business, Education, Health, Information Studies, Law and Social Work: 1997* in a comparative chart you are preparing for your dissertation on the retention of African American students in MSW programs.

I am pleased to grant permission for this reproduction at no fee to you. This grant of permission is non-exclusive and is for one-time use only. Should you choose to reprint this or any other Peterson's material for any other purposes or in different forms, you must apply for separate permission.

I have edited your credit line and the same is attached. If you plan to include the addresses and phone numbers of publishers anywhere, would you please recite ours as follows:

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Upon completion of your paper, please send a copy of the title sheet and the page where our information and credit line is shown for our file.

If the above accurately reflects your request and meets with your approval, kindly sign below and return a copy of this letter to me by fax (609-520-1360) or mail.

Thank you for using Peterson's material.

Sincerely,

Eileen Fiore
Research and Editorial Development

Agreed to: _____ Date: _____

202 Carnegie Center P.O. Box 2123 Princeton, New Jersey 08543-2123

Telephone 609-243-9111 Fax 609-243-9150

STUDENT PERSISTENCE SURVEY FORM A

Thank you for agreeing to participate in this important study regarding the content to pursue in graduate schools of social work. Your information will be helpful to the field in understanding its current knowledge base and to provide more diverse practitioners and researchers. Your responses are confidential. The questionnaire should take approximately 30 minutes to complete. All comments or ideas regarding your answers are appreciated. There are no correct or incorrect responses. Your personal reactions and opinions are needed. We prefer that you answer all of the questions, but you are free not to answer any or all of them.

A follow up meeting will be held at your school to share findings and survey results. Your participation also makes you eligible for entry into a special drawing. Instructions for winning the drawing are described in the attached introductory letter. Again, thank you for your participation!

Instructions

1. Please answer the questions by putting a circle around the number that corresponds to the answer of your choice, like 3, or by putting a number in the (), like (3).
2. If you do not find the exact answer that fits your response, use the one that comes closest to it.
3. Please feel free to write any explanations or questions you may have in the margins.
4. Steps have been taken to assure the confidentiality of participants. It is important that you be as honest as possible in answering the questions.
5. Please answer all questions.

APPENDIX B

1. What is the name of your university?
 1. Clark Atlanta University
 2. Howard University
 3. University of Illinois at Chicago
 4. University of Michigan
2. What is your current enrollment status?
 1. Currently Enrolled
 2. Non Enrolled
3. Demographic Data
 3. What year were you born?
 1. 19() () ()
year
 4. What is your gender?
 1. Male
 2. Female
 5. Which of the following categories did your household's gross income fall into annually?

1. Less than 10,000	6. 40,000-49,999
2. 10-19,999	7. 50,000-59,999
3. 20,000-29,999	8. 70,000+
4. 30,000-39,999	
5. 40,000-49,999	

STUDENT PERSISTENCE SURVEY / FORM A

Thank you for agreeing to participate in this important study regarding decisions to persist in graduate schools of social work. Your information will be helpful to the field in contributing to our knowledge base and to provide more diverse practitioners and researchers. Your responses are confidential. The questionnaire should take approximately 30 minutes to complete. Any comments or ideas regarding your answers are appreciated. There are no correct or incorrect responses. Your personal reactions and opinions are needed. We prefer that you answer all of the questions, however, you may feel free not to answer any or all of them.

A follow up meeting will be held at your school to share findings and verify results. Your participation also makes you eligible for entry into a special drawing. Instructions for entering the drawing are described in the attached introductory letter. Again, thank you for your participation.

Instructions

1. Please answer the questions by putting a circle around the number that corresponds to the answer of your choice, like 3, or by putting a number in the [] [], like [] [].
2. If you do not find the exact answer that fits your response, use the one that comes closest to it.
3. Please feel free to write any explanations or comments you may have in the margins.
4. Steps have been taken to assure the confidentiality of participants. It is important that you be as honest as possible in answering the questions.
5. Please answer all questions.

- | | |
|---|--|
| 1. What is the name of your university? | 1. Clark Atlanta University
2. Howard University
3. University of Illinois at Chicago
4. University of Michigan |
|---|--|

- | | |
|--|--|
| 2. What is your current enrollment status? | 1. Currently Enrolled
2. Non Enrolled |
|--|--|

I. Demographic Data

- | | |
|-----------------------------|------------------------|
| 3. What year were you born? | 1. 19[] []
year |
| 4. What is your gender? | 1. Male 2. Female |

5. Which of the following categories did your household's pretax income fall into in 1996?

- | | |
|---------------------|------------------|
| 1. Less than 10,000 | 6. 50,000-59,999 |
| 2. 10,-19,999 | 7. 60,000-69,999 |
| 3. 20,000-29,999 | 8. 70,000+ |
| 4. 30,000-39,999 | |
| 5. 40,000-49,999 | |

6. Which of the following best describes your current relationship status?

- | | |
|---------------------------|----------------------------|
| 1. single | |
| 2. married | 6a [] [] number of years |
| 3. committed relationship | 6b [] [] number of years |
| 4. divorced | 6c [] [] number of years |
| 5. widowed | 6d [] [] number of years |
| 6. separated | 6e [] [] number of years |

7. Do you have children?

1. no
2. yes

8. Do you have significant responsibility for the physical and emotional care of family members other than your own children?

