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CAUSES OF ALIENATION AMONG BLACK STUDENTS AT TWO
PREDOMINANTLY WHITE UNIVERSITIES

BY
ANTON MIGHTY

A dissertation submitted in partial fulfillment of the requirements for the

Doctor of Philosophy

Major in Sociology

South Dakota State University

2016

CAUSES OF ALIENATION AMONG BLACK STUDENTS AT A
PREDOMINANTLY WHITE UNIVERSITY

This dissertation is approved as a credible and independent investigation for the Doctor of Philosophy degree and is acceptable for meeting the dissertation requirements for this degree. Acceptance of this dissertation does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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ABSTRACT

CAUSES OF ALIENATION AMONG BLACK STUDENTS AT A
PREDOMINANTLY WHITE UNIVERSITY

ANTON MIGHTY

2016

The purpose of this study was to examine the factors that foster or inhibit the academic and social integration of Black students at two predominately white institutions. A second purpose of this study is to discover the factors influencing Black student alienation.

The survey instrument was administered to 52 Black students (8.7% of the total Black student population) enrolled in two universities located in the upper Midwest. Six indices were developed for these independent variables: pre-entry characteristics, institutional environment, academic integration, faculty interaction, social integration, and peer involvement.

The results of this study add to the limited literature on alienation and differences among Black college students. Both academic and social integration were strongly related to the institutional environment. There is a strong negative association between institutional environment and level of alienation, meaning that the more supportive the institutional environment the lower the level of alienation. There was a moderately strong relationship between the level of academic integration and level of alienation. Social integration and faculty involvement were weakly correlated with levels of alienation.

Lastly, there was no association between the frequency of interactions with diverse peers and level alienation.

CHAPTER ONE: INTRODUCTION

The choice to attend college is becoming more of a requirement than an option. Enrolling in college requires serious decisions, and then, once in college, academic and social integration. Being successful in achieving a degree necessitates large amounts of time, energy, resources, and commitment essential to complete the process. The persistent gap between White and Black college students in enrollment and completion rates warrants The National Center for Educational Statistics (NCES) notes that while the educational gap between Whites and Blacks continues to diminish; however, the graduation patterns of Black students continue to be an area of concern for educators and university administrators. In 2011-12, 11 percent of bachelor's degrees were awarded to Black students in comparison to 70 percent awarded to White students nationally (NCES, 2013: Table 332.20). Furthermore, the percentage of 25 to 29 year olds who have completed their bachelors or higher, as reported in the Department of Education (DOE) *Conditions of Education (2015)*, was higher for whites (37% males, 44% females) than for Blacks (17% males, 23% females) (DOE, 2015: 20). The research has also shown roughly a third (35 %) of Black students continue to withdraw from college rather than completing their degree programs after three years (Furr and Elling, 2002: 200; Fischer, 2007: 194). Enrolling in college should yield a good quality college experience. When this is not the case, the student feels a sense of loss, betrayal, and anger.

Education can also function as a tool of socialization, cultural innovation, social placement, or even social control. Many Blacks were subjected to the social control role of schools until *Brown v. Board of Education 1954 (Brown I, 1954)*. In 1954, the Supreme Court of the United States voted unanimously *Brown v. Board of Education* that

separate schools for blacks and whites was inherently unequal, thereby ending the legacy of *de jure* (but not *de facto*) segregation in schools. Nevertheless, desegregation did not happen as the court had envisioned.

The legacy of segregation in schools is still felt on many college campuses. Today on many college campuses around the country, African Americans are more likely than any other racial groups to be targeted and given differential treatment from faculty and staff (Ancis, Sedlacek, and Mohr, 2000; Gossett, Cuyjet, and Cockriel, 1998). Unfortunately, for many African Americans students attending predominantly white institutions, their time at college has been unpleasant (Feagin, Vera, and Imani, 1996:159). It is likely that hostile environments, social exclusion, and minimal participation in campus activities have contributed to Black student alienation.

