An examination of the relationship between freshmen retention and selected student services variables at three private historically black colleges and universities

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AN EXAMINATION OF THE RELATIONSHIP BETWEEN FRESHMEN RETENTION AND SELECTED STUDENT SERVICES VARIABLES AT THREE PRIVATE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Advisor: Dr. Claudette Williams

Dissertation dated July, 2001

The purpose of this study was to examine the relationship between freshmen retention and selected student services in Historically Black Colleges and Universities (HBCUs). A review of literature revealed that student's perceptions of student services are related to student's involvement in the academic and social systems of the college, which are closely and strongly linked to student retention. The results from this study will help student services' administrators to effectively lead HBCUs in their retention efforts.

This study utilized quantitative methods to determine the relationships between freshmen retention and student services. Questionnaires were administered to 2000 students enrolled in freshmen orientation classes at the sampled institutions, 1014 were returned correctly. The dependent and independent variables were analyzed using Pearson Correlation coefficient and Multiple Analysis of Variance (MANOVA) statistical tools. The 0.05 level of significance was used to test the null hypotheses.

The following are the findings of this study:
1. There is a significant relationship between freshmen retention and enrollment management.

2. There is a significant relationship between freshmen retention and financial assistance.

3. There is a significant relationship between freshmen retention and residence life.

4. There is a significant relationship between freshmen retention and extracurricular activities.

5. There is a significant relationship between freshmen retention and counseling services.

6. There is a significant relationship between freshmen retention and academic support services.

7. There is a significant relationship between freshmen retention and enrollment management in terms of (a) gender, (b) institution type, and (c) socioeconomic status.

8. There is a significant relationship between freshmen retention and financial assistance in terms of (a) gender, (b) institution type, and (c) socioeconomic status.

9. There is a significant relationship between freshmen retention and residence life in terms of (a) gender, (b) institution type, and (c) socioeconomic status.

10. There is a significant relationship between freshmen retention and extracurricular activities in terms of (a) gender, (b) institution type, and (c) socioeconomic status.

11. There is a significant relationship between freshmen retention and counseling services in terms of (a) gender, (b) institution type, and (c) socioeconomic status.

12. There is a significant relationship between freshmen retention and academic support services in terms of (a) gender, (b) institution type, and (c) socioeconomic status.
AN EXAMINATION OF THE RELATIONSHIP BETWEEN FRESHMEN RETENTION AND SELECTED STUDENT SERVICES VARIABLES AT THREE PRIVATE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

A DISSERTATION SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

BY

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DEPARTMENT OF EDUCATIONAL LEADERSHIP

ATLANTA, GEORGIA

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CHAPTER I

INTRODUCTION

Never have prospective college students had a larger number of institutions from which to choose. Currently America has more than 2000 four-year colleges (Snyder, 1999) which enroll students from increasingly diverse representations of cultures, socioeconomic classes, and levels of preparation for college work. Completing college is a major educational accomplishment that directly enhances an individual’s opportunities for greater financial security and career advancement. Likewise, retention is a major factor in an institution’s maintaining credibility and financial stability.

Recent findings (Barr, 2000; Graham & Gisi, 2000) on college persistence stressed the integral role of an institution’s specifying and adhering to its mission statement as well as indicating responsibilities that are to be undertaken by different components of the institution. This perspective is especially applicable to Historically Black Colleges and Universities (HBCUs). The retention goals in which student services personnel at HBCUs are involved are inextricably linked to the special mission of these institutions. Thus, in view of this research on retention at private HBCUs, it is both appropriate and useful to explain briefly the influences that determined the creation of HBCUs and to consider the critical role these institutions currently fulfill.
Black private and public institutions have a unique history in American higher education: they were founded after the Civil War for educating members of the Black population most of whom had been recently freed as a result of The Emancipation Proclamation of 1865. These first post-secondary institutions were established between 1865 and 1873 and include schools such as Virginia Union and Atlanta University (1865), Fisk University (1866), Howard University and Talladega College (1869). In 1871, Alcorn College, now Alcorn State University, became the first Black land grant college established under the Morrill Act of 1862. Later an additional 17 Black land grant colleges were started in the South under the Morrill Act of 1890; these schools provided agricultural, mechanical, and engineering training (Brazzell, 1992).

Currently the term HBCU designates institutions in a particular educational category: Black colleges and universities established prior to 1964 whose specific purpose remains the education of Black Americans. Additionally, each HBCU is legally authorized by the state in which it is located to provide an educational program for which a bachelor’s or associate’s degree can be conferred. Several HBCUs also award a significant number of master’s, specialist, and doctoral degrees. Finally, each HBCU is accredited by a nationally recognized agency or association as determined by the secretary of the U.S. Department of Education. The 117 schools presently identified as HBCUs do not represent an academic monolith but do instead differ along several dimensions (Roebuck & Murty, 1993). While being open to diversity in accepting students and employing faculty and staff from various backgrounds, HBCUs have intentionally and
consistently promoted the educational, political, occupational, and social advancement of Black people.

Despite their individual and collective accomplishments, HBCUs have been confronted with issues related to enrollment preferences and patterns. After the Brown v. Topeka Board of Education Supreme Court decision of 1954 increasing numbers of Black students enrolled in Predominately White Institutions (PWIs). Two-year colleges (Mow & Nettles, 1990; Richardson & Bender, 1987) and HBCUs were also placed under comparative scrutiny. When assessing HBCUs, some early critics (McGrath, 1965; Jencks & Reisman, 1967; 1968; Sowell, 1972) held that a number of HBCUs were marginalized by financial difficulties, limited resources, and enrolling freshmen who were often less well-prepared economically and academically to pursue college studies. However, as a result of improved accreditation processes and increased financial resources for competitive student recruitment, faculty development, and facility upgrades later carefully-documented assessments of HBCUs are clearly more favorable. The current caliber of students and the quality of the education which students at HBCUs receive is viewed as competitive with that offered at other institutions (Flowers & Pascarella, 1999; Mixon et al, 1995; Allen, 1992). Additionally, ratings of several HBCUs are included in the Black Enterprise 2001 Daystar Top Colleges and Universities for African Americans which used a modified version of the protocol developed by the Carnegie Foundation for the Advancement of Teaching. The findings were based on the responses of 409 African American educational professionals’ assessments of academic and social environment of 482 of the nation’s colleges and universities. While HBCUs
composed only 10% of all colleges surveyed, they represented 34% of the top fifty institutions selected (Whigham & LaVeist, 2001).

Perhaps one of the clearest indicators of the continuing strengths of HBCUs is found in graduation statistics. The data for college enrollments at HBCUs in the 1990s reflect that these institutions continue to grant high proportions of baccalaureate and graduate degrees (Roebuck & Murty, 1993). Further, in the 1997-98 school year, 25,506 or 26% of all Black students who received undergraduate degrees graduated from HBCUs (Hoffman, 2001). Another recent source provided slightly higher figures: Thomas (2001) stated that over the past 10 years there has been a 30% increase in HBCU enrollment and that 28% of all African Americans who earn bachelor’s degrees graduate from HBCUs.

PURPOSE OF THE STUDY

The purpose of this study was to examine the relationship between freshman retention and the student service programs at three private HBCUs. The following areas of student services were examined: enrollment management, financial assistance, residence life, extracurricular activities, counseling services, and academic support services. In conducting this study at each of the three institutions, the researcher interviewed student service administrators and staff members; attended freshmen seminars and orientation classes; and administered approximately 2200 questionnaires.
BACKGROUND OF THE STUDY

With the 1991 Right-to-Know and Campus Security Act passed by Congress, universities receiving federal funds were mandated to disclose the graduation rate for all full-time degree seeking freshmen (United States Statutes at Large, 1991). This, among other factors, has resulted in a major concern among academic institutions, funding sources, and society alike, to examine seriously the retention rates of college students in general and specifically, first year students. The majority of institutional attrition occurs during the freshmen year and near the beginning of the second year. Tinto (1993) reported that the first year attrition rate is 26% at 4-year institutions and 44% at 2-year colleges. He further submitted that a student’s academic and social integration experiences during the first few weeks of school ultimately influence retention. Pascarella and Terenzini (1991) held that institutions have an obligation to support and enhance the freshmen year experience which is directly related to increasing retention. Upcraft and Gardner (1989) and Bean (1980) saw student retention as reflecting the impact that an organization has on the socialization and satisfaction of students. Their position was that a student’s departure from the institution is as much, if not more, a reflection of institutional characteristics as it is of a student’s behavior.

The formal structures, resources, and patterns of association in colleges and universities, impact student retention. According to Price (1977) institutional rates of retention are also heightened by institutional policies that increase students' participation. Boyer (1987) posited that the campus community should focus not on the length of time students spend on campus, but on the quality of the experience and the relationship
between social and classroom activities. Boyer also contended that traditionally, universities have provided a number of programs and services that address student needs for institutional assimilation. These institutions have facilitated the transition of students from high school to college and have sought to build supportive educational communities. Activities such as academic support programs, advisement, student development, student activities, student support services and residence life are intricate to the establishment of an institutional fit between the student and the institution.

The profile of today's students differ significantly from those of previous periods in history, particularly among the African American college population (Cokley, 1999). Freshmen vary greatly in their socioeconomic status, values, needs and traditions and these variances effect their development. However, the social environment, developmental experiences, and personal relationships they find on campus during their first year, influence their development and potential success at the college level (Upcraft & Gardner, 1989).

Fleming (1984) claimed that Black Americans need more effective student affairs programs, and that an unsupportive college environment often contributes to students' lower satisfaction and result in their premature exit from college. Similar findings have been echoed in the 1990s from Allen, (1992), Cheatham and Slaney (1990), and Flowers and Pascarella, (1999), who concluded that even African-American students enrolled at HBCUs require significant support for greater psychosocial adjustment, academic gains, cultural awareness, commitment, and goal attainment.
STATEMENT OF THE PROBLEM

The problems related to researching retention rates of any cohort of African American college students are, to a significant degree, complicated by the various kinds of institutions in which these students are enrolled (Mow & Nettles, 1990). These institutions are classified as either public or private; 2-year or 4-year; sectarian or non-sectarian; and PWIs or HBCUs as well as sub-categories within several divisions such as 2-year public HBCUs and 4-year private HBCUs. Further, investigations more often treat African American students as a monolithic group and provide limited discussions of how retention is influenced by institutional type, institutional mission, or particular divisions of student services within an institution.

Over the past decade insights into Black college students have been presented in two basic formats: statistical reports and empirical studies. In the first category data are presented in tables which list rates of access, racial and ethnic distribution of enrollment, persistence, and degree attainment (U.S. Department of Education, 2000; U.S. Census Bureau, 2000; Synder, 1998; Digest of Education Statistics, 1998). Additionally, empirical studies which have examined Black student retention have progressed along two lines of inquiry. One, is to compare Black students' performances with those of other minority groups, including Native American, Hispanic Americans, and Asian Americans. Typical of investigations in this category is the work of Mow and Nettles (1990). A second source of information is found in descriptive and comparative studies of the various academic and social experiences of Black students enrolled at PWIs and at
HBCUs (Gloria, Kurpius, Hamilton, & Wilson, 1995; Sims, 1999; Cross, 1998; Person & Christensen, 1996; Bohr, Pascarella, Nora, & Terenzini, 1999; Pounds, 1989).

Three different investigations serve well in explicating the experiences of African American students at different types of institutions. Allen (1992) conducted a comparative investigation of Black students’ performances at PWIs and HBCUs in which he illuminated factors which influenced academic success, social involvement, and occupational aspirations. His findings suggested that Black students’ outcomes are determined by their immediate environment; specifically, the manner in which students perceived, responded, and approached difficult situations ultimately determined whether or not the college experience was successful. Using college racial composition as a predictor, Allen concluded: “Students in the sample who attended historically Black universities reported better academic performance, greater social involvement, and higher occupational aspirations than students who attended predominately White institutions. In short, the college experience was most successful (measured by these outcomes) for African American students with Black majority student populations” (39).

More recent comparative studies have also focused on the strengths of Black institutions. For instance, De Souza and Kuh (1996) found that African American students across all class levels at HBCUs reported significant gains in such areas as critical thinking, historical and cultural awareness, and arts and literature than Black students at PWIs. Another 3-year longitudinal study (Flowers & Pascarella, 1999) investigated the relative cognitive growth of African American students at HBCUs and PWIs using scores from both standardized and self-reported measures. Even in using
controls for individual student characteristics and institutional types, findings of this research suggested that attendance at an HBCU more significantly enhanced the intellectual growth of African American students.

Despite the success of many HBCUs in enrolling and graduating a substantial number of African American college students, these institutions also face challenges in increasing their retention rates. There is a paucity of empirical research targeted on retention at HBCUs; however, a study by Robinson (1990) provided useful information. Robinson traced the persistence of 386 African American students who entered a historically Black institution in 1981. They were tracked until 1987 to identify factors associated with retention. Only 27% received the bachelor's degree in 4 years; an additional 35% graduated in 6 years; and most withdrawals occurred in the freshmen year. More recent retention data for HBCUs, such as statistics for the 1997-1998 academic year reflected a retention range as high as 76% and as low as 8% (Hurd, 2000). This information was similar to Robinson's results (1990) in that it indicated the largest percentage of dropouts occurred in the first year.

Factors influencing retention at HBCUs are in many instances similar to those prevalent in other institutions. Problems involving academic and social adjustment are important determinants of whether or not students persist at an institution. However, issues related to financial resources have been recognized as having the greatest effect on Black student retention (Adams & Smith, 1987). Blake (1987) specifically warned that the federal legislation policy of shifting financial assistance from grants to loans would have a dramatic negative effect on the retention of Black students. Clearly there is a direct
connection between the availability of financial assistance and academic performance. In order to meet financial demands, especially at private institutions where tuitions are higher than at public institutions, students frequently work off-campus and this can be an impediment to retention and academic success (Astin 1993, Tinto, 1993).

In addition to the financial, academic, and social factors, educational authorities identify equally significant and more culturally-specific determinants of retention. For instance, in regard to student characteristics, many Black students at HBCUs are first-generation college students and do not have persons in their immediate families who understand or have experience in recognizing the protocol and strategies needed for success in a competitive college environment. Other challenges relate to pressures outside of school which competes for students’ attention. Finally many students who are in trouble are reluctant to seek assistance either out of fear, pride, or lack of awareness of support services (Hurd, 2000).

A second category of factors effecting retention relate directly to institutional characteristics. Administrators recognize that retention has in part become a major concern because until recently HBCUs, similar to other institutions, have focused resources on recruiting students rather than on retaining them (Hurd, 2000). Moreover, students at HBCUs provide accounts on the correlation between institutional environment and retention. A major reason cited for voluntary student withdrawl at HBCUs involves issues which students perceive as institutional indifference and disorganization, especially in the areas of financial aid and on-campus housing.
Student services personnel are in a unique position to improve student retention at HBCUs. Frequently, because student service professionals work with persons on a one-to-one basis, they are able to monitor an individual student’s progress and to provide intervention programming for students who have academic difficulties or social problems. Moreover, student affairs workers can play a vital role in increasing retention by promoting a student’s awareness and participation in various activities and services which give them a sense of "ownership" in the institution.

SIGNIFICANCE OF THE STUDY

This study may be of practical significance to several constituencies within an institution as well as within the educational research community. First, this investigation can be useful to student service personnel in assessing those components of their work which are the most effective. Clearly there are various factors that influence a student’s decision to persist at a specific university; similarly, there is a strong corollary relationship between student satisfaction and student persistence. Student service workers are in a critical position to facilitate both student satisfaction and student retention by engaging in ongoing and proactive interaction with students. Unlike faculty who may have contact with a student for only one or two semesters, student services staff members have an opportunity to monitor a student’s transition and integration into the campus environment. For instance, student service workers can encourage and assist students in becoming involved in educationally purposeful activities; likewise, practitioners can intervene and provide support for students who have different kinds of difficulty. This
study, then, has the potential for clarifying possible distinctions between what students expect, want, and need and the kinds and quality of assistance an institution can provide.

Findings from this study should also be useful to institutional researchers involved in budgetary planning. Considerable amounts of money are allotted to increasing enrollments; for instance, Seymour (1992) reported that various kinds of expenditures related to recruiting a single student can range from $1,700 to $2,400. Equally important, financial support for American institutions is largely determined by enrollment; this is especially true of private HBCUs many of which are tuition-driven. Thus, in this kind of financial configuration, students are, to a considerable extent, both the suppliers and consumers of an institution's resources. Student attrition results in a loss of money spent on recruitment as well as possible significant reductions in future revenues. Given the competitive market, changing demographics, and issues of accountability, it is imperative for HBCUs to examine critically different means for retaining students in higher percentages. Having information on factors which promote satisfaction with a particular cohort and having knowledge of resources, programs, and activities within an institution which are the most effective can help to increase retention.

**RESEARCH QUESTIONS**

The following research questions have been formulated to guide this study.

1. Is there a relationship between freshmen retention and enrollment management?

2. Is there a relationship between freshmen retention and financial assistance?
3. Is there a relationship between freshmen retention and residence life?