1. no
2. yes

9. Which of the following occupational categories do your parents or guardians fall into?

NOTE: Please circle only two responses in the boxes below, one for father (male guardian) and one for mother (female guardian)

	9a. Father or Male Guardian	9b. Mother or Female Guardian
Doctor, lawyer, college professor, business executive, etc...	1	1
Teacher, mid level business executive, accountant, pharmacist, Nurse, etc...	2	2
Small business owner, farmer, foreman, supervisor, store manager, etc...	3	3
Electrician, plumber, secretary, dental assistant, butcher, etc...	4	4
Truck driver, mail carrier nurse aid, sales clerk, receptionist, etc...	5	5
Laborer, custodian, farm worker, waiter, waitress	6	6
Homemaker	7	7

Unknown	8	8
Not Applicable	9	9
Other	10	10
	_____	_____
	please specify	please specify

10. What was the highest level of education that your parents/or guardians attained?

NOTE: Please circle two responses in the box below, one for father (male guardian) and one for mother (female guardian).

	10a.	10b.
	Father/Male Guardian	Mother/Female Guardian
Elementary school or less	1	1
Some high school	2	2
High school diploma or equivalent	3	3
Some college, business	4	4
Associate degree	5	5
Bachelor's degree	6	6
Some graduate or professional school	7	7
Master's degree	8	8
Doctoral degree	9	9
Unknown	98	98
Not Applicable	99	99

11. Do you have any siblings?

1. No (if no, please go to question 12)
2. Yes (if yes, please indicate the number of siblings below.

11a.
number of siblings

12. What position are you in your family of origin?

1. the oldest child
2. a middle child
3. the youngest child
4. an only child

13. What is the highest level of educational attainment for your sibling with the most education?

1. Elementary school or less (K-8)
2. Some high school
3. High school diploma or equivalent (9-12)

18. What was your final College GPA?

4. Some college, business or trade school
5. Associate degree
6. Bachelors degree
7. Some graduate or professional school
8. Master's degree
9. Doctoral degree
98. Unknown
99. Not Applicable

19. What was your college major?

14. What percentage of your financial expenses is taken care of by your parents?

1. 0 %
2. 1-25%
3. 26-50%
4. 51 -75%
5. 76-100%

15. How often does your family (parents, siblings, spouse) provide emotional support regarding school?

1. never
2. rarely
3. occasionally
4. frequently
5. always

20. How well did your college prepare you for graduate school?

II. Pre College Information

16. What was your final High School GPA?

- | | |
|------------|---------------|
| 1. A or A+ | 6. C+ |
| 2. A- | 7. C |
| 3. B+ | 8. C- |
| 4. B | 9. D+ or less |
| 5. B- | |

21. What year did you complete your degree?

17. How well did your high school prepare you for college?

1. Not at All
2. Poorly
3. Fairly Well
4. Well
5. Very Well

18. What was your final College GPA?

- | | |
|------------|---------------|
| 1. A or A+ | 6. C+ |
| 2. A- | 7. C |
| 3. B+ | 8. C- |
| 4. B | 9. D+ or less |
| 5. B- | |

19. What was your college major?

1. Social Work
2. Sociology
3. Psychology
4. History
5. Math
6. Philosophy
7. English
8. Other

Please Specify

20. How well did your college prepare you for graduate school?

1. Not at all
2. Poorly
3. Fairly Well
4. Well
5. Very well

21. What year did you complete your degree?

- a. 19[] []
year

III. Other Influences

Employment

22. How many hours per week are you currently employed?:

- | | |
|-------------------------|-------------------------|
| 1. 40 + hours per week | 4. 10-19 hours per week |
| 2. 30-39 hours per week | 5. 1-9 hours per week |
| 3. 20-29 hours per week | 6. unemployed |

Financial Information

23. What type of financial assistance do you currently receive?

Please circle all that apply.

- 1. student loans
- 2. bank loans
- 3. grant money
- 4. full scholarship
- 5. partial scholarship
- 6. other _____
please specify

Please respond to the following questions by circling one of the following numerical responses for each question: (1) never, (2) rarely, (3) occasionally, (4) frequently, or (5) very frequently.

	Never	Rarely	Occas- - ionall y	Freq- - uentl y	Very Freq- - uently
24. Finances concern me.	1	2	3	4	5
25. My responsibilities for family members interfere with my studies.	1	2	3	4	5
26. My health interferes with my meeting educational goals.	1	2	3	4	5
27. My transportation interferes with my meeting educational goals.	1	2	3	4	5

IV. Racial Information

28. What was the racial composition of the students in high school from which you graduated?

- a. [] [] [] % black
- b. [] [] [] % white
- c. [] [] [] % other _____
please specify

29. What was the racial composition of your neighborhood where you grew up?

- a. [] [] [] % black
- b. [] [] [] % white
- c. [] [] [] % other _____
please specify

30. What was the racial composition of the students in the college from which you graduated?

a. % black

b. % white

c. % other _____

please specify

Please respond to the following questions about your ability to deal with racial issues. Please circle one of the following numerical responses for each question: (1) not at all true, (2) not very true, (3) undecided, (4) somewhat true, or (5) very true.