This study examined factors influencing Black college student's sense of alienation in predominantly white institutions (PWIs). Though there are studies that examine alienation of minority students, many of them simply compare differences in alienation levels between various ethnic groups without looking at other factors, besides race or ethnicity that influence those levels within the Black or other student groups. What is lacking is an examination of Black student alienation from a more comprehensive theoretical framework that combines pre-entry experiences, institutional environment, and academic and social integration. Thus, this study uses a modified version of Tinto's model (1993) of student departure to examine factors influencing alienation within the Black student population at two universities. According to Tinto's theoretical model, the student's decision to depart from the academic institution is due to pre-entry experiences, a low level of social and academic integration, and the institutional

environment. Furthermore, since the outcome in this study is student alienation, not departure or retention as with Tinto's model, the model for this study will include insights on alienation from the work of Seeman (1959), Burbach's (1972) work on university student alienation, and Dean (1961).

Purpose of the Research

One purpose of this study was to examine the factors that foster or inhibit the academic and social integration of Black students attending a predominantly white institution (PWI). A second purpose was to investigate the factors that cause Black students to experience feelings of alienation at their institution.

To accomplish this, the researcher utilized the survey method which, according to Fowler (2002:1), is used to "produce statistics about some aspects of the study population." The population was African American students at two PWIs who were invited by email to participate in a survey. The survey was designed to collect demographic details as well as information in seven areas: alienation, pre-entry, institution environment, faculty interaction, peer interaction, social integration, and academic integration.

It was hoped that this study would inform college officials about the nature of African American student life on this campus and suggest what types of "diversity measures" might help Black students adjust to the rigors of college life, reduce their alienation and discourage their departure from this institution. Though the specific differential treatments faced by Black students were not investigated, this study does describe those factors influencing their levels of alienation. Additionally, the study hopes

to add to the literature about Black college students and alienation since it is one of the first to look at alienation levels internal to the Black student population.

Theoretical Model

Using selected variables from Tinto's model, this study focuses on factors influencing students' alienation. While his model featured five variables, prior to the outcome: pre-entry attributes, goals/commitments, institutional experiences, integration (social and academic), and subsequent commitments, this model for the current study is different in a number of respects. First of all, the current study includes fewer variables. Secondly, while the outcome variable for Tinto was departure from college, this study's outcome variable is alienation. In other words, this study is dealing with a variable (alienation) that would precede departure, with the implication that the alienated student would be more likely to depart. Thus, this study would cover an important "intervening" variable not previously considered in studies using Tinto's model. Specifically in this study the model ends with alienation not departure. Third, this study includes some variables and measures from studies of Black university students. It is also important to note that, in this study, alienation is treated as one end of a continuum with its opposite, belongingness. This fits with the usage of these terms in the literature.

Research Methods

The purpose of this study is to understand the factors that lead to alienation and lack of belonging of Black students attending predominately-white institutions (PWI). The data for this study came from two four-year public, research-oriented doctoral

institutions in the Upper Midwest of the U.S. with a total population size of 26,959 students. SDSU had 12,557 enrolled undergraduate and graduate students, 255 (2%) of them being African Americans (SDSU Fact book, 2013-2014: 5). UND had 14,402 undergraduate and graduate students enrolled, 340 (2%) who were African Americans (UND fact book, 2014-2015). The sample in this study was 52.

Since the sample was not random, hypotheses were tested using Spearman's correlation coefficient or Chi-square tests of significance. Five (alienation, pre-entry, institutional environment, social integration, and academic integration) indices were created and checked for reliability. These indices and several other independent variables were used to test ten hypotheses.

Organization of Dissertation

This dissertation contains seven chapters that will be discussed in the following chapters.

Chapter One includes the introduction and provides an overview of the contents of the dissertation.

Chapter Two contains the review of literature. It covers the variables that relate to alienation in general, Seeman's elaboration of Marx's theory, Durkheim's anomie, and factors influencing persistence or departure of university students.