4. Is there a relationship between freshmen retention and extracurricular activities?

5. Is there a relationship between freshmen retention and counseling services?

6. Is there a relationship between freshmen retention and academic support services?

7. Is there a relationship between freshmen retention and enrollment management in terms of (a) gender (b) institution type and (c) socioeconomic status?

8. Is there a relationship between freshmen retention and financial assistance in terms of (a) gender (b) institution type and (c) socioeconomic status?

9. Is there a relationship between freshmen retention and residence life in terms of (a) gender (b) institution type and (c) socioeconomic status?

10. Is there a relationship between freshmen retention and extracurricular activities in terms of (a) gender (b) institution type and (c) socioeconomic status?

11. Is there a relationship between freshmen retention and counseling services in terms of (a) gender (b) institution type and (c) socioeconomic status?

12. Is there a relationship between freshmen retention and academic support services in terms of (a) gender (b) institution type and (c) socioeconomic status?

13. What is the relative impact of each of the independent variables on retention?
SUMMARY

Many colleges and universities in the United States are experiencing challenges in the area of student retention. Two researchers (Astin, 1975, 1984, 1993 and Tinto, 1975, 1987, 1993) focused on studies which revealed that the more students become involved in the institution academically and socially the more likely they are to persist. However, a vast majority of the research on freshmen retention has been conducted at PWIs. This study is, therefore, of value in that it explicitly targets a heretofore under investigated dimension of student retention at private HBCUs. Moreover, it provides information on students’ collective perceptions on specific areas of student services that impact their persistence.
CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents a review of literature on topics and theoretical frameworks which inform this investigation. The first section identifies information related to the stages, processes, and perspectives from which student service personnel interact with students. A second section on Chickering's Model of Psychosocial Development provides insights into the stages and tasks many undergraduate students experience in their college career. A third and final section presents explanations and applications of two theoretical models relative to retention: Astin's Theory of Student Development and Tinto's Theory of Student Departure. These complimentary models identify variables and explore different factors which impact student persistence and explicitly describe aspects of the institutional environment which link retention to student services.

History of Student Affairs

Information that might assist in an understanding of the rudiments of student services programs is incomplete. However, there are historical accounts which explain central ideologies in American higher education and changing educational curricula which also address the complex interplay between meeting the academic and social needs of college students.
A review of literature related to the various periods of higher education reveals that student affairs is largely an enterprise of the American University system. Thus, it is useful to examine briefly how student affairs was shaped by early educational models and ever shifting practices. According to Axtell (1974), early American private colleges which date back to the founding of Harvard in 1636 were to a large extent patterned on British prototypes. The American professional educators' responsibilities were two fold (Barna, James, & Knefelkamp, 1978). One goal was to prepare Caucasian male students most of whom came from families of high or middle economic status to maintain their positions in society. The second objective of educators was to contribute positively to the moral and spiritual development of students in their charge. To this end, religion was central to the founding, staffing, and curriculum offerings at the colonial colleges (Rudolph, 1976). By and large the governing boards or trustees, presidents, and staff were in various ways connected to the clergy. Courses were anchored in the liberal arts; Latin and Greek were required languages; and students were most often trained to enter careers in law, medicine or the ministry.

Moreover, and of importance in understanding the development of student services, early American college personnel generally worked from the perspective of in loco parentis Rudolph (1976). Consequently, as the parents away from home, instructors were intimately involved in students' activities outside the formal classroom setting. Although the educational goals and procedures of these early institutions tended to be framed in humanitarian terms, Peterson (1963) observes that it was not uncommon for these custodial functions to be construed as constraining and overly-protective. This
practice of faculty providing both academic instructions as well as social and moral
guidance remained in favor for over two hundred years and into the 1860s.

By the mid-1860s, two major yet different developments occurred in the
American university movement which impacted all aspects of higher education,
particularly the perception and evolvement of student affairs. Decisions by the chief
administrators at Harvard in 1869 signaled the beginning of an interest in eliminating
responsibilities for students social development from instructors' duties (Boyer, 1987).
At this time college presidents were being held increasingly accountable for acquiring
financial resources and bolstering the academic reputations of their institutions. Further, a
number of American colleges became more committed to applied research and faculty
members were encouraged to study at prestigious German universities. As a result of this
intellectual exposure some educators began to reinterpret their professional priorities.
The practice of faculty giving their greatest attention to students was replaced by one
which gave emphasis to personal intellectual growth of teachers, departmental loyalties,
and curriculum expansion (Rhatigan, 2000).

The effects of this research initiative are seemingly open to debate. Fenske (1989)
states that the emphasis on research resulted in faculty interest and responsibilities
connected with students' non-academic affairs becoming ambiguous or even dismissed.
In contrast, Thelin (1996) held that although several universities located in urban areas
such as Columbia, Harvard, and the University of Chicago pushed for sponsored graduate
research, these institutions represented the exception rather than the rule. In fact, he
further asserted that none of these institutions could have survived without their income-
producing undergraduate programs. In explaining that advance research remained marginal to the more primary purpose of undergraduate education, Thelin stated, "Although the ideals of research and utility were conspicuous, they were tempered to varying degrees by the values traditionally placed upon a liberal education and piety" (pp. 11-12). The undergraduate programs also gained strength and support from a new entity in the college: alumni associations. By 1900, the work of several different constituencies—administrators, teachers, staff, and alumni—resulted in compromises that embraced a variety of academic programs (Rudolph, 1976).

In addition to the aforementioned, the college landscape was changed physically and socially by the increased building of dormitories, the establishing of intercollegiate and intramural athletics (Goodchild, Arredondo & Glaser, 1997), and the forming of campus organizations and social fraternities and sororities. (Thelin, 1990; Rudolph, 1976). Personnel were needed to work with students in each of these new components of college life; generally these persons included the dean of men, the dean of women, the registrar, and possibly a skeletal staff (Cowley & Williams, 1991). Guidelines were not clear-cut or consistent and policies were varied and shaped by the specific needs of an institution. However, what was clear was that deans, registrars, and activities advisers represented a distinct group from the faculty whose primary purpose was teaching and to a lesser extent scholarly research.

A second significant development in higher education also shaped the evolving practices of student affairs. As a result of the 1862 Morrill Land Grant Act, predominately White public colleges were established. Additionally, the Morrill Act of
1890 resulted in the establishment of 17 Black land grant colleges all of which were located in southern states and offered full courses of study in agriculture and technology. Educational historians have different opinions on how and when these kinds of institutions exerted their greatest influence. Thelin (2000) gives the dates of 1870 and 1930 as the period of significant impact and held that these institutions were started to meet the demands of the nation's expanding industrial economy by offering programs in agriculture, technology and home economics. Barna, Haws, and Knefelkamp (1978) while acknowledging factors related to the nation's economy makes other pertinent observations as well. More precisely, the establishment of land grant colleges is seen as ushering in a period of meritocracy in American higher education and characterized by the objective of advancing the intellectual growth of well-prepared students regardless of their socioeconomic class. Other changes included an increase in veterans and women students, a modest increase in minority enrollment, lower tuition, and expanded curricula.

In addition to these, after World War I and even more so following World War II, practices used by the U.S. Army such as mental testing and counseling techniques were adopted by colleges. Hence, student affairs personnel were given the responsibilities for implementing these new procedures along with managing student enrollment, student discipline, health service, and job placement programs (Brubacher & Rudy, 1976).

Since the 1960s, American colleges have been transformed by and responsive to national and international social, political, and economic events. These changes are most apparent in two areas: the physical campus environment and the student profile. To meet the needs of larger enrollments, both private and public campuses have expanded in size
and number; this is clearly illustrated in the increased establishment of junior and
community colleges (Richardson & Bender, 1987; Diener, 1986; Deegan & Tillery,
1985). Furthermore, the image of the typical college student changed after 1970 (Cross,
1976) to include more adult learners, more ethnic minorities, and more first generation
students, many of whom had particular strengths as well as weaknesses. One means of
assisting some members of this new college population was provided by the federal
government through financial aid programs such as Basic Educational Opportunity Grants
and Arbeiter (1987) affirm that the modifications in financial aid policies from a grants to
loan system in some instances caused a decline in enrollments, especially among Black
students.

Other characteristics have also been reported concerning the changing profile of
students. In the earlier years of this four-decade period, student activism was widespread,
particularly with the civil rights movement and Vietnam War protests. In reference to
student activism and involvement, Graham and Gisi (2000) are in agreement with Loeb
(1994) in affirming that students on today's campuses seek involvement in the college
environment but the kind of interaction is different from the involvement of 1970's
students. More specifically, in addition to coping with often overlapping issues related to
academics, employment, race, sex, and class, today's students must also work to
overcome resignations and resistance.

This investigation of related literature clearly shows that over the years, student
services has defined and redefined its mission in keeping with the changes in the broader
higher education community. The philosophic foundation and image of student affairs personnel as being responsible for enforcing rigid controls and discipline on students' social behavior no longer prevails. As current education researchers (Barr, Desler & Associates, 2000; Beede & Burnett, 1999; Garland & Grace, 1993) stress, the common theme in higher education is on development of the whole student. Responding to this mission, different student affairs organizations have collaborated to make their educational component more effective. Nuss (1996) held that professional associations such as the American Colleges Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) were instrumental in expanding and clarifying the definitions of student affairs and incorporating universal application of professional goals and standards. To this list of organizations should be added the National Association of Personnel Workers (NAPW) which was founded in 1954 because racial segregation prevented African American membership in either ACPA or NASPA. In 1994 NAPW changed its name to the National Association of Student Affairs Professionals (NASAP) and remains focused on the development of students at private and public Black colleges and universities through the integration of academic and social programs.

Finally, as student affairs became a more integral part of the university system so was there an increased awareness of the need for theoretical models. Prior to the work of Nevitt Sanford (1962, 1966) there were no theoretical constructs which provided coherent insights into college students' development and guided the work of student affairs professionals. Currently, however, educational researcher (Evans, Forney, & Guido-
DiBrito, 1998; Evans, 1996; Pascarella and Terenzini, 1991; Moore, 1990; and
Knefelkamp, Widick & Parker, 1980) have identified several theory categories which can
be applied to different areas of student affairs. These include psychosocial development
theory, cognitive theory, typology theory, student involvement theory and retention
theory. The remainder of this chapter will focus on literature related to the three
theoretical perspectives which inform this research: Chickering's Psychosocial
Development Theory, Astin's Student Involvement Model, and Tinto's Model of Student
Departure.

**Psychosocial Development Theory**

Related literature on psychosocial theory as it applies to college students makes
frequent reference to educational researchers' indebtedness to the body of work in
personality development advanced by Erik Erikson (Delworth, 1996; Chickering, 1993;
Knefelkamp, Widick, & Parker, 1978;). Erikson (1959) engaged in interdisciplinary
research to explain the social rather than intellectual dimensions of personality
development. In brief, he held that human development occurred in a series of eight
linked stages ranging from infancy to the upper ages of adulthood. Each stage has
identifying hallmarks: the person's physical stage; the person's encounters with society
and the role he or she plays; and the need to order, evaluate, and adapt to the social
environment. As Widwick, Parker, & Knefelkamp (1978) explained, Erikson's
perspective is essentially positive in that he recognized the adaptive capacities of
individuals and focused on factors which encourage the emergence of competence,
identity, love, and wisdom in an individual's life.
While Erikson's research provided meaningful insights, it was Nevitt Sanford who argued that behavioral and educational theories should be expanded to meet the specific needs of college students. Moreover, it was Sanford's seminal work *The American College: A Psychological and Social Interpretation of the Higher Learning* (1962) which first presented theoretical constructs to guide student affairs personnel (Thelin, 1996; Kenfelkamp, Widick & Parker, 1978). His pioneering investigations on the developmental status of entering freshmen included qualitative and statistical descriptions on personality and development and guidelines for policy in higher education. Central to Sanford's position was the assertion that optimum development takes place when there is differentiation and integration as well as balance of challenge and support. In other words, if the student is not challenged, he or she can become bored and development does not occur; likewise, too much challenge in the absence of support can prove counter productive.

Sandford's early research provided a useful but general framework for studying student development; more detailed and specific analyses utilized by student service personnel are found in the investigation of later researchers. Pre-eminent among student development theorists employing a psychosocial framework is Arthur Chickering (Evans, 1996; Upcraft, 1989). *Education and Identity* (1969) presented Chickering's Model of Student Development based on his landmark study of undergraduates at thirteen colleges. A revision of this theory (Chickering and Reisser, 1993) incorporated additional research findings from a larger and more diverse student population. The value of Chickering's research is that it provided a specificity and coherence missing in earlier educational
studies. Equally significant, as Widick, Parker, & Knefelkamp (1978) affirmed, Chickering's philosophical stance is grounded in the fact that he is both a theorist and a practitioner.

Chickering (1969, 1993) synthesized formulations to explain stages of development as well as identify needs of college students. The Chickering conceptual model includes seven vectors or themes each of which has additional components and is explicated in terms of the student's interactions and emerging capabilities within the demands of a college environment. Chickering envisioned the vectors as "major highways" for student's achieving individuation. Movement in any one vector could take place at different rates and vector categories could overlap. Although the Chickering model is not rigidly sequential, certain vectors can be seen as foundational. For instance, the first vector--intellectuals and physical competence--is placed as a prerequisite for vector six which involves acquiring focused vocational goals and developing flexible strategies for achieving them.

The following section presents explanations of each of Chickering's seven vectors. The vectors form the theoretical foundation of Chickering's Psychosocial Development Theory and relate to the intellectual, social, and emotional aspects of a college student's development and involvement in the college environment.

**Vector One:**

**Developing Competence.** This vector focuses on the task of developing in three areas: intellectual competence, physical competence, and interpersonal competence.
Intellectual competence stresses acquisition of subject matter in specific academic programs, gaining cultural, aesthetic and intellectual sophistication in the humanities, philosophy, history, and the performing arts, and developing general intellectual and cognitive skills. Intellectual competence also places emphasis on critical thinking, particularly the development of new frames of reference that integrate points of view. Expanding competence in physical and manual skills is also important in that it involves gaining strength, fitness and self-discipline. Moreover, physical competence can interact with intellectual competence by stimulating an examination of how objects and events can be connected to symbols through action. The third area of competence, interpersonal relations, not only involves the student's skills of effective communication, but also gaining sensitivity to the dynamics of group processes (Chickering 1993, 53-82).

**Vector Two:**

**Managing Emotions.** This vector is concerned with the student's developing the ability to become aware of and distinguish between different destructive emotions. Chickering's original theory (1969) focused on only two emotions: aggression and sexual desire. The revised theory (1993) is more reflective of the contemporary college population and considers a full range of emotions, including anxiety, fear, depression, guilt, aggression, and dysfunctional sexual and romantic attractions and coercions. The corollary task in this vector is for the student to learn self-regulation and modification to appropriate/acceptable behavior while reflecting on the immediate and long-term potential consequences to self and others (Chickering 1993, 83-114).
Vector Three:

Managing Through Autonomy Toward Interdependence. As in the previous vector, this vector has been revised; in the original version (1969) it was titled "Developing Autonomy." The revision (1993) in the title suggests the shift in focus and relates to the student's progression in three interlocking areas: emotional independence, instrumental independence, and interdependence. Emotional independence refers to the student's decreased need for approval and reassurance and increased ability to carry on activities, to cope with problems and to be flexible in evaluating desires and outcomes. On the other hand, instrumental independence involves growth in the ability to organize activities through identifying resources and using systematic problem solving methods. The last stage of this vector is the student's recognizing that he or she does not live in a vacuum and that personal choices are made within a larger physical, social, and historical context (Chickering, 1993, 115-144).

Vector Four:

Developing Mature Interpersonal Relationships. In the original theory (1969) this was vector number five and titled "Freeing Interpersonal Relationships." This new (1993) placement in sequence speaks to the belief that experiences with relationships contribute significantly to the student's shaping and sense of self. Whereas the sub-category of interpersonal competence as explained in Vector One involves learning to manage oneself and others to achieve a joint or common goal, "Developing Mature Interpersonal Relationships" addresses different objectives. In addition to freedom from
narcissism and an increased tolerance and or respect for persons with different backgrounds, values, and habits, there is another key marker for development in this area. Maturing is also reflected in the ability to choose to become involved in nurturing relationships and friendships that can endure differences in opinion and physical distance or separation (Chickering 1993, 145-173).

Vector Five:

Establishing Identity. This vector builds upon the previously listed vectors which are related to competence, emotions, autonomy and interdependence; and mature interpersonal relationships. However, most important, this fifth vector focuses on the student's gaining an inner sense of self. The sub-sets included in achieving identity include the following: (1) comfort with body and appearance, (2) comfort with gender and sexual orientation, (3) sense of self in a social, historical, and cultural context, (4) clarification of self-concept through roles and life-style, (5) sense of self in response to feedback from valued others, (6) self-acceptance and self-esteem, and (7) personal stability and integration (Chickering 1993, 173-208).