	Not at all True	Not very true	Undec ided	Some what true	Very true
31. I am active in organizations that include mostly members of my ethnic group.	1	2	3	4	5
32. I am happy that I am a member of the ethnic group to which I belong.	1	2	3	4	5
33. I participate in cultural practices of my own group (food, music, customs).	1	2	3	4	5
34. I have a lot of pride in my ethnic group and its accomplishments	1	2	3	4	5
35. I am comfortable in integrated settings.	1	2	3	4	5
36. I am comfortable in African American settings.	1	2	3	4	5

Please respond to the following four vignettes regarding possible experiences on college campuses, by circling the number which best fits your response: (1) extremely unlikely, (2) unlikely, (3) unable to determine, (4) likely, or, (5) extremely likely.

37. Vignette 1

It is the first day of class for the Spring semester and your first class is being held in a large room. You arrive and take a seat in the front of the room next to a student, who happens to be white. You notice the student is looking around them and then, right away, the student gets up and moves to another seat. You don't notice where the student sits, but you are wondering why the student decided to move to another seat. In your opinion, the likelihood that this event has happened because the white student is prejudiced against African Americans is...

1. Extremely unlikely
2. Unlikely
3. Unable to determine
4. Likely
5. Extremely likely

38. Vignette 2

You are enrolled in a small class in which you are the only African American student. Your professor happens to be white. You study hard for your first exam (essay questions only) and you expect to get an A or a high B. However, when you get your exam back, your grade is a C. You do not know what other students' grades are. However, you are wondering why your grade is so much lower than what you expected. In your opinion, the likelihood that this low grade is due to prejudice of the professor against African Americans is...

1. Extremely unlikely
2. Unlikely
3. Unable to determine
4. Likely
5. Extremely likely

39. Vignette 3

During the beginning of the semester, you decide to make a "drop-in" visit to your professor's office to discuss your plans for the term paper assignment. You have never had this professor for a class before. The time that you arrive is not a designated time for office hours, but you notice the professor is talking with another student (who is not in your class). Both the professor and student are white. The professor sees you, but doesn't immediately acknowledge your presence or let you know how long you may be waiting. After waiting about ten minutes, you start to wonder should you stay or leave. In your opinion, the likelihood that this professors' actions are due to prejudice against African Americans is...

1. Extremely unlikely
2. Unlikely
3. Unable to determine
4. Likely
5. Extremely likely

40. Vignette 4

Students are assigned to a study group for one of the course assignments. You are the only black student in your study group of five students. You do not know these students very well. As the students begin to plan for the upcoming paper, you offer input regarding possible topics and resources that you have available. You notice that students do not seem to take your suggestions seriously and they quickly move on and adopt others ideas regarding the assignment. In your opinion, the likelihood that the student actions are due to prejudice against African Americans is...

1. Extremely unlikely
2. Unlikely
3. Unable to determine
4. Likely
5. Extremely likely

V. Academic Information

41. What is your current GPA in graduate school?

- 1. A or A+
- 2. A-
- 3. B+
- 4. B
- 5. B-
- 6. C+
- 7. C
- 8. C-
- 9. D+ or less

42. How much time do you spend studying per week?

- 1. 20+ hours
- 2. 16-19 hours
- 3. 12-15 hours
- 4. 9-11 hours
- 5. 6-8 hours
- 6. 3-5 hours
- 7. 0-2 hours

Please respond to the following questions about classes by circling one of the following numerical responses for each question: (1) never, (2) rarely, (3) occasionally, (4) frequently, or (5) always.

	Never	Rarely	Occasionally	Frequently	Very Frequently
43. How often are the courses available in which you have an interest?	1	2	3	4	5
44. How often do you miss class?	1	2	3	4	5

Please respond to the following questions regarding academic performance by circling one of the following numerical responses for each question: (1) strongly disagree, (2) disagree, (3) don't know, (4) agree or (5) strongly agree.

	Strongly disagree	Disagree	Don't Know	Agree	Strongly agree
45. I have done as well academically at this university as I thought I would.	1	2	3	4	5
46. I have experienced academic difficulty since enrolling in this program.	1	2	3	4	5

47. What are your degree aspirations?

- 1. M.S.W
 - 2. Ph.D.
 - 3. D.S.W.
 - 4. Other _____
- please explain

VI. Social Contact

Please respond to the following questions regarding your social contact by circling one of the following numerical responses for each question: (1) strongly disagree, (2) disagree, (3) don't know, (4) agree or (5) strongly agree.

	Strongly disagree	Disagree	Don't Know	Agree	Strongly agree
48. There is insufficient contact between professors and students in the school of social work outside the classroom.	1	2	3	4	5
49. I have insufficient contact with white students in the school of social work outside of the classroom.	1	2	3	4	5
50. I have insufficient contact with black students in the school of social work outside of the classroom.	1	2	3	4	5
51. Faculty members in the school of social work here are good teachers.	1	2	3	4	5
52. At least one faculty member in the school of social work has had a strong impact on my intellectual development.	1	2	3	4	5
53. If a student in the school of social work seems to be doing poorly, this university goes out of its way to help the student stay in school.	1	2	3	4	5

VII. Peer Relationships

Please respond to the following questions regarding peer relationships by circling one of the following numerical responses for each question: (1) strongly disagree, (2) disagree, (3) don't know, (4) agree or (5) strongly agree.

	Strongly disagree	Disagree	Don't Know	Agree	Strongly agree
54. It has been difficult for me to meet and make friends with other black students.	1	2	3	4	5
55. It has been difficult for me to meet and make friends with white students.	1	2	3	4	5

VII. Peer Relationships Cont'd

Please respond to the following questions regarding peer relationships by circling one of the following numerical responses for each question: (1) never, (2) rarely, (3) occasionally, (4) frequently, or (5) very frequently.