Chapter Three covers the theoretical framework in the study. This chapter starts with a discussion of Tinto's model. Next, it considers the contributions of ideas from Seeman and others to the study of alienation. Finally, the causal model and research hypotheses are described.

Chapter Four discusses the procedures used to carry out the study. First, the research design and selection of study subjects is summarized. Next, methods of data collection and details on the survey instrument are covered. There is a discussion of how the indices were created and evaluated for reliability. Finally, there is a description of the statistical techniques used to analyze the data.

Chapter Five contains the results of the descriptive findings including frequency tables for selected individual questions and for each index.

Chapter Six contains the results of the tests of hypotheses H1a through H7.

Chapter Seven deals with the purpose of the study and an overview of the findings. The results of the hypothesis-testing are interpreted in light of the theoretical framework. Next, there is a discussion of theoretical implications, study limitations, future research and practical implications.

CHAPTER TWO: REVIEW OF LITERATURE

Introduction

This chapter covers the concept of alienation or anomie as developed by the classical theorists of Marx and Durkheim, respectively. As well, Seeman's elaboration of Marx's concept of alienation is summarized. Finally, the factors related to students' persistence or departure from university institutions are discussed.

Alienation in Marx's Theory

For Marx, the concept of alienation was not subjective or psychological, but an objective construct inherent in social structure, specifically capitalism. He argued that "labor is external to the worker" and under capitalism the worker became dehumanized, disaffected, and dissatisfied because they are treated as a commodity instead of skilled workers (Marx, 1837/1978: 74).

Thus, alienation addresses the relationship between the individual and the objects which the laborer produces. Marx recognized that individuals are alienated from their true selves and in order to overcome this they must be connected to the essence of their species being. Species being, according to Marx, is man's ability to not only understand himself as a species, but to "treat himself as a universal and therefore a free being" (Marx, 1837/1978: 75). For Marx, the estrangement of labor or alienation contains four components: 1) separation from one's labor activity, where the worker is separated from the products and surplus of their labor; 2) separation from the process of production in terms of having no control over or voice in the process; 3) separation from co-workers and peers, where competition is stressed over collaboration among workers; and 4)

separation from oneself or one's potential in terms of self-actualization being denied to the worker (Ritzer, 2008: 54-55). Marx, then, labels these four types of alienation of labor and labeled them as "estranged labor," the condition where the worker is separated from their work becoming the "wretched of commodities" (Marx 1837/1978: 70).

Each of these types of alienation will be discussed briefly. Again, the first is alienation from the product of their labor. For example, the worker labors all day constructing a beautiful mansion that he/she can never afford to purchase. Apart from the fact that the individual invested an enormous amount of energy and creativity into the creation of this mansion, it belongs to the rich person who owns the house. The worker's only reward for his/her effort is some payment to sustain himself.

The second, alienation from the work process, is a separation from the process of production. Marx (1837/1978: 79) asserts that "private property is thus the product, the result, the necessary consequence of alienated labour." In the past, designing a product involved product conception, developing the appropriate techniques that were to be used, and finally constructing the product based on the given specifications. Now, in industrial settings, the craftsmen have been replaced by assembly line workers, whose work is limited to simple, repetitive, tedious procedures requiring little if any critical knowledge.

Third, workers are separated from other workers in order to control workplace social dynamics. Ritzer (2008: 70) writes that "Marx's assumption was that people basically need and want to work cooperatively to appropriate from nature" the materials needed for life activities. Capitalism disrupts this tendency of cooperation by pitting worker against worker, which further marginalizes the individual thereby creating a more productive slave. Furthermore, factory owners are constantly trying to maximize profits

placing greater pressures on the workers to produce more within a given time, rewarding those who succeed and punishing those who fail, creating a competitive environment. Of course, the intention of the fierce competition among workers is to deflect the attention from the capitalists that created this hostile environment in the first place (Ritzer, 2008: 55).