Vector Six:

Developing Purpose. While students expect a college education to qualify them for a good job and comfortable lifestyle, they lack certain skills required to bring these into reality. The vector of Developing Purpose entails the ability to be intentional, to assess interests and options, to make plans, and to persist in spite of delays or obstacles. Each of these considerations should be applied to three major elements: (1) vocational
plans; (2) personal interest; and (3) interpersonal and family commitments. In each of these categories, a frame of reference is provided by the student's values and commitment to a particular belief (Chickering 1993, 209-234).

Vector Seven:

Developing Integrity. This last vector relates to the steps which a student takes during his college career to define a set of values that guide personal actions. These overlapping stages included (1) moving from dualistic and rigid beliefs to more humanizing values; (2) clarifying and affirming personal values while maintaining respect for others' beliefs; and (3) establishing congruence between beliefs and actual behavior.

Applications of Chickering's Psychosocial Developmental Theory

Published findings of attempts to validate Chickering's research have been primarily based on his 1969 developmental vectors model which is Western in its orientation. Prince, Miller and Winston (1974, 1987) reasoned that different vectors could be demonstrated through particular behaviors; therefore, they constructed the Student Development Task Lifestyle Inventory (SDTL). This instrument has 140 items and measures in behavioral terms progression along three vectors: developing autonomy, developing interpersonal relationships, and developing purpose.

Additionally, other researchers have sought to expand and test the applicability of Chickering's global model to specific college populations. Most subsequent investigators recognize the usefulness and support Chickering's broad vector designations and sub-categories. Nevertheless, in some instances conclusions differ relative to influencing
factors and sequence of movement in achieving certain developmental tasks. These kinds of research address the need to examine and clarify different patterns of psychosocial development as they operate across different cultures, as well as within cultures. The following examples are representative of the diverse categories in which Chickering's vector classifications have been tested: gender related factors and psychosocial development (Greeley & Tinsley, 1988); ethnic and cultural-related factors and psychosocial development (Jordon-Cox, 1987); and sexual orientation-related factors and psychosocial development (D'Augelli, 1994).

In expanding his 1969 model, Chickering incorporated findings of other researchers as well as updated conclusions from his own investigations. The more inclusive 1993 revision describes the hallmarks of psychosocial development, the means of measuring it, and methods of fostering it. Each of these components can be utilized by student services personnel to better understand student's intellectual, social, and emotional needs and implement institutional arrangements that promote student retention.

**Astin's Student Involvement Theory**

In contrast to psychosocial development a second area of scholarship pertinent to this research is student involvement theory. A review of literature (Kuh, 2000; Cuyjet, 1996) indicates that the most widely recognized researcher in student involvement theory is Arthur W. Astin whose theoretical formulations have evolved over three decades and have been conducted in different kinds of college environments. In explaining both the focus and direction of his research, Astin (1985) asserted, "The effectiveness of any
educational policy is directly related to the capacity of that policy or practice to increase student involvement" (136).

Astin (1985) defined student involvement as the amount of physical and psychological energy that the student devotes to an academic experience. To be more specific, the involved student is described as expending considerable energy in studying and interacting with faculty, school personnel, and other students. Thus, involvement does not simply mean holding membership in organizations or attending extracurricular activities. Astin held that in some respects his involvement theory resembles Freud's cathexis. Freud posited that individuals invest psychological energy in objects outside of themselves, including their families, friends, jobs, and activities; likewise, student involvement addressed these same kinds of relationships.

Astin also postulated that the concept of involvement is similar to what learning theorists associate with "vigilance," or "time on task," or "effort." Each of these terms while partially relevant is much narrower in its implications. The psychological construct which student involvement most closely resembled is "motivation," yet, here too, there are marked differences in meaning. Astin preferred the term involvement because it connotes something more than a psychological or internal state; involvement places emphasis on the behavioral manifestation of a psychological state. Equally important from his research perspective, involvement is more open to direct observation and measurement than the abstract psychological construct of motivation. Moreover, fundamental to Astin's Theory of Student Involvement is the emphasis placed on student time as a major resource. That is, Astin stated mere exposure to an educational
environment without active participation on the student's part will thwart the learning and developmental process.

It is from this perspective that Astin concentrated not so much on the interior aspect of what an individual thinks or feels but on the behavioral aspects of what he or she actually does. Astin's involvement theory is comprised of five postulates:

1. Involvement refers to the investment of physical and psychological energy in various objects which may be either highly generalized or highly specific.

2. Regardless of its object, involvement occurs along a continuum. Different students manifest different degrees of involvement in a given object, and the same student may exhibit different levels of involvement with different objects at different times. With involvement being interpreted as taking place along a continuum, the act of dropping out of school becomes the ultimate form of non-involvement.

3. Involvement has both qualitative and quantitative features.

4. Outcomes in student learning and development are directly proportional to the quality and quantity of student involvement.

5. The overall effectiveness of any educational policy or curriculum is directly related to student involvement.

A thorough examination of Astin's Theory of Student Involvement reveals that it is based on his systematic investigations of several different kinds of experience which promote student success. Astin (1975) identified factors in the college environment that significantly affect persistence in college; Astin (1985) focused on student involvement as
the key to an effective education; and Astin (1993) expanded on his previous research and presented an elaborate design of 135 college environmental measures and 57 student involvement measures. This Input—Environmental—Outcome (IEO) model. *Input* refers to the characteristics of the student at the time of initial entry to the institution; *environmental* refers to the various programs, policies, faculty, peer and educational experiences to which the student is exposed; and *outcomes* designate student characteristics after exposure. 1993, 7-16).

The following section presents information pertaining to Astin's Theory of Student Involvement that have implications for student affairs.

1. **Effects of Place of Residence.** From 1977 through 1993, Astin's findings pertaining to student residence have been consistent. Attending a small, often single gender private college was found to provide the greatest opportunities for student involvement and participation (Astin, 1977). Living on campus was further positively associated with satisfaction with college experience and retention. This pattern was observed among all categories of students regardless of sex, race, academic ability, or family background. Unlike commuter students, residential students exhibited greater involvement and attachment to undergraduate life. Living in a dormitory was also positively associated with interaction with faculty and support services, participation in organizations and social fraternities and sororities, and achievement of leadership in organizations and athletics. Astin (1993) reported a high positive correlation between on-campus housing and satisfaction with faculty, attainment of the bachelor's degree, and willingness to re-enroll in the same institution for advance study.
2. **Effects of Academic Pursuits.** Being academically involved is defined as the extent to which the students work hard at their studies, the number of hours spent in course preparation, good study habits and interest in their courses. An extensive involvement in academic pursuits had an interesting pattern of effects. Students who were heavily involved in academics were less likely than average students to show changes in personality and behavior that normally result from college attendance. Equally significant, being academically involved was strongly related to satisfaction with all aspects of college life except friendship with other students. Yet this was balanced by the satisfaction which resulted from the recognition and rewards given for academic excellence. More than any other institutional characteristic, frequent interaction with faculty was related to student satisfaction with college.

3. **Effects of Employment.** Astin (1975, 1993) reported that a student’s chances of graduating from college were significantly influenced by the type and extent of involvement in employment. Full-time employment had uniformly negative outcomes as did holding a part-time job off campus. Students with off-campus jobs were more likely to drop out of school if their work was related to career goals. In addition to the negative effect on degree completion, working had a negative effect on other outcomes as well, including GPA, college satisfaction, willingness to re-enroll in college and growth in cultural awareness. However, holding a job on campus was positively associated with attainment of a bachelor's degree. As compared with students who worked off-campus, students who were employed on campus had the possibility of more frequent contact with
other students, faculty, and staff as well as a greater degree of immersion in the college
environment.

4. Effects of Financial Aid. While different forms of student aid did effect
retention, the changing requirements and increasing complexity of the financial aid
process resulted in contradictory findings. Astin (1975) supported the argument that
student retention was enhanced by scholarships and work-study programs. Grants were
also associated with a small increase in persistence rates. The amount of grant support
appeared to be a major factor in student persistence among African American students.
Participation in federal work-study programs was reported as enhancing student
persistence among African-American and non-African American women students. In
general, any form of aid appeared to be most effective when it was not combined with
other kinds of assistance. This was particularly true of work-study programs that tended
to lose their beneficial impact when combined with grants or loans. Surprisingly,
Astin's most recent investigations (1993) did not support his earlier findings. He reported
that "State assistance and practically every form of federal aid (Pell grants, Perkins loans,
work-study, SEOGs, and Stafford Guaranteed Student Loans) have no discernible effect
on student development" (368). No explanation is provided for this finding.
Institutionally-based scholarship continued to be reported as having a direct effect on
college GPA and graduating with honors. Likewise, receiving aid based on "special
talent," such as athletic or artistic ability, had a positive effect.

5. Effects of Interactions with Student Peers. This broad category of involvement
included items such as discussion on class content with other students, working on class
projects, tutoring other students, participating in intramural sports, student clubs, organizations, social fraternities and sororities. A pervasive pattern of positive benefits and overall college satisfaction were associated with frequent student interactions. Among the self-reported changes correlated with student-student interaction were growth in the following areas: leadership abilities, interpersonal skills, cultural awareness, analytical and problem-solving skills, critical thinking, and general knowledge (Astin 1985, 1993).

6. Effects of Counseling. Student involvement with counseling was measured in two categories: career counseling and personal or psychological counseling. The effects of each were markedly different (1993). Career counseling which included tutoring services, other academic assistance, academic advisement, and job placement was associated with self-reported student growth and high satisfaction. Career counseling was also positively associated with several behavioral outcomes such as being elected to student office and tutoring other students. In contrast, receiving psychological counseling was not associated with satisfaction. In fact, Astin (1993) concluded "it...has a significant effect on feeling overwhelmed and a substantial negative effect on self-rated emotional health" (392). A note of caution is warranted here: feelings of being depressed and overwhelmed may have been the antecedent causes of seeking psychological counseling, rather than the effects of such counseling.

Applications of Astin's Theory of Student Involvement

Astin's Theory of Student Involvement has been the subject of numerous empirical studies. In their monumental study How College Affects Students: Findings
from Twenty Years of Research (1991), Pascarella and Terenzini provided a substantial body of evidence that supports Astin's position that a critical factor in student retention and achievement is the quality of effort that students themselves invest in an institution's resources. Based on their own empirical studies as well as other researchers' findings of how various college experiences influence students' development, Pascarella and Terenzini offered the following assessment: "One of the most inescapable conclusions we can make is that the impact of college is largely determined by the individual's quality of effort and level of involvement in both academic and nonacademic activities" (610).

Another support for Astin's scheme which is presented from a different vantage point was given by Kuh, Schuh, Witt and Associates (1991) who engaged in a year-long qualitative study of fourteen 4-year colleges and universities. The results of this collaborative effort were published in Involving Colleges (1991) and provided a framework which could be used by educators, student personnel services, and administrators. This team of investigators gave full acknowledgment of the necessity for colleges to have strong academic programs and financial resources, but they also asserted that "...the critical issue regarding campus environment and student involvement is...creating a sense of belonging...on the part of the students that the institution acknowledges that human needs of social and psychological comfort and that they are valued members of the campus community" (321). While the two above statements lend support to Astin's assumptions in a broader context, other findings confirm specific components of Astin’s theory of Student Involvement.
Pascarella and Terenzini (1991) have examined Astin's position on the impact of school size on student interaction. Similar to Astin, they reported that feelings of isolation and anonymity were commonly found in institutions with large enrollments and that this significantly worked against student involvement. But, by contrast, as the size of institutions decreased, students interpreted the settings as more psychologically manageable and social involvement was enhanced.

Other findings have referred to the correlation between student involvement and general intellectual growth. Pascarella and Terenzini (1991) affirmed the positive role of out-of-classroom intellectual exchanges and exposure, including those found in informal discussions and debates. Consequently, these researchers held, "...in some areas of intellectual development, such as critical thinking... it is the breadth of involvement in the intellectual and social expertise of the college...that counts most" (626).

In reference to formal scholastic achievement, one of the most widely tested components of Astin's Theory of Involvement is the impact of students' place of residence. However, research findings on the cognitive effects of living on-campus versus residing off-campus have been inconclusive. For example, Pascarella, Bohr, Nora, Zusman, Inman and Desler (1993) tested the hypothesis that students living on campus would demonstrate greater freshman year gains than similar students who commuted to college. The setting for this study was a large urban research 1 university where the majority of the students lived off-campus. The students who lived on-campus resided in the same residential facility and used the same study and recreational spaces. The study sample involved 210 incoming freshmen. After controlling for pre-college cognitive
level, academic motivation, age, work responsibilities, and number of freshman year credit hours undertaken, findings suggested that living on-campus enhanced students' cognitive and intellectual growth.

Another study by Inman and Pascarella (1998) explored aspects of various involvement measures associated with critical thinking. Data were taken from six large urban institutions and represented 326 residential and 316 commuter students. Contrary to prior findings, this research did not establish significant differences in the end-of-year gains between the two groups. A caveat relative to the data focused on the institutions used in the survey. Although the sample was fairly evenly distributed between residential and commuter students, each of the six institutions had large commuter populations. For this reason, it was hypothesized that each institution had in place academic and co-curricular programs specifically designed to meet commuter students' needs.

A third and more recent three-year longitudinal study of 172 African American students (Flowers & Pascarella, 1999) again pointed to the positive effects of living in on-campus housing. Irrespective of individual background differentials, college racial composition and student body academic ability, living on campus greatly improved third-year thinking and reading comprehension ability.

Other investigations of student involvement and place of residence focus on students' acquisition of social maturity. Astin's research showed that on-campus living significantly assisted in students' social development. Pascarella and Terenzini (1991) further confirmed this by reporting that on-campus living promoted increased personal autonomy and political liberation and advanced support for civil liberties. Moreover,
Astin posited that commuters, unlike residential students, were more inclined to experience feelings of being overwhelmed or depressed. This is in line with another comparative study (Wilson, Anderson & Fleming, 1987) which concluded that commuter students had more maladjustments. With reference to more specific behavioral patterns, commuters versus residence hall students demonstrated less basic trust, limited participation in organized group activities with peers, and more resistance to breaking ties of family dependence.

One final example which reflected the expansion and usefulness of Astin's Student Involvement Theory is an instrument used to measure involvement designed by Pace and Kuh (1998). The College Student Experience Questionnaire (CSEQ) was formulated to provide insights into student effort devoted to various learning activities and includes 10 scales that represent students' perceptions of involvement, learning, and personal development.

**Tinto's Model of Student Departure**

Tinto's (1975) Model of Student Departure is based on the first theoretical model of the dropout process advanced by Spady (1970) who took Durkheim's (1961) hypothesis of suicide and applied it to student attrition. Briefly stated, Durkheim held that shared group values and, support of friends reduce the probability of suicide and that people commit suicide when they can not successfully integrate into society. Similarly, Spady's educational model of the college dropout process was based on cause-effect relationships. In addition to identifying characteristics such as family background,
economic status, ability, and academic performance as elements which effect dropout decisions, he also included the college specific variables of grade performance and intellectual development. Further, similar to Durkheim, Spady's model also identified common group values and friendship as means of achieving social integration which is critical to success in college. This chain reaction was explicated as follows: it is social integration which leads to student satisfaction; this in turn brings about increased institutional commitment; and greater institutional commitment decreases the probability of the student's dropping out of college.

Building on Spady's work, Tinto (1975) developed a construct of student departure in which he distinguished among voluntary dropouts, academic failures, temporary withdrawers, and intercollegiate transfers. In the first part of his model, Tinto held that attrition was a longitudinal process in which the initial commitment to a particular institution and graduation are influenced directly or indirectly by pre-entry factors. His list was more inclusive than Spady's and involved the student's sex, race, family and financial backgrounds, secondary school achievement, scholastic aptitude, and prior disappointments and achievements. Moreover, these traits were viewed as reliable predictors of the student's future scholastic performance and adaptive capacity to become integrated into the institution's academic and social systems. The second part of his 1975 theoretical model related to the student's actual institutional experience and indicated the determining variables as grade performance, intellectual development, and interactions with faculty, staff, and peers. The more frequent and the more rewarding these contacts
are perceived to be by the student, the greater the subsequent persistence, identification with the institution, and commitment to the goal of graduation.

Tinto (1987) expanded his 1975 theory and incorporated ideas from Durkheim’s theory of suicide and the Dutch social anthropologist Arnold Van Gennep’s research on rites of passage to adulthood. In reference to the latter, Van Gennep posited that life is comprised of a series of passages from birth to death and involved movement from one status or group to another. In his classic *The Rites of Passage* (1960), Van Gennep submitted that there are three stages that mark an individual’s movement from youth to adult membership in society: separation, transition, and incorporation. The first stage -- separation -- can be recognized by a decline in interaction between an individual and the group from whom he is separating. This stage is often marked by ceremonies that indicate certain behaviors are no longer appropriate. The second stage -- transition -- involves the person’s interacting in new ways with individuals in the new group into which he seeks membership. Tests, feats, ordeals, isolations, and training occur at this point to ensure separation from the former group and readiness for the new group. The third phase -- incorporation -- entails the individual’s interacting and taking on responsibilities associated with competent membership in the new group.