	Never	Rarely	Occasionally	Frequently	Very frequently
56. How often have you participated in activities with other students since enrolling in graduate school.	1	2	3	4	5
57. How often have you attended a meeting of a club or student group since enrolling in graduate school?	1	2	3	4	5
58. How often have you studied with other students since enrolling in graduate school?	1	2	3	4	5
59. How often have you sat in the student center with other students since enrolling in school here?	1	2	3	4	5

VIII. Expectations

Please respond to the following questions regarding your expectations prior to beginning campus life by circling one of the following numerical responses for each question: (1) strongly disagree, (2) disagree, (3) don't know, (4) agree or (5) strongly agree.

	Strongly disagree	Disagree	Don't Know	Agree	Strongly agree
60. The academic atmosphere of the school of social work fits my expectations prior to entry.	1	2	3	4	5
61. Peer relationships in the school of social work fit my expectations prior to entry.	1	2	3	4	5
62. Faculty relationships in the school of social work fit my expectations prior to entry.	1	2	3	4	5
63. The campus provides the type of environment which fits my expectations prior to entry.	1	2	3	4	5

IX. Perceptions of Discrimination/Racial Issues

Please respond to the following questions regarding perceptions and experiences of discrimination or diversity content at your school by circling one of the following numerical responses for each question: (1) never, (2) rarely, (3) occasionally, (4) frequently or (5) very frequently.

	Never	Rarely	Occasionally	Frequently	Very frequently
64. I have heard disparaging remarks about blacks on campus.	1	2	3	4	5
65. I feel discriminated against by faculty members in the school of social work because of my race.	1	2	3	4	5
66. I feel discriminated against by students in the school of social work whose race is different than my own.	1	2	3	4	5
67. Classes in the school of social work include content on cultural diversity.	1	2	3	4	5

Please respond to the following questions regarding diversity and sensitivity at your school by Circling one of the following numerical responses for each question: (1) strongly disagree, (2) disagree, (3) don't know, (4) agree or (5) strongly agree.

	Strongly disagree	Disagree	Don't Know	Agree	Strongly agree
68. The school of social work makes an effort to attract students of diverse ethnic backgrounds.	1	2	3	4	5
69. There is administrative support of minority groups and programs in the school of social work.	1	2	3	4	5
70. Faculty members in the school of social work are sensitive to issues that are important to students of my race.	1	2	3	4	5
71. There is little or no racial discrimination on this campus.	1	2	3	4	5
72. There are open discussions of racial issues on this campus.	1	2	3	4	5

Please respond to the following questions regarding your experience with racial issues at your school by circling one of the following numerical responses for each question: (1) very poor, (2) poor, (3) uncertain, (4) good, or (5) very good.

	Very poor	Poor	Uncertain	Good	Very good
75. How do you rate your ability to respond to racial issues among peers?	1	2	3	4	5
74. How do you rate your ability to respond to racial issues on campus?	1	2	3	4	5
73. How do you rate your ability to respond to racial issues in the classroom?	1	2	3	4	5

X. Student Attitudes

Please respond to the following questions regarding student attitudes by circling one of the following numerical responses for each question: (1) strongly disagree, (2) disagree, (3) don't know, (4) agree or (5) strongly agree.

	Strongly disagree	Disagree	Don't Know	Agree	Strongly agree
76. I am certain that I will get my degree.	1	2	3	4	5
77. I am certain that I will get my degree from <i>this</i> university.	1	2	3	4	5
78. I have doubts regarding coming back to school here next semester.	1	2	3	4	5
79. I often think that finishing my degree is just not worth the pain and the hassle.	1	2	3	4	5

Please respond to the following question regarding leaving school by circling one of the following numerical responses for each question: (1) never, (2) rarely, (3) occasionally, (4) frequently or (5) very frequently.

	Never	Rarely	Occasionally	Frequently	Very frequently
80. To what extent have you discussed leaving school with peers?	1	2	3	4	5
81. To what extent have you discussed leaving school with faculty?	1	2	3	4	5
82. To what extent have you discussed leaving school with people outside college?	1	2	3	4	5

Please respond to the following questions regarding the significance of your educational and degree choice by circling one of the following numerical responses for each question: (1) strongly disagree, (2) disagree, (3) don't know (4) agree, or (5) strongly agree.

	Strongly disagree	Disagree	Don't Know	Agree	Strongly agree
83. It is important for me to obtain an MSW degree	1	2	3	4	5
84. It is important for me to obtain an MSW degree from <i>this</i> university	1	2	3	4	5
85. Having an MSW degree will result in significant financial gains	1	2	3	4	5

XI. Other

Please respond to the following questions regarding stress and problem solving by circling one of the following numerical responses for each question: (1) very poor, (2) poor, (3) fair, (4) good, or (5) very good.

	Very Poor	Poor	Fair	Good	Very Good
86. How would you rate your ability to deal with stress?	1	2	3	4	5
87. How would you rate your ability to solve problems?	1	2	3	4	5
88. How would you rate your health?	1	2	3	4	5

89. Other Comments

<i>Please write on the back of the page if you need more room for your comments.</i>

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!!!