Finally, workers are alienated from themselves and their potential. Marx asserts that laborers are predisposed to use their minds to create something out of the “sensuous external world” (Marx 1837/1978: 72). This means that they would normally appropriate from the external world the “means of life” (Marx 1837/1978: 72). Capitalists strove to sever this bond between nature and man, reducing him to the level of the “sewage of civilization,” in constant opposition to another until finally the individual is reduced, in an “inhuman fashion...to the lowest possible level of life,” alienated from nature, and eventually becoming a crude instrument (Marx 1837/1978: 94).

Seeman’s Elaboration of Marx’s Theory

Though Marx’s theory of alienation was focused on objective measures, Melvin Seeman (1959) took the concept into a social-psychological direction. Seeman (1959: 783) operationalized and further differentiated the very general concept of Marx’s alienation into five social-psychological measures. His reasoning was heavily influenced by the psychological terms of “expectations and rewards” (Seeman, 1959:784). In fact, one of Israel’s (1971) criticisms of Seeman was that his framework was mostly psychological. Seeman (1959: 783) defended his subjective approach to Marx’s objective concept, claiming that his framework established empirical specificity for an overly vague or general concept of alienation. He demonstrated that alienation could be better

understood using these five concepts: powerlessness, meaninglessness, normlessness, isolation, and self-estrangement.

Powerlessness

Seeman (1959: 784) based his concept of powerlessness on the “notion of alienation as it originated in the Marxian view of the workers condition in capitalist society.” Furthermore, while he had a profound understanding of Marx’s definition of powerlessness in relation to the industrial system, Seeman (1959: 784) shifted from what he labeled Marx’s “critical, polemic element” to the individual “expectancy for control of event.” So, powerlessness is felt when the individual feels that his/her behavior cannot determine the “occurrence of the outcome” even though they have confidence in their innate abilities (784).

Meaninglessness

Seeman’s second dimension, meaninglessness, occurs when a person is disengaged from the functioning of the social structure/organization. As he defines it, the person is “unclear as to what he ought to believe” particularly if there is a dearth of information (Seeman, 1959: 786). In the Marxian tradition, it is about complexity and the individual’s ability to understand the whole process, an advantage usually reserved for those higher in the hierarchy. Israel (1971: 210) indicates that “the more complicated the whole labor-process becomes, the less the worker” is involved or has the ability to perceive “its complexity.” If the person cannot understand the process, they cannot accurately “predict behavioral outcomes” (210).

Normlessness

The concept of normlessness, from Durkheim's writings on anomie, deals with the breakdown of the social structure that had regulated the norms and behaviors of the inhabitants. This would mean that individuals may not have clear guidelines for behavior. Seeman (1959: 788) uses Robert Merton's (1949) conceptualization of anomie in explaining social deviance (Israel, 1971: 210). Merton's definition of anomie (Ritzer, 2014, p. 258) refers to a discrepancy between socially valued goals and socially acceptable means of achieving those goals.

Isolation

The fourth variant Seeman labels isolation. In this version, the individual has chosen to live outside what is considered normal by conventional social standards and has assigned a "low reward value to goals or beliefs that are typically highly valued in the given society" (Seeman, 1959: 789). For Seeman, isolation means that the individual retreats or becomes isolated from social connections (Israel 1971: 212).

Self-estrangement

The final dimension is self-estrangement, a form of alienation in which the activities of the workers do not contribute to intrinsic self-satisfaction. Seeman (1959: 790) characterizes this as a situation wherein the individual ceases to realize himself or herself through creative work (Israel 1971: 213). This estrangement is manifested in the belief that his/her own performance is menial and time-wasting. Seeman links this experience closely with other dimensions of alienation such as meaninglessness and powerlessness (Israel 1971: 213).