Tinto’s (1987) theoretical formulation has two distinctive but complimentary aspects. First, he drew parallels between the rites of passages into adulthood outlined by Van Gennep and the entering freshmen’s stages of adjustment to college. Additionally the first part of the expanded model identified these various stages of integration. The initial step in a college student's career is that of separation which often starts as an
anticipatory process as the student prepares to leave home for college and continues when the student is removed from parents, friends, associates, membership in institutions and, in some cases, residence. The second stage of transition places the student in the position of acquiring new ideas, values, and patterns of behavior appropriate to the new college community. The student's previously acquired social and intellectual skills along with personal goals and intentions determine the ease with which transitions are made. The final stage of incorporation involves the student becoming integrated into the institutional environment. Unlike the incorporation stage described in Van Gennep's anthropological model, college students in the incorporation stage rarely have structured rituals and ceremonies that provide guidelines. Equally important, while the separation, transformation and incorporation stages each occur early in the college student's career, the incorporation phase is also an ongoing process in which the student is most often left to make his or her way in the institutional environment. Most students, especially freshmen, do not have the adaptive skills to manage the complexities of college life effectively. Thus, Tinto offered the following warning: "Without external assistance, many [students] will eventually leave the institution because they have been unable to establish competent intellectual and social membership in the communities of the college" (99).

Tinto stated that before others attempt to apply his Model of Student Departure in an institutional setting it is necessary to understand certain key ideas. The following section presents excerpts from what Tinto establishes as the core of his philosophic stance on retention research:
1. The model takes seriously the ethnomethodological proposition that what one thinks is real [and] has real consequences. The mere occurrence of interactions between the individual and others within the institution need not ensure that integration occurs -- that depends on the character of those interactions and the manner in which the individual comes to perceive them as regarding or unrewarding. Thus the term *membership* may be taken as connoting the perception on the individual of having become a competent member of an academic or social community within the college. Therefore, no study of the roots of student departure is complete without reference to student perceptions (127).

2. The model is an interactional systems interpretation of an individual's leaving. It recognizes the fact that the individual and the institution as represented by other members of its communities are continually in interaction with one another in a variety of formal and informal situations. Both play an important part in the process of departure (127).

3. The model takes seriously the notion that both forms of integration, social and intellectual, are essential to student persistence. Though it is conceivable that persistence can occur when only one is present, evidence suggests that persistence is greatly enhanced when both forms of personal integration occur (128).
4. It should be observed that [this] model of institutional departure... suggests ways in which diverse forms of social and intellectual involvement may be generated on campus for different types of students (128).

Hence, from this philosophical stance, the second part of Tinto’s (1987) study of student departure focused on the integration process and specifically on those institutional components that facilitate the student’s academic and social integration. Tinto’s descriptions of terms are both straightforward and inclusive: academic integration is defined as the full range of individual experiences which take place in the formal and informal domains of the university. In like manner, social integration refers to the formal social systems of the college such as extracurricular activities and also informal day-to-day interactions with different members of the institution.

One primary contribution of Tinto’s 1987 college retention theory is that it provides insights into the stages and sources which impact student persistence. The following section provides summaries of what Tinto identified as crucial as well as areas in which institutional action via student affairs can be particularly effective in the longitudinal process of retention.

**Enrollment Management**

The first stage in the retention process is the student’s initial contact with the university through activities related to enrollment management such as application and admission to the institution. It is essential that the information dispensed by enrollment management personnel regarding different kinds of programs and the range of social life
be honest and realistic. Painting a glowing picture of an institution can possibly increase enrollments initially, but it can also promote unrealistic expectations, later disappointments, and often subsequent withdrawal from school. Catalogs, brochures, and application materials are typical sources used to provide information; yet high school newspapers, teacher organizations and publications, informed representatives at college fairs, and alumni associations can also be effectively utilized to present an image of an institution. Thus, through accurate pre-entry information aimed at the needs of prospective students, enrollment management can be an effective tool in reducing voluntary student departure.

Orientation Programs

Another significant early contact program in the integration and retention process involves orientation procedures. Most orientation programs seek to provide entering freshmen with information. Yet these programs often give an incomplete picture of the intellectual and social communities that exist on campus. It is during this foundational period that new students should be informed on how to establish personal contacts with individuals who can provide assistance. Furthermore, effective interaction goes beyond simply providing information but goes further and involves bringing in upperclassmen, faculty, and staff to meet with new students.

Counseling and Advisory Programs

The utilization of counseling and advising programs early in the freshman year is another means of promoting integration into the college environment and student
persistence. What is critical here is not just that services are available but the manner in which they are perceived. Advising and counseling services are more accepted as integral and positive when all students participate, not only students who are experiencing difficulty. Moreover, effective counseling and advisory programs are linked to other student service activities. One category of integrated first-year activity involves rituals and ceremonies which can assist students in establishing commonly held values and in making personal linkages to the college community. A second application of integrated first-year academic program is the use of the core courses which cover a wide range of social and intellectual issues rather than required courses in discrete disciplines.

Financial Assistance Programs

Tinto’s findings support other research in affirming that short-term financial problems can cause students to withdraw temporarily or permanently and that financial aid can, in some cases, helps student overcome difficulties. However, Tinto asserts that all forms of financial assistance do not work equally well. For instance, on-campus work-study is seen as preferable to direct financial aid. Surprisingly, Tinto asserted that financial issues are of secondary rather than primary significance in the retention process. Tinto offered the following statement as support for his position:

For most students, persistence is more reflective of the character of their social and intellectual experiences on campus than it is of their financial resources.
This does not mean that some students, especially those from less advantaged backgrounds, may not require or need financial assistance. Rather it suggests that individual response to financial stress is conditioned by other forces, namely those associated with the interactive character of student life on campus. The more rewarding student life is perceived to be, the greater, generally speaking, will be the person’s willingness to withstand even great financial hardship. Conversely, unrewarding experiences in the academic and/or social communities of the college may lead students to withdraw in the face of even quite minimal financial stress. The citation of financial stress as a reason for withdrawal is sometimes a polite way of describing one’s displeasure with the character of one’s social and/or intellectual life within the institution (158).

Applications of Tinto’s Model of Student Persistence

A number of investigators have tested the validity of Tinto’s theory in various settings and have obtained results consistent with Tinto’s findings. Chickering (1993), similar to Tinto, held that the retention process should be started as early as possible in the student’s college career. Among the cluster of responsibilities Chickering delegated to student services were those involving recruitment, pre-admissions, admissions, academic skills assessment, and registration. Further, Chickering was in agreement with Tinto that admissions counseling should set in motion the sequential steps for increasing student’s self-reliance by involving both students and parents/guardians. Further,
providing both parents and students with the same information can assist in establishing clarity about the physical environment of the college, services available, and procedures.

Pascarella and Chapman (1983) tested the validity of Tinto’s predictive theory of the persistence/departure process on a sample population of 2,326 freshman enrolled in one of four types of institutions: residential universities, liberal arts colleges, two-year commuter institutions, and four-year commuter institutions. The findings parallel Tinto’s results in several respects. The pattern of freshman persisters being more involved in the social aspects of the institution than voluntary withdrawals was most pronounced at residential and liberal arts institutions. With background traits held constant, residential university persisters were more likely to live on campus, to spend more weekends on campus, and to be more involved in social activities with their peers. A different pattern emerged with the two-year commuter sample: both withdrawals and persisters had significantly less contact with faculty and students. The interpretation was given that withdrawal from two-year colleges is sometimes a matter of transfer to a traditional four-year institution rather than the result of low levels of academic and social involvement.

Galicki and McEwen (1989) conducted a study of persistence rates of Black and White undergraduate students at one large institution, the University of Maryland at College Park. The four-year study measured persistence for eight consecutive fall-spring semesters. This comparative study supported Tinto’s theory that residential students have a higher rate of persistence. The following results were among Galicki and McEwen’s findings: African American commuters had the lowest persistence rate (45%) followed by White commuters (60%), African American residence students (70.4%), and White
residence students (80.6%). Additionally most African American students who were dismissed for academic reasons were commuters.

Beil, Reisen, Zea, and Caplan (1999) conducted a longitudinal study to predict retention from a sample of first-year students at a predominately White, residential, private research university. Participants were 512 residential students whose median age was 18; the sample consisted of 60% females and 40% males; the ethnic composition was 70% White, 13% Asian American, 8% African American, and 3% Latino. A self-report questionnaire was the instrument used in the procedure. Findings support Tinto’s theory in part: that is academic and social integration indirectly rather directly effect retention. More precisely, this study demonstrated that a student’s academic and social interaction influences level of commitment to the institution, and ultimately it is commitment that impacts retention.

Researchers have also used Tinto’s theory to test the correlations between persistence and pre-college academic preparation. Fox (1986) applied the conceptual model developed by Tinto to a group of academically underprepared students who were admitted to a special program at the City University of New York, a four-year commuter institution. The study showed that the Tinto model was sensitive to characteristics involving student-institution fit operative in this setting. Fox verified that the Tinto framework was useful in providing clear prescriptions for collecting data and for analyzing results of the student disengagement process. Results showed that with this particular student sample, academic integration was more significant than social integration. Fox offered two explanations for his findings. First, the majority of these
students were enrolled in required remedial and/or developmental instruction in reading, writing, and/or mathematics. Additionally, they were given supplemental academic and personal counseling and tutoring. Second, this urban institution had a limited capacity to provide commuting students sufficient opportunities for social interaction. Fox strongly suggested that a sample taken in a residential university setting would show a higher correlation between academic and social variables in student persistence.

Finally, another different kind of validity testing of Tinto's theory involved comparing it with other models of college persistence. A comparative investigation of Tinto's Student Integration Model with Bean's Student Attrition Model (Cabrera, Castaneda, Nora & Hengstler, 1992) concluded that both theorists were correct in assuming that college persistence was the product of a complex set of interactions between personal and institutional factors and that the intent to persist was the outcome of a successful match between the student and the institution. However, Tinto's Student Integration Model was found more statistically applicable than Bean's Model of Student Departure in terms of the number of hypotheses validated. Almost 70% of the Student Integration hypotheses were confirmed compared to 40% of the hypotheses of the Student Attrition Model.

**Summary**

Virtually all universities are committed to expending human and financial resources to increase student retention. More complete knowledge of how student services can be effectively utilized in meeting this institutional goal can be obtained through studying different theoretical formulations. A thorough examination of
theoretical constructs as well as related literature indicate the complexity of retention is
best understood through a consideration of students' perceptions and behaviors as well as
institutional characteristics. To illustrate, while Chickering’s Theory of Psychosocial
Development offers insights into the kinds of intellectual, emotional, and social changes
college students experience, Astin's Student Involvement Theory and Tinto's Student
Departure Theory focus on college environments which impact these changes. The
research for this study is unique because it examines the relationship between freshmen
retention and student services at three private HBCUs.

Chapter III provides the theoretical framework for this study. It also contains a
figural representation of variables, definitions, and hypotheses.
This chapter places the research in a theoretical context, defines the operational variables, and identifies the relationships among the variables, the null hypotheses, and the limitations of the study.

The theoretical framework for this study was based on Astin’s Theory of Student Involvement (1985) and Tinto’s Theory of Student Departure (1975, 1993). Astin concluded that the factors contributing to persistence were associated with students’ involvement in college life; whereas, factors contributing to departure from college were associated with students’ noninvolvement. Similarly, Tinto asserted that integration into the academic and social systems of a college occurs when students successfully navigate the stages of separation, transition, and incorporation. Of these three stages, it is the intricacies of the incorporation phase which have the greatest implications for assessing the link between student involvement, student services, and freshmen retention. The incorporation stage described by Tinto concerns the opportunity students have to form their perceptions regarding the extent to which they “fit” in the academic and social systems of the institution. In different ways Astin’s findings as well as Tinto’s research suggests that positive experiences and perceptions of the school are linked to students
having a stronger commitment to persist. After critically examining both theoretical models the researcher deduced that an integrated model based on both Astin’s Theory of Student Involvement and Tinto’s Theory of Student Departure could serve as a theoretical framework for this study. This comprehensive model can be a viable mechanism for better understanding the complex relationships between students’ perceptions and involvement in student services and freshmen retention.

The purpose of this study is to examine the relationship between freshmen retention and selected student services at three private HBCUs. Both Astin and Tinto established that there is a relationship between freshmen retention and student services. Moreover, the study focused on the following student services and their relationship to freshmen retention:

1. Enrollment management
2. Financial assistance
3. Residence life
4. Extracurricular activities
5. Counseling services
6. Academic support services

The following diagram is a figural representation of the relationship among the variables.
INDEPENDENT VARIABLES

Student Services

- Enrollment Management
- Financial Assistant
- Residence Life
- Extracurricular Activities
- Counseling Services
- Academic Support Services

DEPENDENT VARIABLES

Retention

MODERATOR VARIABLES

Socioeconomic Status
Institution Type
Gender

Fig. 1. Diagrammatic Representation of Study
Presentation and Definition of Variables

The independent, dependent, and moderating variables are stated below.

Definitions of the variables for the purpose of this study are provided.

Independent Variables

According to Vogt (1999), independent variables can be used to predict or explain the values of another variable. In this study the six independent variables are enrollment management, financial assistance, residence life, extracurricular activities, counseling services, and academic support services. The independent variables of student services were used to determine a relationship to the dependent variable of retention.

Dependent Variables

The dependent variables are those variables that remain constant and are not subject to manipulation by the researcher (Tuckman, 1999). In this study, the dependent variable is retention that may change based on quality and availability of the student services that the institutions provide.

Moderator Variables

According to Borg and Gall (1989), moderator variables aid in differential analysis. They can be used to moderate the predictive validity of tests very effectively. They broaden the scope of analyses, thereby providing additional information from the research. They were used to manipulate the interactions between other variables. The moderator variables in this study are socioeconomic status, institution type, and gender.
Definition of Variables

For the purpose of this study, the following operational definitions will be used:

1. **Academic Support Services**: resources that address a student’s scholastic needs.

2. **Counseling Services**: professional resources that address a student’s emotional, psychological, physiological, social, and career development needs.

3. **Enrollment management**: the manner and efficiency with which a student’s application to the institution is processed, culminating in the student registering in the school.

4. **Extracurricular activities**: non-credit and non-classroom programs available to students through recreational, social, and cultural events sponsored by colleges or by college-related organizations.

5. **Financial assistance**: funding opportunities available to support student’s education.

6. **Freshman retention**: is a published rate of persistence for a cohort of students over a specified time provided by each of the three respective institutions.

7. **Gender**: male or female students.

8. **Institution Type**: an identification of a college or university as one of the following (a) single-sex male institutions that primarily serve men; (b) single-sex female institutions that primarily serve females; and (c) co-educational institutions that serve both male and female students.
9. **Residence life**: activities and conditions related to living in on-campus facilities.

10. **Socioeconomic Status**: a designation of a student’s estimated family yearly income as high, upper-middle, middle, lower-middle and low.

**Definition of Terms**

1. **Freshman student**: a student who has enrolled into an institution of higher learning for the first time and has not attended any other university or college.

2. **Full-time student**: a student who is enrolled in a minimum of 12 credit hours in a semester.

3. **Historically Black Colleges and Universities**: institutions that were primarily founded and funded for the purpose of educating Black students.

4. **Predominately White Institutions**: institutions in which the largest percentage of the student enrollment is Caucasian.

5. **Student Services**: consists of all activities undertaken aside from academic instruction in which students’ personal development and/or service is the primary focus. For the purposes of this study, the following areas will be investigated: Enrollment management, Financial assistance, Residence life, Extracurricular activities, Counseling services, and Academic support services.
Null Hypotheses

Twelve hypotheses have been formulated to test twelve of the thirteen research questions in chapter I. The thirteenth research question will remain the same and be treated as such.

1. There is no significant relationship between freshmen retention and enrollment management.
2. There is no significant relationship between freshmen retention and financial assistance.
3. There is no significant relationship between freshmen retention and residence life.
4. There is no significant relationship between freshmen retention and extracurricular activities.
5. There is no significant relationship between freshmen retention and counseling services.
6. There is no significant between freshmen retention and academic support services.
7. There is no significant relationship between freshmen retention and enrollment management in terms of (a) gender (b) institution type and (c) socioeconomic status.
8. There is no significant relationship between freshmen retention and financial assistance in terms of (a) gender (b) institution type and (c) socioeconomic status.
9. There is no significant relationship between freshmen retention and residence life in terms of (a) gender (b) institution type and (c) socioeconomic status.

10. There is no significant relationship between freshmen retention and extracurricular activities in terms of (a) gender (b) institution type and (c) socioeconomic status.

11. There is no significant relationship between freshmen retention and counseling services in terms of (a) gender (b) institution type and (c) socioeconomic status.

12. There is no significant relationship between freshmen retention and academic support services in terms of (a) gender (b) institution type and (c) socioeconomic status.