APPENDIX C

CHANGING VIEW

Variable	Description	Units	Scale	Code	Display Code
AGEINC	Age of student Chronological age of students in years	Y	1-6	1=01-04, 2=05-07, 3=08-09, 4=10-11, 5=12-13, 6=14-15, 7=16-17, 8=18-19, 9=20-21, 10=22-23, 11=24-25, 12=26-27, 13=28-29, 14=30-31, 15=32-33, 16=34-35, 17=36-37, 18=38-39, 19=40-41, 20=42-43, 21=44-45, 22=46-47, 23=48-49, 24=50-51, 25=52-53, 26=54-55, 27=56-57, 28=58-59, 29=60-61, 30=62-63, 31=64-65, 32=66-67, 33=68-69, 34=70-71, 35=72-73, 36=74-75, 37=76-77, 38=78-79, 39=80-81, 40=82-83, 41=84-85, 42=86-87, 43=88-89, 44=90-91, 45=92-93, 46=94-95, 47=96-97, 48=98-99, 49=100	1-99
WAMBO	Position in family Order, status, youngest or only child in family of origin	Y	1-4	1=youngest, 2=middle, 3=oldest, 4=only	1=young, oldest 2=other
WAFORC	Fathers' occupation Occupation of father, which pertains to the father's occupation	Y	1-5	1=clerk, 2=laborer, 3=other, 4=technician, 5=professional	1=professional 2=other
WMASTR	Financial resources type Type of financing for school	Y	1-4	1=private, 2=public, 3=other, 4=other	1=full, partial scholarship, grant 2=other
WGRIND	Gender of student Gender of student (M/F)	Y	1-2	1=Male, 2=Female	1=Female 2=Male
WDCMC	Current family Household years because 1990	Y	1-5	1=1-10, 2=11-15, 3=16-20, 4=21-25, 5=26-30, 6=31-35, 7=36-40, 8=41-45, 9=46-50, 10=51-55, 11=56-60, 12=61-65, 13=66-70, 14=71-75, 15=76-80, 16=81-85, 17=86-90, 18=91-95, 19=96-100	
WMOXMC	Mothers' occupation Occupation of mother of student	Y	1-5	1=clerk, 2=laborer, 3=other, 4=technician, 5=professional	1=professional 2=other
WSTES	Number of living family of origin	Y	1-5	1=1, 2=2, 3=3, 4=4, 5=5 or more	1-5 6-7 or more

CODING KEY

I. DEMOGRAPHIC VARIABLES

Variable	Definition	Question #	Scale	Code	Dummy Code
AGERC	Age of student Chronological age of student in years	#3	1-5	1=21-24, 2=25-27,3=28-30,31-39, 5=40+years	
*FAMPO	Position in family Oldest, middle, youngest or only child in family of origin	#12	1-4	1= youngest, 2=middle, 3=oldest,4=only	1=only, oldest 0=other
*FAOCRC	Fathers' occupation Occupation of father, male guardian	#9a	1-5	1= n/a, 2= Unknown, 3=labor,4= tech/trade, 5=professional.	1=professional 0=other
*FINASRC	Financial assistance type Type of financing for school	#23	1-4	1=Loans 2=Grants 3-Part Scholarship 4= Full Scholarship	1=Full. partial scholarship, grant 0=Oher
*GENDER	Gender of student Gender of student (M,F)	#4	1-2	1=male 2=female	1=Female 0=Male
INCRC	Current family Household pretax income 1996	#5	1-5	1=10,000 or less 2=10-19,999 3=20-29,000 or less 4=30.49,999 or less 5=50,000+	
MOOCRC	Mothers' occupation Occupation of mother or female guardian	#9b	1-5	1=N/A, Other 2 Waitress, homemaker 3= Clerical 4=Small Bus 5=Professional	1=professional 0=other
*SIBS	Number of siblings/family of origin	#11a	1-5	1=0, 2=1,2 ,3=3,4, 4=5,6 5=7 or more	1=No 0=Yes

II. BACKGROUND EDUCATIONAL (PRE-GRADUATE SCHOOL)

Variable	Definition	Question #	Scale	Code	Secondary Code
BAYRRC	Year of obtaining undergraduate degree (1-5) Year of graduation /undergrad	#21	1-5	1=1973-86 2=1987-88 3=1989-93 4=1994-95 5=1996-97	YSBD -years since BA degree 1=15+ 2=11-14 3=7-10 4=4-6 5=1-3
COGPARC	College GPA (-) to (+) College grade point average	#18	1-5	1=D- or less 2=D, D+ 3=C, C+, C- 4=B, B+, B- 5=A, A+, A-	
COPRE	Rating of preparation for graduate school education	#20	1-5	1. Not at all 5=Very well	
*FAEDRC	Level of education/father Level of education, father, guardian	#10a	1-5	1=Elem, Less 2=High School 3 =Some College 4= BA 5=Masters +	1=BA, Masters 0=Other
HSGPARC	High School GPA (-) to (+) High School grade point average	#16	1-5	1=D- or less 2=D, D+ 3=C, C+, C- 4=B, B+, B- 5=A, A+, A-	
HSPRE	Rating of preparation for college education	#17	1-5	1. Not at all 5=Very well	
*MAJORRC	Major in College (-5) Undergraduate major	#19	1-5	1=Other 2=His/Philosophy 3=Psychology 4=Sociology 5=Social Work	1=Social Work 0=Other

II. BACKGROUND EDUCATIONAL (PRE-GRADUATE SCHOOL) Cont'd

Variable	Definition	Question #	Scale	Code	Secondary Code
*MOEDRC	Level of education/ mother (1-5) Mother/guardian's educational level	#10b	1-5	1=Elem, Less 2=High School 3 =Some College 4= BA 5=Masters +	1=BA, Masters 0=Other