Durkheim's Anomie

Durkheim identified four types of suicide: egoistical, altruistic, anomic, and fatalism. The occurrence of these types of suicide are determined by the levels of either integration or regulation within the structure or system. Of relevance here, is anomic suicide, which is caused by a lack of regulation or normlessness. Anomic suicide was described by Durkheim, as the “perpetual unhappiness” over an unattainable goal (Durkheim, 1897/1951: 248). According to Ritzer (2008: 93) anomie is “more likely to occur when regulative powers of society are disrupted,” leading to confusion and a situation in which authority is unable to exercise control. Tinto (1993: 103) thought that Durkheim’s anomic suicide was relevant to his model. He felt that a university needed to withstand disruptive forces that threaten “daily operations. . . and undercut the normal bonds.”

The next section deals with studies dealing with variables incorporated by Tinto into his model.

Persistence or Departure of University Students

Factors Influencing Academic Integration

Pre-Entry Variables and Academic Integration. Academic integration is defined as academic commitment by the student, faculty-student interaction, and time invested in studying (Brown and Davis, 2009: 45-46). Interactions between faculty and students include involving the students in research and listening to their academic concerns.

College students' success is influenced by pre-entry factors, such as parental background, academic preparedness, and community encouragement (Tinto, 1993; Kuh, Cruce, Shoup, Kinzie, and Gonyea, 2008: 546; Allen, 1992:37). Hausmann, Ye, Schofield, and Woods (2009: 665) affirm that community and familial encouragement are instrumental in African American student success. The student's academic preparedness includes pre-collegiate courses and engagement in school activities.

Parental background includes income, social class, and educational attainment. Allen (1992: 37) asserts that parental social economic status and the student's educational aspirations are correlated with successful academic outcomes. He further maintains that parental financial support is an important asset for academic success. Specifically, studies have demonstrated that students who have the necessary funds from their parents to attend college will find it easier to succeed in the academic sphere than those who must rely on other avenues to pay for school (Hausmann, et al., 2009: 661). Kao and Thompson's (2003: 419, 431) study also demonstrated that parental social class influences student educational outcomes. In fact, they also found that family structure and overall socioeconomic status have a strong influence on educational outcomes (428).

Additionally, students who are academically prepared find adjustment to the rigors of academic life easier (Ostrove and Long, 2007: 379; Hausmann, et al., 2009: 661). Allen (1992: 41) found that adequate academic preparation and remediation are essential for the success of African American college students. Kuh et al. (2008: 551) found that students with positive pre-college preparedness had higher levels of collegiate success than those who did not have this training (551). As well, students with lower levels of educational preparation were less likely to integrate themselves into the

academic domain of the campus (Cotes and Levine, 1997: 234). Researchers have concluded that there is a definite connection between pre-entry academic achievements and academic integration (Pascarella, Terenzini, and Wolfle, 1986: 163).

When African American college students fail to be academically integrated, it is often due to pre-entry factors such as lack of financial support and little support from the community (Kao and Thompson, 2003: 422; Hausmann, et.al, 2009: 664-65). Kao and Thompson (2003: 424) found that African American students' lack of integration is the result of poor prior education experiences. This is a result of these students being "stratified within schools according to ability groups or tracks" (423), which means that they are often put into less challenging classes or treated as less capable of attending college than those in other tracks.

Institutional Environment and Academic Integration. Before students begin their first semester, the institutional environment is the first thing that they encounter (Holmes, Ebbers, Robinson, and Mugenda. 2000-01: 51). This is when they meet the administration and staff, visit the student residential halls and cafeteria, and get an overall sense of the institution. What constitutes the institutional environment are the type, location, and physical characteristics of the college (Astin, 1993: 32).

However, college is more than just buildings on a sprawling landscape. More specifically, the institution must provide additional educational opportunities for students to include working with faculty, work-study or internships, and mentorship, which have been found to be an instrumental part of academic integration (Case, 2008:327; Holmes et al. 2000-01: 50; Loo and Rolinson, 1986: 67).