13. What is the relative impact of each of the independent variables on retention?

Limitations

This study will use data from a self-reported scale regarding the perceptions student services as relates to retention. Materials and documents will be collected from administrative offices within each institution under study. The sample will be conducted in three private HBCUs, and may limit the generalizability of conclusions. Data will be gathered from the perceptions of full-time freshman students attending three HBCUs in the Atlanta University Center.
Summary

A significant number of graduating high school seniors struggle to make their transition to college, especially during their first semester. Student service administrators are in positions to provide support services which increase students' satisfaction and foster retention. This study used Astin's theory of student involvement (1985) and Tinto's (1993) Theory of Student Departure to examine the relationship that exist between freshmen retention and student services. The significance of this integrated theoretical framework formulated for this study is that it expands the understanding of the influences that affect a student's decision to persist at a particular institution. This study addressed the critical retention problems in HBCUs and the findings may result in improved retention rates in HBCUs, especially private tuition-driven HBCUs.
CHAPTER IV

METHODS AND PROCEDURES

Research Design

This study utilized the survey research design. Specifically, a questionnaire was used to collect data on student’s perceptions of the quality and availability of student services during their first semester and their desire to persist toward graduation in their present college. Retention is the dependent variable. The independent variables are the following selected student services: enrollment management, financial assistance, residence life, extracurricular activities, counseling services, and academic support services. The moderating variables include gender, institution type, and socioeconomic status. Correlational statistics are used to describe the relationships. According to Gay (1996), correlational research allows the researcher to determine first whether or not a relationship exists between two or more quantifiable variables and second to determine the degree of the relationship between those variables. Additionally, correlations between freshmen retention and the selected student services were investigated; this was followed by an analysis of the impact of the moderating variables on those correlations. The degree of significance of the relationships in this study was set at the .05 level.
Description of the Setting

The target population of this study was three HBCUs with a combined enrollment of 10,335 students located in the historic West End Community in Atlanta, Georgia. The West End Community is currently undergoing intensive renovations that involve demolishing several low-income housing projects and replacing them with new more exclusive upscale apartment complexes and small business franchises. The institutions in this study are members of the Atlanta University Center, which was founded in 1929, and is the world's oldest and largest consortium of Black private institutions of higher education.

The first of the three institutions investigated was formed by the consolidation of a four-year undergraduate liberal arts institution and a graduate institution within close proximity. The university operates as a comprehensive, private, urban, coeducational institution with a predominately African American heritage. It offers undergraduate, graduate, and professional degrees as well as non-degree programs to approximately 5,410 students of diverse racial, ethnic, and socioeconomic backgrounds representing more than 50 countries and nearly every state in the nation. (AUC Fact Sheet, 2000)

The second institution is an all male college. Its primary purpose is preparing men for leadership in society. As a private four-year liberal arts college, the institution offers educational programs in the arts and humanities, the natural sciences and mathematics, and the social sciences and business. The college is firmly committed to attracting and enrolling students of a high caliber from a wide variety of educational and socioeconomic backgrounds. During the 1998-99 period the institution enrolled...
approximately 2,860 students from more than 40 states, the District of Columbia and fifteen foreign countries. (AUC Fact Sheet, 2000)

The third institution from which students participated is a women's college. It remains committed to its mission of educating women to become leaders. The educational program is designed to give students a comprehensive liberal arts background through study in the fine arts, humanities, social sciences, and natural sciences. The college enrolls approximately 2,065 students whose academic performances indicate that they will be enriched by the college's environment. Admission is granted to women without regard to race, creed, physical or learning challenges. (AUC Fact Sheet, 2000).

**Sampling Procedures**

The subjects for this study were students enrolled in the fall of 2000 at the selected schools. All of the students were given questionnaires to complete thus constituting a sample of the whole. Utilizing the sample of the whole technique allows for maximum participation therefore increasing the generalizability of the study. It should be noted, that although efforts were made to have all of the freshmen in these selected HBCU's participate, students were not demanded to complete the questionnaire. Consequently, some questionnaires had to be eliminated because they were either partially or improperly filled out.

**Working With Human Subjects**

The researchers secured authorization to conduct the study from the Institutional Review Boards at the three selected institutions. In conducting this study the researcher
used volunteers due to the fact that studies done on volunteers have revealed the following characteristics:

1. Volunteers tend to be more sociable than nonvolunteers.
2. Volunteers tend to be less authoritarian than nonvolunteers.
3. Volunteers tend to be more altruistic than nonvolunteers.
4. Volunteers tend to be more self-disclosing than nonvolunteers.
5. Volunteers tend to be better educated than nonvolunteers.

(Borg and Gall, 1989).

Additionally, the researcher guaranteed all subjects anonymity and confidentiality so that those participants would not be identifiable in any published documents. The purpose of this process was to allow the participants to feel at ease and for them to respond as accurately and honestly as possible, therefore, increasing the reliability of the results.

Instrumentation

The researcher constructed an instrument that would yield reliable information to validly determine the relationship between the dependent variable, retention, and independent variables, student services. In developing an instrument the researcher used the steps suggested by Borg and Gall (1996, 1989) to construct a questionnaire:

Step 1: Define the objective. The objective was to investigate the relationship between freshmen retention and selected student services at three private HBCUs.
Step 2: Define the target population. The survey would be administered to freshmen students enrolled in freshmen orientation classes, fall semester of 2000.

Step 3: Review of related measures. Several instruments relating to the topics of retention and student services were studied for format and content. None were found adequate to fulfill the needs of this study. However, they produced useful insights and information that were used to construct an appropriate measure for use in this study.

Step 4: Develop an item pool. First a decision was made on the items needed to ascertain all of the necessary information from the respondents. Significant consideration was given to the length of the instrument. It should not take longer than fifteen minutes to be completed. The items were to be clearly stated and there should be at least ten items from which the final most reliable items would be taken. The instrument used a Likert response mode.

Step 5: Preparing the prototype. Having examined previous scales and alternative forms, coding and scoring, the decision was made to use a simple response mode to facilitate ease in scoring and coding. The questionnaire used a likert scale, with the following responses: strongly agree (SA), agree (A), strongly disagree (SD), disagree (D), and not applicable (NA). Although a student’s perception of a particular student service may vary along a continuum from poor to excellent, the researcher believes that the previous categories help to eliminate any subjectivity on the part of the student. Another benefit to be derived from this simple response mode is the ease it presents in scoring. The student is only required to concentrate on four to five responses, rather than a large variety of responses. In addition, coding is made simple, rather than complex, as it
appeared in some instruments that require points to be allocated and totaled. The ease of scoring and coding are considered to be important to researchers in developing instruments. Users of the instrument are more likely to complete the instrument properly, if the response mode is not too complex or does not require a great deal of writing.

**Step 6: Evaluate the prototype.** This instrument was evaluated by seven judges with degrees and experience in research and educational administration. These judges were familiar with student services concepts and practices as they pertain to HBCUs. This process was necessary to determine if some items needed to be added or deleted. Equally important, the judges were able to determine the face and content validity of the instrument. The prototype was then piloted on a sample of the target population. Finally, the researcher conducted an item to scale reliability analysis to determine the reliability of each scale of the instrument. The reliability test yielded the following (Cronbach alpha) coefficients: Enrollment management .856, Financial assistance .866, Residence life .867, Extracurricular activities .852, Counseling services .922, Academic support services .912.

**Step 7: Revise the measure.** Based on the results of the pilot test, the instrument was revised where necessary and made ready for distribution. For example, the researcher observed after the pilot test was administered that a number of the students did not live on-campus. Therefore, the researcher added a commuter section to the survey to include off-campus students.
Data Collection Procedures

In collecting data from the selected institutions the researcher had to submit a copy of his survey and consent form to the Institutional Review Board (IRB) at each school. Next the researcher had to state explicitly to each school's IRB the way in which the data would be used and how subjects would be recruited. Additionally, the researcher had to assure that no harm or penalty would come to students who did not complete the survey. Fortunately, after approximately seven weeks of reviews and modifications the researcher was granted permission to administer the survey to all three schools. Finally, the researcher administered the survey to students attending freshmen seminars and orientation classes after mid-term of the fall 2000 semester.

Statistical Applications

After the surveys were completed, data were collated, coded and subject to quantitative analyses using the Statistical Package for the Social Sciences (SPSS). The analytical techniques that were used to analyze the data included the Pearson Correlation Coefficient (Pearson r), Multiple Analysis of Variance (MANOVA), and Stepwise Regression. The Pearson r is an appropriate measure of correlation to use when the data represent either interval or ratio scales. It also describes the strength of the relationship between two variables. Next, the researcher used MANOVA to examine the relationship between two variables while simultaneously controlling for how each of these may be influenced by other variables. Third, the researcher used Stepwise Regression to determine the relative impact of the relationship of each independent variable on the
dependent variable. To further enhance the analyses of the data, simple descriptive
statistics were used to facilitate an increased understanding of the study.

**Delimitations**

The researcher studied three of the thirty-nine private HBCUs in the United
States. The institutions under study are located within close proximity to one another in
the Southwest section of Atlanta, Georgia. The researcher examined only one
coeducational university, one single-sex female college, and one single-sex male college.

**Summary**

This study used the correlational research design to determine if there is a
relationship between the dependent variable freshmen retention and the independent
variables of student services at three private HBCUs. Second, the researcher developed an
instrument and submitted it before an expert panel of judges to determine the instruments
face and content validity. Third, a pilot survey was administered to freshmen at another
private HBCU within the same higher education consortium and adjustments were made
where needed. Fourth, after receiving permission from the Institutional Review Boards,
the researcher administered the survey to the three selected institutions. Fifth, the data
collected from the selected institutions was processed for completeness, and adjusted to
meet the sample of the whole requirements, and then the data was subjected to the
following appropriate statistical test: Pearson $r$, MANOVA, and Stepwise regression
analysis.
CHAPTER V
ANALYSIS OF THE DATA

The data are presented and analyzed in this chapter. This research investigation was conducted to empirically determine if a relationship exists between freshmen retention and selected student service variables in three private HBCUs. The data were collected via questionnaires administered in Freshmen Orientations classes during the fall semester of 2000. The analyses of data are related to 12 research hypotheses and one research question delineated in Chapter Three. The findings are presented in tabular format and analyzed in the narratives that follow. Each hypothesis is reviewed and accepted or rejected based on the .05 level of significance.

The questionnaire used in this study consisted of 77 items. Eight of the 77 items, in the first section of the questionnaire, required students to provide demographic information. The remaining 69 items measured the independent and dependent variables. Over two thousand questionnaires were distributed among three HBCUs in Atlanta, Georgia. Distribution of the surveys was based on the student’s desire to voluntarily participate in the study. One thousand fourteen properly completed surveys were returned from the three institutions.
Descriptive statistics were used to analyze demographic information. The independent and dependent variables were analyzed using the Pearson r Correlation Coefficient and Multiple Analysis of Variance statistical test (MANOVA).

Table 1 displays the demographic information of the sample in terms of the moderator variables.

Table 1

**Demographic Information**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>467</td>
<td>46.1%</td>
</tr>
<tr>
<td>Female</td>
<td>545</td>
<td>53.9%</td>
</tr>
<tr>
<td>Total</td>
<td>1,012</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 or less</td>
<td>959</td>
<td>94.7%</td>
</tr>
<tr>
<td>20 to 23</td>
<td>46</td>
<td>4.5%</td>
</tr>
<tr>
<td>24 to 29</td>
<td>7</td>
<td>0.7%</td>
</tr>
<tr>
<td>30 or older</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total</td>
<td>1,013</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Estimated Family Gross Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$55,000 or greater</td>
<td>379</td>
<td>40.0%</td>
</tr>
<tr>
<td>Between $45,000 and $54,999</td>
<td>119</td>
<td>12.6%</td>
</tr>
<tr>
<td>Between $35,000 and 44,999</td>
<td>133</td>
<td>14.1%</td>
</tr>
<tr>
<td>Between $25,000 and 34,999</td>
<td>147</td>
<td>15.6%</td>
</tr>
<tr>
<td>Less than $25,000</td>
<td>167</td>
<td>17.7%</td>
</tr>
<tr>
<td>Total</td>
<td>945</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: Missing data where totals do not equal 1,014.
Table 1 (continued)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution Type</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Male</td>
<td>388</td>
<td>38.2%</td>
</tr>
<tr>
<td>All Female</td>
<td>302</td>
<td>29.8%</td>
</tr>
<tr>
<td>Coeducational</td>
<td>324</td>
<td>32.0%</td>
</tr>
<tr>
<td>Total</td>
<td>1,014</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Current Residence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-Campus</td>
<td>879</td>
<td>87.0%</td>
</tr>
<tr>
<td>Off-Campus</td>
<td>131</td>
<td>13.0%</td>
</tr>
<tr>
<td>Total</td>
<td>1,010</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Current Enrollment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>972</td>
<td>99.0%</td>
</tr>
<tr>
<td>Part-time</td>
<td>10</td>
<td>1.0%</td>
</tr>
<tr>
<td>Total</td>
<td>982</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Highest Level of Education of Father</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary School</td>
<td>8</td>
<td>0.9%</td>
</tr>
<tr>
<td>Middle School</td>
<td>18</td>
<td>1.9%</td>
</tr>
<tr>
<td>High School</td>
<td>307</td>
<td>32.8%</td>
</tr>
<tr>
<td>Vocational School</td>
<td>92</td>
<td>9.8%</td>
</tr>
<tr>
<td>College Degree</td>
<td>305</td>
<td>32.6%</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>206</td>
<td>22.0%</td>
</tr>
<tr>
<td>Total</td>
<td>936</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Highest Level of Education of Mother</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary School</td>
<td>4</td>
<td>0.4%</td>
</tr>
<tr>
<td>Middle School</td>
<td>11</td>
<td>1.1%</td>
</tr>
<tr>
<td>High School</td>
<td>272</td>
<td>27.1%</td>
</tr>
<tr>
<td>Vocational School</td>
<td>127</td>
<td>12.7%</td>
</tr>
<tr>
<td>College Degree</td>
<td>351</td>
<td>35.0%</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>238</td>
<td>23.7%</td>
</tr>
<tr>
<td>Total</td>
<td>1,003</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: Missing data where totals do not equal 1,014.

According to the demographic information (see Table1), there were 467 (46.1%) male participants, and 545 (53.9%) female participants. The higher percentage of Black
female participants in the study is consistent with findings indicating more Black females are enrolled in college than Black men.

A total of 959 (94.7%) participants were 19 years of age or less; 46 (4.5%) participants were 20 to 23 years old; 7 (0.7%) participants were 24 to 29 years old; 1 (0.1%) participant was 30 years of age or older.

A total of 167 (17.7%) participants estimated family gross income was less than $25,000; 147 (15.6%) participants estimated family gross income was between $25,000 and $34,999; 133 (14.1%) participants estimated family gross income was between $35,000 and $44,999; 119 (12.6%) participants estimated family gross income was between $45,000 and $54,999; 379 (40.0%) participants estimated family income was $55,000 or greater. The stated findings are consistent with each institution’s mission to provide an education for students from various socioeconomic backgrounds.

A total of 1,014 students participated in the study; 388 (38.2%) of the students attended an all male institution; 302 (29.8%) of the students attended an all female institution; 324 (32.0%) attended a coeducational institution. With the diminishing numbers of Black males in college the participation of an all male institution in the study helped to increase the representation of Black males in college.

A total of 879 (87.0%) of the participants lived on-campus; 131 (13.0%) of the participants lived off-campus. The institutions in this study strongly encourage their first-year students to live on-campus if housing is available.

A total of 972 (99.0%) of the participants are enrolled as full-time students; 10 (1.0%) of the participants are enrolled as part-time students. Traditionally, the majority of
the students in this study need financial assistance. Therefore, these students would be enrolled full-time in order to receive their financial packages.

A total of 8 (0.9%) of the participant’s father’s highest level of education was elementary school; 18 (1.9%) of the participant’s father’s highest level of education was middle school; 307 (32.8%) of participant’s father’s highest level of education was high school; 92 (9.8%) of the participant’s father’s highest level of education was vocational school; 305 (32.6%) of the participant’s father’s highest level of education was college; 206 (22.0%) of the participant’s father’s highest level of education was graduate school. Approximately, 80 of the participants in this study did not answer this question.

A total of 4 (0.4%) of the participant’s mother’s highest level of education was elementary school; 11 (1.1%) of the participant’s mother’s highest level of education was middle school; 272 (27.1%) of participant’s mother’s highest level of education was high school; 127 (12.7%) of the participant’s mother’s highest level of education was vocational school; 351 (35.0%) of the participant’s mother’s highest level of education was college; 238 (23.7%) of the participant’s mother’s highest level of education was graduate school. Approximately, 13 of the participants in this study did not answer this question.

To examine the relationship between freshmen retention and selected student services the researcher used the following statistical tools to determine whether or not to accept or reject the null hypotheses: Pearson r, MANOVA, and Step Wise Regression.
Testing the Null Hypotheses

Ho1: There is no significant relationship between freshmen retention and enrollment management.

The Pearson r correlation coefficient was used to determine the relationship between freshmen retention and each independent variable. The results are displayed in Table 2.

In the case of the relationship between freshman retention and enrollment management, a positive correlation was found (r (.231) = .000, P> .01), indicating a significant relationship does exist between the two variables. Therefore, the null hypothesis was rejected. There is a significant relationship between freshmen retention and enrollment management.