III. RESILIENCE PRE-GRADUATE SCHOOL

Variable	Definition	Question #	Scale	Code
AASET	Comfort level in homogeneous setting (- to +) Comfort with only African American Groups	#36	1-5	1=Not true 5=Very true
CCOMPRC	Racial composition of college/black (PB,PW,PO) % of college - black, white, other	#30a,b,c	1-3	1=Pred. Other 2=Predom. White 3=Predom. Black
HSCOMPRC	Racial composition of high school/black (PB,PW,PO) % of high school, black, white, other	#28a,b,c	1-3	1=Pred. Other 2=Predom. White 3=Predom. Black
INTSE	Comfort level in integrated setting Perception of comfort in mixed setting	#35	1-5	1=Not at all true 5=Very true
NCOMPRC	Neighborhood composition (PB,PW,PO) % of neighborhood where grew up - black, white & other	#29a,b,c	1-3	1=Pred. Other 2=Predom. White 3=Predom. Black
PROBS	Ability to resolve issues cross culturally Perception of problem solving ability cross culturally	#87	1-5	1=Very poor 5=Very good
STRES	Ability to deal with stress Perception of ability to deal with stress	#86	1-5	1=Very poor 5=Very good

IV. ACADEMIC INTEGRATION

Variable	Definition	Question #	Scale	Code
ADIFFRC	Academic Difficulty/ Recode to Adiffrc (-) to (+) Experience of academic difficulty	#46	1-5	1=Strongly agree 5=Strongly disagree
CGPARC	Variable GPA/ Recode to GPARC (-) to (+) Grade point average in graduate school	#41	1-5	1=D- or less 2=D, D+ 3=C, C+, C- 4=B, B+, B- 5=A, A+, A-
COUAV	Course Availability/Same (COUAV) Frequency of availability of courses of interest	#43	1-5	1=Never 5=Very Frequently
FACGT	Faculty Perception / Same /FACGT Perception that faculty are good teachers	#51	1-5	1=Strongly disagree 5=Strongly agree
FAIMP	Faculty Impact/ Same /FAIMP At least one faculty member has strong impact on development	#52	1-5	1=Strongly disagree 5=Strongly agree
MISSRC	Miss/ Recode to Missrc (-) to (+) Frequency in missing classes	#44	1-5	1=Very frequently 5=Never
STUDYRC	Study /Recode Studyrc (-) to (+) Time spent studying per week	#42	1-5	1=0-2 hours 5=50+ hours

V. SOCIAL INTEGRATION FACTORS

Variable	Definition	Question #	Scale	Code
BFRIERC	Relationships black peers (-) to (+) Difficulty in friendships with black peers	#54	1-5	1=Strongly agree 5=Strongly Disagree
BSCONRC	Sufficient contact with black students (-) to (+) Contact with black peers is insufficient	#50	1-5	1=Strongly agree 5=Strongly Disagree
CLUBS	Associations of membership on campus Frequency attending campus meetings clubs, groups	#57	1-5	1=Never 5=Frequently
GSACT	Participation in campus activities Frequency of participation in activities	#56	1-5	1=Never 5=Frequently
SPCONRC	Amount of time with prof out of class (1) -(+) Perception of Insufficient time with professor outside of class	#48	1-5	1=Strongly agree 5=Strongly disagree
STCEN	Amount of time spent conversing in student center Frequency of time spent in student center	#59	1-5	1=Never 5=Frequently
STUTO	Amount of time spent conversing in student/lounge/study Frequency of time studying with other students	#58	1-5	1=Never 5=Frequently
WFRIERC	Relationships white peers (-) to (+) Perception of difficulty in relationships with white students	#55	1-5	1=Strongly agree 2=strongly disagree
WSCONRC	Sufficient contact with white Students (-) to (+) Frequency of contact with white students is insufficient	#49	1-5	1=Strongly agree 5=Strongly disagree

VI. STUDENT RACIAL RESILIENCE/ CAMPUS

Variable	Definition	Question #	Scale	Code
ACORG	Active in organizations of ethnic group Activeness in ethnic organizations	#31	1-5	1=Not true 5=Very true
CULPR	Participation in ethnic food, music, customs Level of participation in cultural events	#33	1-5	1=Not true 5=Very true
ETHGR	Happiness with being member of ethnic group Happiness with ethnic group membership	#32	1-5	1=Not true 5=Very true

VI. STUDENT RACIAL RESILIENCE/ CAMPUS Cont'd

Variable	Definition	Question #	Scale	Code
PRIDE	Pride in ethnic group Pride in group and accomplishments	#34	1-5	1=Not true 5=Very true
RICAM	Ability to respond to racial situations campus Perception of racial response ability/campus	#74	1-5	1=Very poor 5=Very good
RICLA	Ability to respond to racial situations in class Perception of racial response ability/ class	#73	1-5	1=Very poor 5=Very good
RIPEE	Ability to respond to racial situations with peers Perception of racial response ability/ peers	#75	1-5	1=Very poor 5=Very good