Allen's (1992: 37) research has shown that a supportive institution leads to improved academic outcomes for minority students. In his comparative study between Historically Black Colleges and Universities (HBCU's) and pre-dominantly white institutions (PWI's) measuring student outcomes based on individual and institutional characteristics, he found that "Black student outcomes are (positively) influenced...by the institutional setting" at HBCU's (39). Conversely, studies of predominantly white institutions (PWI's), whose structures represent the racial/ethnic attitudes of the dominant culture, have been shown to dissuade minority academic integration (Lewis, Chesler, and Forman, 2000: 79, 86-88; Read, Archer, and Leathwood, 2003: 267; Gerber and Cheung, 2008: 309). Holmes et al (2000-01: 41) points out numerous supporting evidence chronicling African American students low opinions of PWI's finding these institutions both 'hostile and unsupportive' of their needs.

Holmes et al. (2000-01: 50) acknowledged that the collegiate environment "exerts a greater influence over minority students success." Institutions that did not offer such educational opportunities for minority students are likely to have strained faculty-student relationships (Case, 2008: 327; Allen, 1992: 37; Sedlacek, 1999: 541). Case (2008: 327) insists that the lack of academic integration is due to an uneven power relationship between students and faculty which is another feature of the institutional environment.

Factors Influencing Social Integration

Pre-Entry Variables and Social Integration. Students' social integration and social engagement is also influenced by pre-entry variables (Astin, 1993: 71; Pascarella and Terenzini, 2005: 425-427). As mentioned previously, pre-entry variables include parental background (financial support, and parents' educational background), academic

preparedness, and community support (Brown and Davis, 2009: 42; Hausmann, et al. 2009: 666; Allen, 1992: 37; Tinto, 1993; Kuh, et al., 2008: 546).

Social integration, according to Tinto, can be measured by the amount of individual participation in collegiate life. Students enter a collegiate environment that is in constant state of change. Tinto asserts (1993: 106) that the social system of college tends to revolve around the “daily life and personal needs of the various members of the institution.” Participation in the social domain requires meeting and interacting with peers from differing religious, social, and economic backgrounds (Tinto, 1993: 107).

Successful collegiate social integration depends on the student's pre-collegiate preparation and grades (Tinto, 1993: 95; Ostrove and Long, 2007: 375; Loo and Rolison, 1986: 74). In addition, Hausmann et al. (2009: 663) found that parental educational and financial background and community encouragement (church, counselors, and pre-college friends) influence social engagement in college. Though social engagement is influenced by factors such as class and race, some argue is what the students have accomplished prior to college, that can facilitate an easy incorporation (Ostrove and Long, 2007: 381-82) into the social life of college.

Institutional Environment and Social Integration. College is a place where students learn to interact and appreciate people from differing nations, backgrounds, race, and ethnicity (Holmes et al. 2000-01:51). As mentioned before, the institutional environment is comprised of the type, location, and physical characteristics (Gonzalez, 2002: 201-06; Santos, Ortiz, Morales, and Rosales, 2007: 108). For Gonzalez (2002: 205), the physical world (institution environment) is characterized by the “architecture, campus buildings, campus sculptures, and other physical symbols found on campus,” all

of which can dissuade or encourage interracial social interaction. Gonzalez (2002: 204-206) found that the institution's physical environment affects peer-to-peer interactions due to access to space or architecture that does not nurture an integrated community.

The institutional environment also includes classrooms, facilities, residence halls, cafeterias, and support (administrative and services) for students (Loo and Rolison, 68). Researchers studying student social networks found that a diverse campus environment influenced the amount of interracial contact on campus (Santos et al., 2007: 108-09). The institutional environment can facilitate interracial contact through the use of orientation programs for African Americans and other minority groups attending PWI's (Holmes et al., 2000-01: 53).

The process of being socially integrated into the collegiate landscape requires freshmen to be able to locate and build a support base for themselves (Santos et al., 2007: 308-310). For example, Guiffrida (2003: 308) describes a number of steps African American freshmen undertook to locate and secure social support bases across the campus. These bases include roommates, significant others, study partners, or membership in social and political organizations. Developing such supports are easier in a non-hostile institutional environment proactively committed to nurturing diversity. Such a non-hostile institutional environment encourages students to interact with others from different socioeconomic, religious, and cultural backgrounds (Grant-Vallone, Reid, Umali, and Pohlert, 2003-04: 266).