Ho2: There is no significant relationship between freshmen retention and financial assistance.

The Pearson r correlation coefficient was used to determine the relationship between freshmen retention and financial assistance. The results are displayed in Table 2. A weak negative correlation was found (r (-.155) = .000, P< .01), resulting in a significant relationship between the variables. Therefore, the null hypothesis was rejected. There is a significant relationship between freshmen retention and financial assistance.

Ho3: There is no significant relationship between freshmen retention and residence life.

The Pearson r correlation coefficient was used to determine the relationship between freshmen retention and residence life. The results are displayed in Table 2. A
Table 2

<table>
<thead>
<tr>
<th>Correlation Coefficients Between Freshmen Retention and Selected Student Services</th>
<th>Student Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment Management</strong></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.231**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>996</td>
</tr>
<tr>
<td><strong>Financial Assistance</strong></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>-.155**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>963</td>
</tr>
<tr>
<td><strong>Residence Life</strong></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.148**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>840</td>
</tr>
<tr>
<td><strong>Extracurricular Activities</strong></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.145**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>975</td>
</tr>
<tr>
<td><strong>Counseling Services</strong></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.297**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>939</td>
</tr>
<tr>
<td><strong>Academic Support Services</strong></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.149**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>955</td>
</tr>
</tbody>
</table>

**Correlations are significant at the 0.01 level.

weak positive correlation was found (r (.148) = .000, P< .01), yielding a significant relationship between the two variables. Therefore, the null hypothesis was rejected.

There is a significant relationship between freshmen retention and residence life.

Ho4: There is no significant relationship between freshmen retention and extracurricular activities.
The Pearson $r$ correlation coefficient was used to determine the relationship between freshmen retention and extracurricular activities. The results are displayed in Table 2. A weak positive correlation was found ($r (.145) = .000, P< .01$), establishing a significant relationship between the two variables. Therefore, the null hypothesis was rejected. There is a significant relationship between freshmen retention and extracurricular activities.

**Ho5**: There is no significant relationship between freshmen retention and counseling services.

The Pearson $r$ correlation coefficient was used to determine the relationship between freshmen retention and counseling services. The results are displayed in Table 2. A weak positive correlation was found ($r (.297) = .000, P< .01$), indicating a significant relationship between the two variables. Therefore, the null hypothesis was rejected. There is a significant relationship between freshmen retention and counseling services.

**Ho6**: There is no significant relationship between freshmen retention and academic support services.

The Pearson $r$ correlation coefficient was used to determine the relationship between freshmen retention and academic support services. The results are displayed in Table 2. A weak positive correlation was found ($r (.149) = .000, P< .01$), yielding a significant relationship between the two variables. Therefore, the null hypothesis was rejected. There is a significant relationship between freshmen retention and academic support services.
Ho7: There is not a significant relationship between freshmen retention and enrollment management in terms of (a) gender (b) institution type and (c) socioeconomic status.

A MANOVA was used to examine the effects of freshmen retention and enrollment management in terms of each of the moderator variables. Relevant data are displayed in Table 3.

Table 3

MANOVA for Freshmen Retention and Enrollment Management for Each of the Moderator Variables.

<table>
<thead>
<tr>
<th>Moderator Variables</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>R-Squared</th>
<th>Adjusted R-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>601706.85</td>
<td>966</td>
<td>622.23</td>
<td>27.57</td>
<td>.000**</td>
<td>.125</td>
<td>.120</td>
</tr>
<tr>
<td>Institution Type</td>
<td>4458.87</td>
<td>965</td>
<td>4.62</td>
<td>18483.44</td>
<td>.000**</td>
<td>.994</td>
<td>.993</td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td>605487.73</td>
<td>894</td>
<td>677.28</td>
<td>3.28</td>
<td>.000**</td>
<td>.049</td>
<td>.034</td>
</tr>
</tbody>
</table>

**Correlations are significant at the 0.01 level.

For the hypothesis 7a, the data revealed that a significant relationship existed between freshmen retention and enrollment management in terms of gender. The F of 27.57 yielded a p value .000 that was significant at the .01 level of significance. Therefore the null hypothesis was rejected.

In order to identify between and within which subgroups these significance relationships occurred, it would have been necessary to apply a post hoc statistical
procedure such as Tukey. However, post hoc procedures cannot be computed on MANOVA results. Consequently, to further manipulate the data and to identify possible significant relationships in terms of the subgroups of the moderator variables, Pearson r correlations were computed in terms of each subgroup for the relationship between the independent and dependent variables.

In 7a, the difference lay between men and women for freshmen retention and enrollment management in terms of gender with men having a significant relationship between retention and enrollment management and women showing no significant relationship on these two variables. Relevant data are displayed in Table 4.

Table 4

Pearson r Correlations Between Freshmen Retention and Enrollment Management by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.000</td>
<td>-.104*</td>
<td></td>
<td>1.000</td>
<td>.027</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.001</td>
<td>.976</td>
<td></td>
<td>.001</td>
<td>.976</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>467</td>
<td></td>
<td>N</td>
<td>457</td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.000</td>
<td></td>
<td></td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.001</td>
<td>.976</td>
<td></td>
<td>.001</td>
<td>.976</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>545</td>
<td></td>
<td>N</td>
<td>535</td>
<td></td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level.

In the case of hypothesis 7b, a significant relationship was found between freshmen retention and enrollment management in terms of institution type. The F of 18483.44 yielded a p value of .000 that was significant at the .01 level of significance. The null hypothesis was therefore rejected.
The Pearson $r$ correlation coefficients for three different institutions did not yield any significant relationships between the two variables. Relevant data are displayed in Table 5.

### Table 5

**Pearson $r$ Correlations Between Retention and Enrollment Management by Institution**

<table>
<thead>
<tr>
<th>Type</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
<th></th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-male institution</td>
<td>1.000</td>
<td></td>
<td>388</td>
<td>.830</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All-female institution</td>
<td>1.000</td>
<td></td>
<td>302</td>
<td>.983</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-ed institution</td>
<td>1.000</td>
<td></td>
<td>324</td>
<td>.358</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In hypothesis 7c, a significant relationship was revealed between freshmen retention and enrollment management in terms of socioeconomic status. The $F$ of 3.28 yielded a $p$ value of .000 that was significant at the .01 level of significance. Therefore the null hypothesis was rejected.

For students at the middle-class socioeconomic level a significant relationship was found between freshmen retention and enrollment management. Relevant data are displayed in Table 6.
Table 6

Pearson r Correlations Between Freshmen Retention and Enrollment Management by Socioeconomic Status

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High-class SES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>-.064</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>379</td>
<td>.220</td>
</tr>
<tr>
<td>N</td>
<td>379</td>
<td>372</td>
</tr>
<tr>
<td>Upper-middle-class SES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.095</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>119</td>
<td>.304</td>
</tr>
<tr>
<td>N</td>
<td>119</td>
<td>118</td>
</tr>
<tr>
<td>Middle-class SES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.173*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>133</td>
<td>.046</td>
</tr>
<tr>
<td>N</td>
<td>133</td>
<td>133</td>
</tr>
<tr>
<td>Low-middle-class SES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>-.020</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>147</td>
<td>.818</td>
</tr>
<tr>
<td>N</td>
<td>147</td>
<td>142</td>
</tr>
<tr>
<td>Low-class SES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.152</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>167</td>
<td>.053</td>
</tr>
<tr>
<td>N</td>
<td>167</td>
<td>164</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level.

Ho8: There is not a significant relationship between freshmen retention and financial assistance in terms of (a) gender (b) institution type and (c) socioeconomic status.

A MANOVA was used to examine the effects of freshmen retention and financial assistance in terms of each of the moderator variables. Relevant data are displayed in Table 7.
Table 7

MANOVA for Freshmen Retention and Financial Assistance in Terms of Each of the Moderator Variables

<table>
<thead>
<tr>
<th>Moderator Variables</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>R-Squared</th>
<th>Adjusted R-Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>615014.84</td>
<td>970</td>
<td>634.04</td>
<td>24.00</td>
<td>.000**</td>
<td>.110</td>
<td>.106</td>
</tr>
<tr>
<td>Institution Type</td>
<td>4463.64</td>
<td>968</td>
<td>4.61</td>
<td>18636.98</td>
<td>.000**</td>
<td>.994</td>
<td>.993</td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td>609023.91</td>
<td>897</td>
<td>678.96</td>
<td>3.27</td>
<td>.000**</td>
<td>.049</td>
<td>.034</td>
</tr>
</tbody>
</table>

**Correlations are significant at the 0.01 level.

For the hypothesis 8a, the data revealed that a significant relationship existed between freshmen retention and financial assistance in terms of gender. The F of 24.00 yielded a p value .000 that was significant at the .01 level of significance. Therefore the null hypothesis was rejected. Relevant data are displayed in Table 7.

In the case of 8a, differences lay between men and women for freshmen retention and financial assistance in terms of gender. Both men and women had significant relationships on the two variables. Relevant data are displayed in Table 8.

Table 8

Pearson r Correlations Between Freshmen Retention and Financial Assistance by Gender

<table>
<thead>
<tr>
<th></th>
<th>Ret.</th>
<th>Fin. Asst.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>-.103*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.028</td>
</tr>
<tr>
<td>N</td>
<td>467</td>
<td>454</td>
</tr>
<tr>
<td>Females</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>-.170**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>545</td>
<td>524</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level.

**Correlation is significant at the 0.01 level.
In the case of hypothesis 8b, a significant relationship was found between freshmen retention and financial assistance in terms of institution type. The F of 18636.98 yielded a p value of .000 that was significant at the .01 level of significance. The null hypothesis was therefore rejected.

The Pearson r correlation coefficients among the different institutions revealed no significant relationships existed between the two variables. Relevant data are displayed in Table 9.

Table 9

**Pearson r Correlations Between Freshmen Retention and Financial Assistance by Institution Type**

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-male institution</td>
<td>1.000</td>
<td>.683</td>
<td>388</td>
<td>-.021</td>
<td>.683</td>
<td>379</td>
</tr>
<tr>
<td>All-female institution</td>
<td>1.000</td>
<td>.966</td>
<td>302</td>
<td>-.003</td>
<td>.966</td>
<td>293</td>
</tr>
<tr>
<td>Co-ed institution</td>
<td>1.000</td>
<td>.803</td>
<td>324</td>
<td>.014</td>
<td>.803</td>
<td>307</td>
</tr>
</tbody>
</table>

In 8c, a significant relationship was revealed between freshmen retention and financial assistance in terms of socioeconomic status. The F of 3.27 yielded a p value of .000 that was significant at the .01 level of significance. Therefore the null hypothesis was rejected.
For students at the high and lower-middle socioeconomic levels significant relationships were found between the two variables. Relevant data are displayed in Table 10.

Table 10

Pearson r Correlations Between Freshmen Retention and Financial Assistance by Socioeconomic Status

<table>
<thead>
<tr>
<th>Socioeconomic Status</th>
<th>Ret.</th>
<th>Fin. Asst.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-class SES</td>
<td>1.000</td>
<td>-.200**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>379</td>
<td></td>
</tr>
<tr>
<td>Upper-middle-class SES</td>
<td>1.000</td>
<td>-.080</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.398</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>119</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td>Middle-class SES</td>
<td>1.000</td>
<td>.046</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.601</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Low-middle-class SES</td>
<td>1.000</td>
<td>-.221**</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.008</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>147</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>Low-class SES</td>
<td>1.000</td>
<td>-.023</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.774</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>167</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>162</td>
<td></td>
</tr>
</tbody>
</table>

**Correlations are significant at the 0.01 level.

Ho9: There is not a significant relationship between freshmen retention and residence life in terms of (a) gender (b) institution type and (c) socioeconomic status.

A MANOVA was used to examine the effects of freshmen retention and residence life in terms of each of the moderator variables. Relevant data are displayed in Table 11.
Table 11

MANOVA for Freshmen Retention and Residence Life in Terms of Each of the Moderator Variables

<table>
<thead>
<tr>
<th>Moderator Variables</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>R-Squared</th>
<th>Adjusted R-Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>516594.17</td>
<td>878</td>
<td>588.38</td>
<td>32.66</td>
<td>.000**</td>
<td>.157</td>
<td>.152</td>
</tr>
<tr>
<td>Institution Type</td>
<td>4334.21</td>
<td>875</td>
<td>4.95</td>
<td>15351.85</td>
<td>.000**</td>
<td>.993</td>
<td>.993</td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td>536098.50</td>
<td>805</td>
<td>665.96</td>
<td>2.67</td>
<td>.001*</td>
<td>.044</td>
<td>.028</td>
</tr>
</tbody>
</table>

*Correlations are significant at the 0.05 level.
**Correlations are significant at the 0.01 level.

For the hypothesis 9a, the data revealed that a significant relationship existed between freshmen retention and residence life in terms of gender. The F of 32.66 yielded a p value .000 that was significant at the .01 level of significance. Therefore the null hypothesis was rejected.

In the case of 9a, differences lay between men and women for freshmen retention and residence life in terms of gender. Both men and women had significant relationships on the two variables. Relevant data are displayed in Table 12.

In hypothesis 9b, a significant relationship was found between freshmen retention and residence life in terms of institution type. The F of 15351.85 yielded a p value of .000 that was significant at the .01 level of significance. The null hypothesis was therefore rejected.
### Table 12

**Pearson r Correlations Between Freshmen Retention and Residence Life by Gender**

<table>
<thead>
<tr>
<th></th>
<th>Ret.</th>
<th>Res. Lif.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Males</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.181**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>467</td>
<td>396</td>
</tr>
<tr>
<td><strong>Females</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.167*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>545</td>
<td>396</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level.
**Correlation is significant at the 0.05 level.

For the All-female and Co-educational institutions significant relationships were found between the two variables. Relevant data are displayed in Table 13.

### Table 13

**Pearson r Correlations Between Freshmen Retention and Residence Life by Institution Type**

<table>
<thead>
<tr>
<th></th>
<th>Ret.</th>
<th>Res. Lif.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All-male institution</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.051</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.354</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>388</td>
<td>338</td>
</tr>
<tr>
<td><strong>All-female institution</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.142*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.020</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>302</td>
<td>268</td>
</tr>
<tr>
<td><strong>Co-ed institution</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>-.156*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.018</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>324</td>
<td>232</td>
</tr>
</tbody>
</table>

*Correlations are significant at the 0.05 level.
In 9c, a significant relationship was revealed between freshmen retention and residence life in terms of socioeconomic status. The F of 2.67 yielded a p value of .001 that was significant at the .05 level of significance. Therefore the null hypothesis was rejected.

For students at the upper-middle socioeconomic level, a significant relationship was found between the variables. Relevant data are displayed in Table 14.

Table 14

Pearson r Correlations Between Freshmen Retention and Residence Life by Socioeconomic Status

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High-class SES</td>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.087</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.115</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>379</td>
<td>327</td>
</tr>
<tr>
<td>Upper-middle-class SES</td>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.209*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.037</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>119</td>
<td>100</td>
</tr>
<tr>
<td>Middle-class SES</td>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.159</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.118</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>133</td>
<td>98</td>
</tr>
<tr>
<td>Low-middle-class SES</td>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.081</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.386</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>147</td>
<td>117</td>
</tr>
<tr>
<td>Low-class SES</td>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.119</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.167</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>167</td>
<td>137</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level.
Ho10: There is not a significant relationship between freshmen retention and extracurricular activities in terms of (a) gender (b) institution type and (c) socioeconomic status.

A MANOVA was used to examine the effects of freshmen retention and extracurricular activities in terms of each of the moderator variables. Relevant data are displayed in Table 15.

Table 15

MANOVA for Freshmen Retention and Extracurricular Activities in Terms of Each of the Moderator Variables

<table>
<thead>
<tr>
<th>Moderator Variables</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>R-Squared</th>
<th>Adjusted R-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>636172.34</td>
<td>1006</td>
<td>632.38</td>
<td>25.50</td>
<td>.000**</td>
<td>.112</td>
<td>.108</td>
</tr>
<tr>
<td>Institution Type</td>
<td>4448.19</td>
<td>1005</td>
<td>4.43</td>
<td>20142.50</td>
<td>.000**</td>
<td>.994</td>
<td>.994</td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td>630034.75</td>
<td>930</td>
<td>677.46</td>
<td>3.50</td>
<td>.000**</td>
<td>.050</td>
<td>.036</td>
</tr>
</tbody>
</table>

**Correlations are significant at the 0.01 level.

For the hypothesis 10a, the data revealed that a significant relationship existed between freshmen retention and extracurricular activities in terms of gender. The F of 25.50 yielded a p value .000 that was significant at the .01 level of significance. Therefore the null hypothesis was rejected.

In the case of 10a, a difference lay between men and women for freshmen retention and extracurricular activities in terms of gender with women having a
significant relationship between retention and extracurricular activities and men showing no significant relationship on these two variables. Relevant data are displayed in Table 16.

Table 16

Pearson r Correlations Between Freshmen Retention and Extracurricular Activities by Gender

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>Pearson Correlation</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.277</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>467</td>
</tr>
<tr>
<td>Females</td>
<td>Pearson Correlation</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.019</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>545</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level.