VII. CAMPUS RACIAL RESPONSIVENESS

Variable	Definition	Question #	Scale	Code
ADSUP	Administrative support of minority groups and programs Perception of administrative support of minority groups & programs	#69	1-5	1=Strongly disagree 2=Strongly agree
ATDIV	Program effort to attract diverse students Perceptions of programs effort to recruit diverse students	#68	1-5	1=Strongly disagree 2=Strongly agree
CLCON	Content of curriculum reflects diversity Perceptions of diverse curriculum content	#67	1-5	1=Strongly disagree 5=Strongly agree
FASEN	Faculty sensitivity to student issues Perceptions of faculty cultural sensitivity	#70	1-5	1=Strongly disagree 5=Strongly agree
RIDIS	Open discussions of racial issues on campus Perceptions of open dialogue/racial situations	#72	1-5	1=Strongly disagree 5=Strongly agree
STUHP	University efforts to help/retain students doing poorly Perceptions of help from faculty, staff if student is doing poorly	#53	1-5	1=Strongly disagree 5=Strongly agree

VIII. CAMPUS RACIAL ENVIRONMENT

Variable	Definition	Question #	Scale	Code
CADIS	Perceptions of racial climate/environment Perception of low level of campus discrimination	#71	1-5	1=Strongly disagree 5=Strongly agree
FADISRC	Perceptions of Faculty discrimination (-) to (+) Frequency of faculty discrimination/ due to race/ general	#65	1-5	1=Very frequently 5=Never
REMARRC	Heard disparaging remarks about blacks on campus (-) to (+) Frequency of hearing disparaging remarks	#64	1-5	1=Very frequently 5=Never
STDISRC	Student Discrimination 1 (-) to (+) Frequency of discrimination from students of another race	#66	1-5	1=Very frequently 5=Never
VIGN1RC	Student discrimination 2 (-) to (+) Perceptions of student discrimination with specific / informal example	#37	1-5	1=Extremely likely 5=Extremely unlikely
VIGN2RC	Faculty Discrimination 1 Perceptions of faculty discrimination/classroom	#38	1-5	1=Extremely likely 5=Extremely unlikely
VIGN3RC	Perceptions of faculty discrimination (-) to (+) Perceptions of faculty discrimination/ informal setting	#39	1-5	1=Extremely likely 5=Extremely unlikely
VIGN4RC	Student Discrimination 3 (-) to (+) Perceptions of student discrimination / classroom	#40	1-5	1=Extremely likely 5=Extremely unlikely

IX. EXPECTATIONS

Variable	Definition	Question #	Scale	Code
ACEXP	Environment expectation Academic atmosphere fits expectations prior to entry	#60	1-5	1=Strongly disagree 2=Strongly agree
ACPER	Academic expectation Academic performance fits expectations	#45	1-5	1=Strongly disagree 2=Strongly agree
CEEXP	Campus expectations Campus environment fits expectations	#63	1-5	1=Strongly disagree 2=Strongly agree
DEGAS	Degree aspirations Level of Degree Aspirations, MSW or beyond	#47	1-4	1=Other 2=MSW 3=DSW 4=PhD
FREXP	Faculty expectations Expectations of relationships with faculty	#62	1-5	1=Strongly disagree 2=Strongly agree
PREXP	Peer expectations Expectations of relationships with students	#61	1-5	1=Strongly disagree 2=Strongly agree

X. VALUES

Variable	Definition	Question #	Scale	Code
IMSW	Importance of MSW Rating/ Importance of MSW Degree	#83	1-5	1=Strongly disagree 5=Strongly agree
MSWGA	Importance of financial gain Perception of gains from degree	#85	1-5	1=Strongly disagree 5=Strongly agree
TUMSW	Importance of Degree from this university Rating of Importance of the university of enrollment	#84	1-5	1=Strongly disagree 5=Strongly agree

XI. COLLEGE TYPE

Variable	Definition	Question #	Scale	Code
UNITYPE	*Historically Black College or University, PWI University type based upon student population	#1	1,2	PWI = 1 HBCU =2

XII. EXTERNAL FACTORS

Variable		Question #	Scale	Code	Dummy Code
CHIL	*Responsibility for children Responsibility for child care	#7	1,2	1=yes 2=no	1=no 0=yes
EMPLORC	Employment hours per week Number of hours worked per week	#22	1-5	1=40+ hours 5=Unemployed	
EMSUP	Emotional support from family members Frequency of emotional support from family	#15	1-5	1=Never 5= Always	
EXPAR	Financial support by parents Percent of finances paid by parents	#14	1-5	1=0% 5=100%	
FAMRE	*Responsibility for other family members	#8	1,2	1=Yes 2=No	1=no 0=yes
FCONRC	Level of concern regarding finances Frequency of concern about finances	#24	1-5	1=Very Frequently 5=Never	
HEALTH	Current health status Rating of health	#88	1-5	1=Very Poor 5=Very Good	
RELRC	*Marital status or committed relationship (1-5)	#6	1-5	1=widow 2=separated/ div. 3 committed relationship 4=married 5=single	
TRANSRC	Transportation difficulties interfere with education	#27	1-5	1=Very frequently 5=Never	