The institutional environment plays an important role in social integration (Holmes et al., 2000-01: 54; Sedlacek, 1999: 542). It sets the social tone of the campus. Moreover, the institution is supposed to reflect the best of its surrounding community

rather than flagrantly immoral attitudes of society (Gonzalez, 2002: 204-206; Lewis, Chelsea, and Forman, 2000: 80, 87). If the physical environment is perceived as chilly toward diverse ethnic or racial groups, then interracial peer relationships suffer (Allen, 1992: 35; Antonio, 2001: 75-77; Johnson, Crosnoe, and Elder, 2001: 323). According to Levin, Laar, and Foote (2006: 1482), a negative campus environment leads to an increase in in-group membership and/or self-segregation.

Alarming, campuses that have increased minority representation faced an escalation of racial tensions that result in lack of social engagement in campus life by minority students (Allen, 1992: 35; Loo and Rolinson, 1986: 68, 70-71; Hurtado, 1992: 559; Gonzales, 2002: 204). Even if the institution is fortunate enough to attract a large number of a minority students to the campus, race relations will still be strained. This is based on Loo et al.'s (1986: 71) hypothesis on the "numerical ratio of dominant and subordinate groups," which posits that the "perceived threat" of a minority group increasing in size relative to more socially dominant groups will result in an escalation in discriminatory behavior against them. Hurtado's (1992: 558-560) findings, echoing Loo and Rolison, point not only to the influence of institutional size influencing racial tension, but also the lack of campus expenditure on financial aid and student services. Hurtado (1992: 559) writes that the "effects of institutional size on the perception of racial tension...maintained a positive association with perception of racial tension among white students," and that the "increases in black enrollment are positively associated ...with white students' perception of racial tension on campus."

The final section moves to studies dealing with alienation of university students.

Factors Influencing Alienation

Institutional Environment and Alienation. The institutional environment is a college/university's calling card. From the start, the institution must provide the student the information and tools to navigate the environment, to locate and utilize the many networks, cultures and educational opportunities. Studies concerning collegiate alienation have pointed to the students' institutional experience (Bankston and Caldas, 1996: 548) as a key cause. Gonzalez (2002: 204-06) referred to the architecture, sculpture and other symbols in the physical world of the campus which do not include any symbols from underrepresented minority cultures.

When the institutional environment and the student attitudes do not match, alienation is the result of this situation. Loo et al (1986: 68) reported that most minority students view Primarily White Institutional environments as unengaging and non-supportive. Loo et al. (1986: 68) explain that this is often due to a lack of ethnic representativeness and sociocultural support, and a dearth of activities geared towards minorities as responsible for increased levels of alienation among students.

Levin, Laar, and Foote's (2006: 1477) study on the negative effects of discrimination and whether minority students become more alienated and less committed during college, utilizes the hostile climate hypothesis. The hostile climate hypothesis states that second and third year students who experienced discrimination and stereotypical treatment will experience more alienation. The Lewis et al. (2000: 84) study reported "marginalization" of students of color relative to the college curriculum. Furthermore, this forced enculturation process exists not only in curriculum, but also in relationships which "both creates and reinforces cultural ignorance and interpersonal

awkwardness” on campus (Lewis, et al., 2000: 81). This marginalization coupled with the institution’s lack of educational opportunities for minority students led to alienation (Gonzales, 2002: 207-08; Holmes et al., 2000-01: 54).

Academic Integration and Alienation. Freshman African American college students attending PWI's can be overwhelmed academically by classroom size, educators, curriculum, and teaching methodology of their chosen institution. According to Tinto (1993: 106), the academic system includes the "formal education, classrooms, and faculty-student interactions." Tinto (1993) contends that the leading predictor of alienation is the absence of interactions with other members of the campus community.