In hypothesis 10b, a significant relationship was found between freshmen retention and extracurricular activities in terms of institution type. The F of 20142.50 yielded a p value of .000 that was significant at the .01 level of significance. The null hypothesis was therefore rejected.

Among the different institutions no significant relationships were found between the two variables. Relevant data are displayed in Table 17.

In the case of 10c, a significant relationship was revealed between freshmen retention and extracurricular activities in terms of socioeconomic status. The F of 3.50 yielded a p value of .000 that was significant at the .01 level of significance. Therefore the null hypothesis was rejected.
Table 17

**Pearson r Correlations Between Freshmen Retention and Extracurricular Activities by Institution Type**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All-male institution</td>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>.048</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.361</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>388</td>
<td>370</td>
</tr>
<tr>
<td>All-female institution</td>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>-.084</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.146</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>302</td>
<td>298</td>
</tr>
<tr>
<td>Co-ed institution</td>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>-.018</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.760</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>324</td>
<td>305</td>
</tr>
</tbody>
</table>

The students at the high socioeconomic level yielded a significant relationship existed between the two variables. Relevant data are displayed in Table 18.

**H011:** There is not a significant relationship between freshmen retention and counseling services in terms of (a) gender (b) institution type and (c) socioeconomic status.

A MANOVA was used to examine the effects of freshmen retention and counseling services in terms of each of the moderator variables. Relevant data are displayed in Table 19.
### Table 18

**Pearson r Correlations Between Freshmen Retention and Extracurricular Activities by Socioeconomic Status**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High-class SES</td>
<td>1.000</td>
<td></td>
<td>.237**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>379</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td>365</td>
</tr>
<tr>
<td>Upper-middle-class SES</td>
<td>1.000</td>
<td></td>
<td>.122</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>119</td>
<td>.190</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td>118</td>
</tr>
<tr>
<td>Middle-class SES</td>
<td>1.000</td>
<td></td>
<td>.069</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>133</td>
<td>.438</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td>129</td>
</tr>
<tr>
<td>Low-middle-class SES</td>
<td>1.000</td>
<td></td>
<td>.120</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>147</td>
<td>.153</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td>142</td>
</tr>
<tr>
<td>Low-class SES</td>
<td>1.000</td>
<td></td>
<td>.054</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>167</td>
<td>.500</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td>158</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level.**

### Table 19

**MANOVA for Freshmen Retention and Counseling Services in Terms of Each of the Moderator Variables**

<table>
<thead>
<tr>
<th>Moderator Variables</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>R-Squared</th>
<th>Adjusted R-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>612174.70</td>
<td>1006</td>
<td>608.52</td>
<td>34.38</td>
<td>.000**</td>
<td>.146</td>
<td>.142</td>
</tr>
<tr>
<td>Institution Type</td>
<td>4168.36</td>
<td>1005</td>
<td>4.15</td>
<td>21503.16</td>
<td>.000**</td>
<td>.994</td>
<td>.994</td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td>619590.55</td>
<td>930</td>
<td>666.23</td>
<td>4.68</td>
<td>.000**</td>
<td>.066</td>
<td>.052</td>
</tr>
</tbody>
</table>

**Correlations are significant at the 0.01 level.**
For the hypothesis 11a, the data revealed that a significant relationship existed between freshmen retention and counseling services in terms of gender. The F of 34.38 yielded a p value .000 that was significant at the .01 level of significance. Therefore the null hypothesis was rejected.

In hypothesis 11a, the difference lay between men and women for freshmen retention and counseling services in terms of gender with women having a significant relationship between retention and counseling services and men showing no significant relationship on these two variables. Relevant data are displayed in Table 20.

Table 20

| Pearson Correlation Between Freshmen Retention and Counseling Services by Gender |
|-------------------------------------------------|---|---|
| **Males**                                       | **Pearson Correlation** | **Coun. Serv.** |
|                                                 | 1.000 | .003 |
| Sig. (2-tailed)                                 | .947  |      |
| N                                               | 467   | 427  |
| **Females**                                     | **Pearson Correlation** | **Coun. Serv.** |
|                                                 | 1.000 | .367** |
| Sig. (2-tailed)                                 | .000  |      |
| N                                               | 545   | 509  |

**Correlations are significant at the 0.01 level.**

In the case of hypothesis 11b, a significant relationship was found between freshmen retention and counseling services in terms of institution type. The F of 21503.16 yielded a p value of .000 that was significant at the .01 level of significance. The null hypothesis was therefore rejected.

The All-female institution was the only institution to yield a significant relationship between the two variables. Relevant data are displayed in Table 21.
Table 21

Pearson r Correlations Between Freshmen Retention and Counseling Services by Institution Type

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Ret.</th>
<th>Coun. Serv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-male institution</td>
<td>Pearson Correlation 1.000</td>
<td>.017</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) .754</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N 388</td>
<td>354</td>
</tr>
<tr>
<td>All-female institution</td>
<td>Pearson Correlation 1.000</td>
<td>.132*</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) .026</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N 302</td>
<td>286</td>
</tr>
<tr>
<td>Co-ed institution</td>
<td>Pearson Correlation 1.000</td>
<td>.041</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) .481</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N 324</td>
<td>297</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level.

In the case of 11c, a significant relationship was revealed between freshmen retention and counseling services in terms of socioeconomic status. The F of 4.68 yielded a p value of .000 that was significant at the .01 level of significance. Therefore the null hypothesis was rejected.

Students at all socioeconomic levels were found to have significant relationships between the two variables. Relevant data are displayed in Table 22.

Ho12: There is not a significant relationship between freshmen retention and academic support services in terms of (a) gender (b) institution type and (c) socioeconomic status.
Table 22

Pearson r Correlations Between Freshmen Retention and Counseling Services by Socioeconomic Status

<table>
<thead>
<tr>
<th>Socioeconomic Status</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-class SES</td>
<td>1.000</td>
<td>.344**</td>
<td>352</td>
<td>1.000</td>
<td>.000</td>
<td>352</td>
</tr>
<tr>
<td>Upper-middle-class SES</td>
<td>1.000</td>
<td>.350**</td>
<td>110</td>
<td>1.000</td>
<td>.000</td>
<td>110</td>
</tr>
<tr>
<td>Middle-class SES</td>
<td>1.000</td>
<td>.311**</td>
<td>123</td>
<td>1.000</td>
<td>.034</td>
<td>138</td>
</tr>
<tr>
<td>Low-middle-class SES</td>
<td>1.000</td>
<td>.181*</td>
<td>138</td>
<td>1.000</td>
<td>.001</td>
<td>156</td>
</tr>
<tr>
<td>Low-class SES</td>
<td>1.000</td>
<td>.274**</td>
<td>156</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level.
** Correlation is significant at the 0.01 level.

A MANOVA was used to examine the effects of freshmen retention and academic support services in terms of each of the moderator variables. Relevant data are displayed in Table 23.

For the hypothesis 12a, the data revealed that a significant relationship existed between freshmen retention and academic support services in terms of gender. The F of
Table 23

**MANOVA for Freshmen Retention and Academic Support Services in Terms of Each of the Moderator Variables**

<table>
<thead>
<tr>
<th>Moderator Variables</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>R-Squared</th>
<th>Adjusted R-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>637616.37</td>
<td>1006</td>
<td>633.81</td>
<td>24.98</td>
<td>.000**</td>
<td>.110</td>
<td>.106</td>
</tr>
<tr>
<td>Institution Type</td>
<td>4471.80</td>
<td>1005</td>
<td>4.45</td>
<td>20035.49</td>
<td>.000**</td>
<td>.994</td>
<td>.994</td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td>627013.37</td>
<td>931</td>
<td>673.48</td>
<td>4.14</td>
<td>.000**</td>
<td>.055</td>
<td>.041</td>
</tr>
</tbody>
</table>

**Correlations are significant at the 0.01 level.**

24.98 yielded a p value .000 that was significant at the .01 level of significance. Therefore the null hypothesis was rejected.

In 12a, the difference lay between men and women for freshmen retention and academic support services in terms of gender with women having a significant relationship between retention and academic support services and men showing no significant relationship on these two variables. Relevant data are displayed in Table 24.

Table 24

**Pearson r Correlations Between Freshmen Retention and Academic Support Services by Gender**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>Pearson Correlation</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>467</td>
</tr>
<tr>
<td>Females</td>
<td>Pearson Correlation</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>545</td>
</tr>
</tbody>
</table>

**Correlations are significant at the 0.01 level.**
In the case of hypothesis 12b, a significant relationship was found between freshmen retention and academic support services in terms of institution type. The F of 20035.49 yielded a p value of .000 that was significant at the .01 level of significance. The null hypothesis was therefore rejected.

The Pearson r correlation coefficient revealed that none of the institutions yielded significant relationships between the two variables. Relevant data are displayed in Table 25.

Table 25

**Pearson r Correlations Between Freshmen Retention and Academic Support Services by Institution Type**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All-male institution</td>
<td>1.000</td>
<td>.088</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>388</td>
<td>348</td>
<td></td>
</tr>
<tr>
<td>All-female institution</td>
<td>1.000</td>
<td>.018</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.754</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>302</td>
<td>298</td>
<td></td>
</tr>
<tr>
<td>Co-ed institution</td>
<td>1.000</td>
<td>-.020</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.730</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>324</td>
<td>307</td>
<td></td>
</tr>
</tbody>
</table>

In hypothesis 12c, a significant relationship was revealed between freshmen retention and academic support services in terms of socioeconomic status. The F of 4.14 yielded a p value of .000 that was significant at the .01 level of significance. Therefore the null hypothesis was rejected.
For the high and upper-middle-class students significant relationships existed between the two variables. Relevant data are displayed in Table 26.

Table 26

**Pearson r Correlations Between Freshmen Retention and Academic Support Services by Socioeconomic Status**

<table>
<thead>
<tr>
<th>Socioeconomic Status</th>
<th>Ret.</th>
<th>Acad. Supp. Serv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-class SES</td>
<td>1.000</td>
<td>0.194**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td>N</td>
<td>379</td>
<td>359</td>
</tr>
<tr>
<td>Upper-middle-class SES</td>
<td>1.000</td>
<td>0.192*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.042</td>
</tr>
<tr>
<td>N</td>
<td>119</td>
<td>113</td>
</tr>
<tr>
<td>Middle-class SES</td>
<td>1.000</td>
<td>0.135</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.132</td>
</tr>
<tr>
<td>N</td>
<td>133</td>
<td>126</td>
</tr>
<tr>
<td>Low-middle-class SES</td>
<td>1.000</td>
<td>0.098</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.257</td>
</tr>
<tr>
<td>N</td>
<td>147</td>
<td>137</td>
</tr>
<tr>
<td>Low-class SES</td>
<td>1.000</td>
<td>0.105</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.191</td>
</tr>
<tr>
<td>N</td>
<td>167</td>
<td>157</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level.
**Correlation is significant at the 0.01 level.
What is the relative impact of each of the independent variables on retention?

The researcher administered a survey that utilized a multiple response mode to ascertain the extent to which students were involved in the selected student services. A Stepwise Multiple Regression analysis was used to determine the predictability of the independent variables (enrollment management, financial assistance, residence life, extracurricular services, counseling services, and academic services) on the dependent variable retention.

Table 27

Results of the Stepwise Multiple Regression for the Dependent Variable Retention and the Independent Variables

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Services</td>
<td>.331</td>
<td>.109</td>
<td>.108</td>
<td>25.3221</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>.415</td>
<td>.173</td>
<td>.170</td>
<td>24.4242</td>
</tr>
<tr>
<td>Enrollment Management</td>
<td>.423</td>
<td>.179</td>
<td>.175</td>
<td>24.3503</td>
</tr>
</tbody>
</table>

The criteria for variables to be entered in the stepwise analysis were set at .050. The independent variable counseling services yielded an R square value of 0.109, financial assistance yielded an R square value of 0.173, and enrollment management yielded an R square value of 0.179. The R square value revealed that enrollment management was the strongest predictor of retention among the independent variables.
Summary

This chapter presented analyzed the data obtained from the research instrument developed for this study. The investigation was conducted in three HBCUs located in Atlanta, Georgia. The data was first analyzed descriptively. Secondly, the Pearson $r$ Correlation, and MANOVA statistical tools were used to compute the data. Based on the results of the aforementioned tests, decisions were made to either accept or reject the twelve null hypotheses. Additionally, Stepwise Multiple Regression tests were run to determine which one the independent variables was the strongest predictor of retention. Many of the null hypotheses were considered to be significant at the .01 level. In chapter six the findings, conclusions, implications, and recommendations are presented and discussed. The results in chapter five serves as a basis for the information that is presented in Chapter VI.
CHAPTER VI
FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to examine the relationship between freshmen retention and selected student services in HBCUs. The results from this study will help student services' administrators to effectively lead HBCUs in their retention efforts. This study utilized quantitative methods to determine the relationships between freshmen retention and student services. Questionnaires were administered to over 2000 students enrolled in freshmen orientation classes at the sampled institutions, 1014 were returned correctly. The dependent and independent variables were analyzed using Pearson Correlation coefficient and Multiple Analysis of Variance (MANOVA) statistical tools. The 0.05 level of significance was used to test the null hypotheses. The relationships between freshmen retention and six selected student services (enrollment management, financial assistance, residence life, extracurricular activities, counseling services, and academic support services) were discussed. The findings of this research were reported based on the results of the data analysis. The conclusions were drawn directly from the outcomes of the hypotheses. Implications and recommendations were presented also.

Findings

The findings for each null hypothesis have been summarized relative to the specific variables. A summary of the findings for this study are as follows:
Null Hypothesis 1 was rejected. There is a significant relationship between freshmen retention and enrollment management for the sample overall.

Null Hypothesis 2 was rejected. There is a significant relationship between freshmen retention and financial assistance for the sample overall.

Null Hypothesis 3 was rejected. There is a significant relationship between freshmen retention and residence life for the sample overall.

Null Hypothesis 4 was rejected. There is a significant relationship between freshmen retention and extracurricular activities for the sample overall.

Null Hypothesis 5 was rejected. There is a significant relationship between freshmen retention and counseling services for the sample overall.

Null Hypothesis 6 was rejected. There is a significant relationship between freshmen retention and academic support services for the sample overall.

Null Hypothesis 7 was rejected. There is a significant relationship between freshmen retention and enrollment management in terms of (a) gender, (b) institution type, and (c) socioeconomic status for the sample overall.

Null Hypothesis 8 was rejected. There is a significant relationship between freshmen retention and financial assistance in terms of (a) gender, (b) institution type, and (c) socioeconomic status for the sample overall.

Null Hypothesis 9 was rejected. There is a significant relationship between freshmen retention and residence life in terms of (a) gender, (b) institution type, and (c) socioeconomic status for the sample overall.
Null Hypothesis 10 was rejected. There is a significant relationship between freshmen retention and extracurricular activities in terms of (a) gender, (b) institution type, and (c) socioeconomic status for the sample overall.

Null Hypothesis 11 was rejected. There is a significant relationship between freshmen retention and counseling services in terms of (a) gender, (b) institution type, and (c) socioeconomic status for the sample overall.

Null Hypothesis 12 was rejected. There is a significant relationship between freshmen retention and academic support services in terms of (a) gender, (b) institution type, and (c) socioeconomic status for the sample overall.

A Stepwise Multiple Regression test was used to determine the predictability of the independent variables (enrollment management, financial assistance, residence life, extracurricular activities, counseling services and academic support services) on the dependent variable retention. The results of the Stepwise Multiple Regression analysis revealed that enrollment management was the strongest predictor of retention among the independent variables. This indicates that the quality of the enrollment management services that students receive significantly impacts whether or not they stay in school.

Conclusions

The conclusions from the findings in terms of the Pearson correlations are presented first, followed by findings in terms of the MANOVA analysis:

Null Hypothesis 1 showed a significant relationship existed between freshmen retention and enrollment management. This finding suggested that the dissemination of
pre-entry materials about the institution and financial aid packages, as well as pre-entry access to the financial aid counselors impacted the extent to which students from the overall sample would be retained.

**Null Hypothesis 2** indicated a significant relationship existed between freshmen retention and financial assistance. This result indicated that the accessibility of informed financial counseling as well as the attainability of government loans, institutional grants, and work-study would significantly affect whether or not students would be retained from the overall sample.

**Null Hypothesis 3** established a significant relationship existed between freshmen retention and residence life. This outcome showed that adequate facilities in residential halls, safe living environments, conducive learning environments, and supportive residential life staff would significantly impact the retention of students in the sample.

**Null Hypothesis 4** revealed a significant relationship existed between freshmen retention and extracurricular activities. This finding indicated that diversity and availability in extracurricular activities related to the transition to college significantly influenced the retention of students. This result further suggested that student input into the types of extracurricular activities available would affect the persistence of students in the overall sample.

**Null Hypothesis 5** showed a significant relationship existed between freshmen retention and counseling services. This result indicated that the encouragement of the utilization of counseling services, the availability of counselors, and the use of a variety
of counseling activities, especially group sessions, would influence the retention of students from sample.