XIII. PERSISTENCE

Variable	Definition	Question #	Scale	Code
DEGRE	Certainty of degree Certainty of obtaining degree	#76	1-5	1=Strongly disagree 5=Strongly agree
DOUBTRC	Doubt of returning to this university Doubts regarding continuing social work program	#78	1-5	1=Strongly agree 5=Strongly disagree
DPAINRC	Finishing degree is not worth the pain Doubt regarding effort required to obtain degree	#79	1-5	1=Strongly agree 5=Strongly disagree
LEAVFRC	Discussions of leaving with faculty Frequency of discussions regarding leaving university	#81	1-5	1=Very frequently 5=Never
LEAVORC	Discussions of leaving with others outside school	#82	1-5	1=Very frequently 5=Never
LEAVPRC	Discussions of leaving with peers Frequency of discussions of leaving with friends	#80	1-5	1=Very frequently 5=Never
UDEGRE	Certainty of degree from this university Certainty of obtaining degree from this school	#77	1-5	1=Strongly disagree 5=Strongly agree

QUESTIONS FOR UNIVERSITY ADMINISTRATION

1. What efforts has your school made to recruit African American students?

2. What efforts has your school made to retain African American students?

3. Please describe the success and/or new efforts?

4. What is the retention rate of African American students? African American graduate students?

5. How would you describe: (a) student/faculty relationships, (b) student/staff relationships?

6. What is the history of your school regarding integration?

7. Please describe the composition of: (a) your university? (b) faculty and students in the school of social work? (c) faculty and students in the graduate school of social work? (Include % of students, % of graduate students, ethnic groups, gender, SES)

8. How would you describe the current racial climate on campus? Among students, between faculty and students and campus wide?

9. What strategies would you recommend to attain the participation of currently enrolled African American social work graduate student subjects?

10. What strategies would you recommend to attain participation of African American student subjects who dropped out of the social work graduate program?

APPENDIX D

QUESTIONS FOR UNIVERSITY ADMINISTRATION

- I. What efforts has your school made to recruit African American students?
2. What efforts has your school made to retain African American students?
3. Please describe the success and/or challenges of those efforts?
4. What is the retention rate of African American students? African American graduate students?
5. How would you describe: (a) student/faculty relationships, (b) student/student relationships?
6. What is the history of your school regarding integration?
7. Please describe the composition of: (a) your university? (b) faculty and students in the school of social work? (c) faculty and students in the graduate school of social work? (Include # of students, # of graduate students, ethnic groups, gender, SES)
8. How would you describe the current racial climate on campus? Among students, between faculty and students and campus wide?
9. What strategies would you recommend to attain the participation of currently enrolled African American social work graduate student subjects?
10. What strategies would you recommend to attain participation of African American student subjects who dropped out of the social work graduate program?

VITA

Jacquelyn F. Green is a native Hoosier who attended Shovtricks High School in Indianapolis and Fisk University, in Nashville, Tennessee, where she majored in Psychology. Jackie obtained a Master of Social Work Degree from Indiana University School of Social Work. She is the owner of Green Enterprises, a counseling, consulting and training firm, established in 1983.

Ms. Green specializes in cultural diversity consulting for corporations, social service agencies, health and educational institutions. She has worked extensively throughout the United States and has begun to work abroad. Jackie has presented at numerous workshops and conferences. In 1993, Ms. Green presented a paper on "Diversity and Chemical Dependency" in Egypt. She has also presented a paper on "Ageing & Diversity" in Toronto, Canada in 1995.

In addition to her private practice which caters to women and people of color, Jackie also works with boards and managers on seminars on leadership development, communication skills, personality type and conflict management seminars. Ms. Green has worked extensively with youth programs and with adolescents. She received the Saganore of the Wabash for her work throughout Indiana with adolescents. She also received the Phyllis Wheatley award for her work in the community which demonstrated her commitment to people of color.

Jackie has been a fellow of the Lilly Endowment Leadership Education Program. She has worked with the Cleveland Center on Servant Leadership. She is currently a Program Associate of the Lilly Endowment Education Program. Jackie has been a fellow of the Council on Social Work Education during her involvement in the doctoral program at Indiana University School of Social Work. Her dissertation topic, "Persistence in African American Students in Higher Education" is an area of interest that she plans to pursue nationally and internationally.

APPENDIX E

VITA

Jacquelyn F. Green is a native Hoosier who attended Shortridge High School in Indianapolis and Fisk University, in Nashville, Tennessee, where she majored in Psychology. Jackie obtained a Master of Social Work Degree from Indiana University School of Social Work. She is the owner of Green Enterprizes, a counseling, consulting and training firm, established in 1983.

Ms. Green specializes in cultural diversity consulting for corporations, social service agencies, health and educational institutions. She has worked extensively throughout the United States and has begun to work abroad. Jackie has presented at numerous workshops and conferences. In 1997, Ms. Green presented a paper on "Diversity and Chemical Dependency" in Egypt. She has also presented a paper on "Aging & Diversity" in Toronto, Canada in 1995.

In addition to her private practice which caters to women and people of color, Jacquelyn also works with boards and management to provide seminars on leadership development, communication skills, personality type and conflict management seminars. Ms. Green has worked with extensively with youth programs and with adolescents. She received the Sagamore of the Wabash for her work throughout Indiana with adolescents. She also received the Phyllis Wheatley award for her work in the community which demonstrated her commitment to people of color.

Jackie has been a fellow of the Lilly Endowment Leadership Education Program. She has worked with the Greenleaf Center on Servant Leadership. She is currently a Program Associate of the Lilly Trustee Education Program. Jackie has been a fellow of the Counsel on Social Work Education during her involvement in the doctoral program at Indiana University School of Social Work. Her dissertation topic, "Persistence in African American Students in Higher Education" is an area of interest that she plans to pursue nationally and internationally.