Null Hypothesis 6 indicated a significant relationship existed between freshmen retention and academic support services. This outcome showed that the encouraged use of diverse academic support services and the availability of specialized assistance for students with special learning disabilities would impact the retention of students from the overall sample.

Conclusions based on MANOVA analysis and Pearson correlations

In order to identify between and within which subgroups these significant relationships occurred, it would have been necessary to apply a post hoc statistical procedure such as Tukey. However, post hoc procedures cannot be computed on MANOVA results. Consequently, to further manipulate the data and to identify possible significant relationships in terms of the subgroups of the moderator variables, Pearson correlations were computed in terms of each subgroup for the relationship between the independent and dependent variables.

Null Hypothesis 7: The MANOVA showed that significant relationships existed between freshmen retention and enrollment management in terms of (a) gender, (b) institution type, and (c) socioeconomic status. The Pearson correlation analysis for freshmen retention and enrollment management in terms of gender revealed that the quality and availability of enrollment management services could significantly impact the persistence of men from the overall sample. The second analysis for the two variables in
terms of institution type did not provide any significant relationships. The third Pearson correlation analysis for freshmen retention and enrollment management services in terms of socioeconomic status established that the quality and availability of enrollment management services would considerably affect the retention of middle-class students from the overall sample.

**Null Hypothesis 8:** The MANOVA indicated that significant relationships existed between freshmen retention and financial assistance in terms of (a) gender, (b) institution type, and (c) socioeconomic status. The Pearson correlation analysis for freshmen retention and financial assistance in terms of gender established that the retention of both men and women in the sample would be significantly affected by availability and quality of financial assistance services. The second analysis for the two variables in terms of institution type did not yield any significant relationships. The third Pearson correlation analysis for socioeconomic status in terms of freshmen retention and financial assistance revealed that the retention of students from the high and lower-middle socioeconomic levels in the overall sample could be significantly influenced by the quality and availability of financial assistance services.

**Null Hypothesis 9:** The MANOVA revealed that significant relationships existed between freshmen retention and residence life in terms of (a) gender, (b) institution type, and (c) socioeconomic status for the sample overall. The Pearson correlation analysis for the two variables in terms of gender showed that the quality of residence life services could significantly impact the retention of men and women in the sample. The second analysis for freshmen retention and residence life in terms of institution type indicated
that the quality and availability of residence life services at the all-female and co-ed institution would significantly affect their student’s persistence. The third Pearson correlation analysis for the two variables in terms of socioeconomic status established that the availability and quality of residence life services could influence the persistence of upper-middle-class students from the sample.

**Null Hypothesis 10**: The MANOVA showed that significant relationships existed between freshmen retention and extracurricular activities in terms of (a) gender, (b) institution type, and (c) socioeconomic status. The Pearson correlation analysis for freshmen retention and extracurricular activities in terms of gender indicated that from the women’s sample that the participation in a variety of quality extracurricular activities would impact their retention. The second Pearson correlation analysis for the two variables in terms of institution type did not provide any significant relationships. The third Pearson correlation analysis for freshmen retention and extracurricular activities in terms of socioeconomic status established that the quality and availability of extracurricular activities could influence the retention of students at the high socioeconomic level from sample.

**Null Hypothesis 11**: The MANOVA indicated that significant relationships existed between freshmen retention and counseling services in terms of (a) gender, (b) institution type, and (c) socioeconomic status. The Pearson correlation analysis for two variables in terms of gender revealed that the availability counseling services and counselors would influence the retention of women in the sample. The second Pearson correlation analysis for freshmen retention and counseling services in terms of institution
type indicated that the quality and availability of counseling services at the all-female institution could impact the persistence of their students. The third Pearson correlation analysis for the two variables in terms of socioeconomic status established that the quality and availability of counseling services would affect the retention of students at all socioeconomic levels.

Null Hypothesis 12: The MANOVA revealed that significant relationships existed between freshmen retention and academic support services in terms of (a) gender, (b) institution type, and (c) socioeconomic status. The Pearson correlation analysis for the two variables in terms of gender established that the range and quality of academic support services could significantly affect the retention of women from the sample. The second Pearson correlation analysis for freshmen retention and academic support services in terms of institution type did not yield any significant relationships. The third Pearson correlation analysis for the two variables in terms of socioeconomic status indicated that the range and accessibility of academic support services would influence the persistence of students at the high and upper-middle socioeconomic levels.

Implications

If HBCUs are going to remain competitive with other institutions in attracting and retaining African American and other minority students they must focus on providing access to quality student services. This study utilized student services as an approach to examine freshmen retention at three private HBCUs. The following implications can be drawn from the findings and conclusions from this study.
1. Enrollment management personnel including the offices of admissions, registrar, and financial aid are in key positions to promote freshmen retention. Each department provides an opportunity for student’s initial integration into the college community. Therefore, it is imperative that all information related to the institution's academic and social programs and policies be efficiently, clearly, and accurately disseminated.

2. Financial assistance services related to student need, loan options, and work-study have an effect on the persistence of students. Thus, financial aid officers should consistently advertise, communicate, and hold review sessions with students concerning various financial assistance options.

3. Residence life services pertaining to safety, staff support, and building maintenance have an effect on freshmen retention. As a result, the director of housing along with the residence life staff can promote persistence by planning activities that encourage mature personal interaction as well as scheduling activities that address academic and social interests.

4. Extracurricular activities related to diversity, availability, and transitioning to college have an effect on the retention of freshmen. Thus, the director of campus activities should work in collaboration with other university personnel to provide a variety of rewarding activities that are in keeping with students' interests and promote learning outcomes.

5. Counseling services that pertain to counselor accessibility, college adjustment issues, and personal development have an effect on freshmen persistence. Consequently,
counseling service personnel should direct efforts toward identifying major areas of student needs and toward the utilization of the services which can be provided in the areas of psychological and social counseling.

6. Academic support services related to the availability of tutors and the quality of tutoring services have an effect on freshmen retention. Hence, the director of academic support services should work collaboratively with faculty and staff to institute intervention programs and establish procedures to ensure that the services are actually utilized.

The results of this research show that there are several ways to improve the retention rates at HBCUs. These findings provide empirical support that there is a direct relationship between the students' perception of the quality and availability of student services and freshmen retention. In sum, private HBCUs have an opportunity to correct retention problems that confront them by strengthening the quality of student services they provide.

**Recommendations**

HBCUs are challenged to devise polices and practices which take into account the realities of the student population they serve while at the same time increasing the level of student involvement in learning activities. Student service personnel, administrators, and faculty should be cognizant of the fact that the effectiveness of any policy or practice is directly related to its ability to increase student involvement. The following recommendations are based on the findings of this research:
1. Colleges and universities should develop a more expeditious and efficient means of communicating accurate information about the institution's offerings to students and parents.

2. Colleges must develop and implement alternative financial aid packages to meet the needs of diverse student populations.

3. Colleges need to develop a comprehensive retention program that links student services and academic services.

4. Colleges should have tutoring support available and affordable to students with different academic needs.

5. Colleges should implement a regular and standard practice of academic advising for students beginning with pre-registration and continuing throughout the freshmen year.

6. Colleges must ensure that students are put on the academic track that will direct them toward their career destination.

7. Colleges should ensure on-campus housing is available, safe, affordable, and conducive for studying.

8. Colleges should provide and support a variety of extracurricular activities that are appealing to a diverse student population.

9. Colleges need counseling services that are accessible to students that have a variety of nontraditional concerns.

10. Colleges need to develop comprehensive professional development plans for all student service personnel.
Recommendations for further research

11. Replications of the present study need to include a pre and post-test survey; other academic variables; and faculty involvement.

12. Replication of the present study needs to include and compare both private and public HBCUs.

13. A longitudinal study is needed to examine the impact the division of student services has on the graduation rates of African American and other minority students.

Summary

The findings and conclusions from this study were discussed in this chapter. Implications were presented, and recommendations based on the findings were highlighted. Hopefully, the recommendations from this study will be utilized in developing improved policies and expanded research for student services. Equally important, these thirteen recommendations can increase the number of African Americans and other minorities that graduate from college.
Appendix A

Request Letter

Claude P. Hutto
2650 Black Forest Trail
Atlanta, Ga 30331
Tel. (404) 349-8993 (404) 274-7050

To Whom it May Concern:

My name is Claude P. Hutto and I am a doctoral candidate in the department of Educational Leadership at Clark Atlanta University. For my dissertation, I have chosen to conduct a study on student services as it relates to freshmen retention. As you are, no doubt aware student services evolved to support and enhance student matriculation through college and by implication, to increase retention. However, there is very little empirical evidence that this goal has been achieved. Indeed, the sparse research that is available in this area is limited to majority institutions and therefore the situation on Historically Black Colleges and Universities campuses is unknown.

As a prospective college administrator with an interest in student services, I would like to gain meaningful insight into the status of student services and its relationship to retention, the findings of which I perceive will be especially beneficial to the HBCUs surveyed and to other like institutions and scholars with interests in this area in general. I am therefore, requesting your permission to gather data from your 2000-2001 freshmen students through the administration of a survey, a copy of which is attached. Respondents will be assured anonymity and data gathered will be processed and reported as group data. The survey can be completed in approximately 10 to 15 minutes.

I hope you will give favorable consideration to my request as I embark on my journey to play my part in sustaining our great tradition of offering quality education to African Americans and other minorities. Should you have any concerns or need for clarification on anything relating to my request, please feel free to call me at the number or address given above. Thank you.

Sincerely,

Claude P. Hutto
Appendix B

Student Request Letter

Dear First Year Student:

My name is Claude P. Hutto and I am a doctoral candidate in the department of Educational Leadership at Clark Atlanta University. For my dissertation, I have chosen to conduct a study on student services as it relates to freshmen retention.

If you are willing to participate, I am requesting that you sign the form below indicating that you are voluntarily completing the survey. The survey will take approximately 10 to 15 minutes to complete. Please note that you may leave at any time during the session without completing the questionnaire and without penalty. The researcher will be requesting a limited amount of personal background information, in addition to the questions on student services. The data will be analyzed for the entire group rather than for individuals. This will ensure your anonymity and that no physical or emotional harm will result from your participation.

If you have any questions or concerns, please feel free to contact me at the Department of Educational Leadership (404)–880-8498 or my dissertation advisor Dr. Claudette Williams (404) 880-8495.

Thank you.

I __________________________ agree to voluntarily participate in this research on student services and freshmen retention being conducted by Claude P. Hutto. I understand that any information I give will be treated in the strictest confidence and that I will remain anonymous.

_________________________________  __________________________
Name                                      Date
Appendix C

Students Perception of Student Services in Higher Education

The purpose of this questionnaire is to assess freshman perceptions of the quality of student services. The information you provide will be kept confidential. At no time will you be identified individually or by your institution with the information you provide. Please answer all questions honestly. Thank you for your cooperation.

Section A.
Student Biographic Information

For each of the items in this section, put an X beside the choice that best describes you.

(1) Gender:  
___ Male  
___ Female

(2) Age:  
___ 19 or younger  
___ 20 – 23 years  
___ 24 - 29 years  
___ 30 or older

(3) Estimated Gross Family Income  
___ Less than $25,000  
___ Between $25,000 and $34,999  
___ Between $35,000 and $44,999  
___ Between $45,000 and $54,999  
___ Greater than $55,000

(4) Type of Institution:  
___ All Male  
___ All Female  
___ Coeducational

(5) Where do you currently reside?  
___ On-Campus  
___ Off-Campus

(6) Current Enrollment:  
___ Full-Time  
___ Part-Time

(7) Highest Level of Education achieved by your parents:

Father:  
___ Elementary school  
___ Middle School  
___ High School  
___ Vocational School  
___ College Degree  
___ Graduate Degree

Mother:  
___ Elementary school  
___ Middle School  
___ High School  
___ Vocational School  
___ College Degree  
___ Graduate Degree

Section B
Enrollment Management

For the following items, circle the response that best represents your answer.

Response Code
SA Strongly Agree  
SD Strongly Disagree  
A Agree  
D Disagree  
NA Not Applicable

(Please answer items on the back of this page also.)
1. The college gave me adequate information about sources of financial aid

2. Financial aid information was given to me in a timely manner

3. I was given enough time to thoroughly assess the financial aid information before responding

4. My financial aid forms were processed by the college in a timely manner.

5. I had to contact the financial aid office repeatedly to ensure proper processing of my application

6. I feel comfortable speaking with any financial aid counselor about my financial aid needs

7. Financial aid counselors are well informed about financial assistance programs for college

8. I am able to speak with a financial aid counselor whenever I need to do so

Financial Assistance

1. The college offered meaningful financial incentives to attend the college

2. The college offers diverse financial assistance opportunities for students

3. Students are able to receive only federal funds for financial assistance

4. The college seems interested in meeting my financial needs to attend college

5. I was able to obtain work study without a hassle

6. I feel confident that I will continue to obtain the financial assistance that I need to attend college

7. Financial aid counselors made every effort to meet my financial aid needs

(Please answer items on the back of this page also.)
Residence Life (To be answered only by students living on campus)

1. I can study without disruption in the residence hall  
   SA A D SD

2. I feel safe living in the residence hall  
   SA A D SD

3. The residence life staff is supportive.  
   SA A D SD

4. Residence hall facilities are adequate.  
   SA A D SD

5. There are a variety of programs offered to students in the resident hall  
   SA A D SD

6. The residence hall activities are interesting  
   SA A D SD

7. Activities offered in the residence hall are designed to help students adjust to college life  
   SA A D SD

8. The residence hall is well maintained  
   SA A D SD

9. Residence student assistants are able to provide meaningful advice to students  
   SA A D SD

10. Residence hall rules help to maintain a conducive learning environment  
    SA A D SD

11. Students are treated as adults in the resident hall  
    SA A D SD

12. Students have ready access to resident hall staff  
    SA A D SD

13. Residence Life staff carry out their duties in a professional manner  
    SA A D SD

Commuter Services (To be answered only by students living off campus)

1. There are diverse activities in which commuter students can participate  
   SA A D SD

2. Commuter students are made to feel a part of the college community  
   SA A D SD

3. Special considerations are given to the needs of commuter students  
   SA A D SD

4. Special assistants are designated to deal with commuter issues  
   SA A D SD

(Please answer items on the back of this page also.)
5. Commuter students feel free to use any of the college services

6. Commuter students feel free to use any of the college facilities

7. Special efforts are made to involve commuter students in extracurricular activities

Extracurricular Activities

1. Students are usually able to find an interesting activity on campus that they can attend

2. Students are encouraged to participate in extracurricular activities

3. Students have a say in the types of activities that are offered

4. Extracurricular activities on campus help students to adjust to college life

5. Students are informed about extracurricular activities on campus

6. The number of extracurricular activities provided throughout the semester is adequate

7. Freshmen feel comfortable attending any extracurricular activity they choose

8. The college tries to ensure that there are adequate extracurricular activities for freshmen

9. Extracurricular activities are designed to meet the needs of students from diverse cultural backgrounds

10. Extracurricular activities are designed to help students become more responsible in a less structured environment.

11. Freshmen are encouraged to undertake leadership responsibilities in extracurricular activities

(Please answer items on the back of this page also.)
Counseling Services

The following statements describe the counseling services offered by your institution.

1. Regardless of the need, students are able to consult with a counselor whenever they want to do so
   
   SA  A  D  SD

2. Students are encouraged to utilize the counseling services provided
   
   SA  A  D  SD

3. Students find the counselors to be sensitive to their needs
   
   SA  A  D  SD

4. Counseling activities are designed to help students deal with personal development issues are offered on campus
   
   SA  A  D  SD

5. Counseling centers are easily identified
   
   SA  A  D  SD

6. Counselors offer group sessions to help freshmen adjust better to college life
   
   SA  A  D  SD

7. Counseling activities designed to help students deal with social development issues are offered on campus
   
   SA  A  D  SD

8. Counseling activities designed to help students develop the skills to achieve academic success are offered
   
   SA  A  D  SD

Academic Support Services

1. Students are informed about the academic support services available to them
   
   SA  A  D  SD

2. Students are encouraged to utilize the academic support services
   
   SA  A  D  SD

3. Tutorial services are offered by the institution
   
   SA  A  D  SD

4. Students can easily get quality tutorial assistance
   
   SA  A  D  SD

5. Specialized assistance is available to students with learning disabilities
   
   SA  A  D  SD

6. The academic support services provided are designed to address student's diverse academic support needs
   
   SA  A  D  SD

(Please answer items on the back of this page also.)
Section C

Do you plan to graduate from the institution in which you are currently enrolled?

Yes  No

If “No,” please check all that apply.

____ Poor expression of college tradition
____ Dissatisfied with campus counseling services
____ Campus is not safe and secure
____ Building maintenance is neglected
____ Financial Aid was not synchronized with admission
____ Inefficient registration process
____ Lack of staff commitment to the goals of the college
____ Student rules/policies are too restrictive
____ Dissatisfied with on-campus housing
____ Lack of meaningful extracurricular activities

Other. Please Specify.

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
BIBLIOGRAPHY