Academic integration begins in the classroom where students are introduced to their peers and lecturers. For Tinto (1993), academic integration is a reflection of the students experience within the academic sectors of the college. Tinto believed that the classroom is the chief medium for student involvement/inclusion. Tinto reasoned that for integration to occur it must happen first in the academic system for it to have a chance to be successful.

Researchers have found that if these interactions are not realized, the students will feel intellectual disenfranchisement. Faculty interaction with students in or outside the classroom settings is important to the well-being of the student (Pascarella and Terenzini, 1977). Tinto (1987) asserted that this interaction between faculty and students within the classroom environment is important to development of new ideas and transmission of knowledge. Students have reported that faculty members have stereotyped or singled them out in class and they felt powerless to change their situation (Bryson and Hand, 2007: 358-59; Guiffrida, 2005: 707-708), such powerlessness being one of the indicators

of alienation in Seeman's (1975) work. As well, the lack of educational opportunities can also affect both peer-to-peer and student-faculty interactions thus creating an atmosphere of distrust and resentment (Allen, 1992: 35; Okun, Benin, and Brandt-Williams, 1996: 592).

Social Integration and Alienation. Social involvement, meaning negotiating and navigating the challenges of the collegiate landscape, is important for successful integration. Friendship, sense of belonging, and social involvement are all connected to positive collegiate experience. On the other hand, when students are faced with faculty and a student body that is culturally and ethnically different, and a lack of voice, there is a heightened level of alienation (Nora and Cabera, 1996: 130; Holmes, et al., 2000-01: 44-45; Guiffrida, 2005: 707-708; Allen, 1992: 37). For Tinto (1993), social integration includes student-faculty interaction and peer-to-peer interaction that takes place outside the classroom settings (p. 106) with emphasis on social exploration, including a reevaluation of norms, values and beliefs. This domain is one of the linchpins in Tinto's interaction framework.

Peer-to-peer interaction is at the heart of any collegiate social network and correlates with positive social and personal outcomes (Hurtado and Carter, 1997: 328). Harper (2006: 347) asserted that interacting with fellow students could play "a significant role...in college successes." Hurtado and Carter (1997) operationalized student interactions outside the classroom settings (330) and found that positive social experiences contribute to lower feelings of alienation (339). Others found that Hispanic students who interacted with diverse peers felt less alienated, whilst Black students relied on Black student organization for support when social interactions with the dominant

group was not an option (Strayhorn, 2008: 313-14; Harper, 2006: 352-53). Though they feel comfortable among peers who share similar cultural traditions, values, and religion, their withdrawal is a reaction to social exclusion, thereby limiting the formation of interracial bonds (Harper, 2006).

Strayhorn (2008: 305) writes that students of color can experience marginality resulting from an unwelcoming environment that fails to appreciate, embrace, and engage diversity. Guiffrida (2003: 307) insists that faculty interaction, especially with student organizations, helps facilitate valuable out-of-class experience.

Black student-faculty relationships at predominantly white institutions (PWI) are usually fraught with challenges and obstacles (Harper and Hurtado, 2007:19). Students indicated that one of the challenges they faced was limited guidance, assistance, and encouragement from faculty. Furthermore, Black students often complained that white faculty members perceive them as less intelligent, academically unprepared, and acceptable than their white counterparts (Guiffrida, 2005: 713; Allen, 1992). According to contemporary research, one way to overcome these setbacks is through the creation of a student-centered atmosphere that includes a supportive environment (Harper and Hurtado, 2007; Wiggans, 2007: 325). Guiffrida (2005: 708) described this phenomena as ‘othermothering’, a student-centered approach exercised by Black faculty members to motivate their students to go “above and beyond” their present efforts.

Othermothering, historically speaking, comes from the ancient African practice, and used by Africans that were enslaved in America. It involved raising blood relatives who were either orphaned or taken away from their parents. These children were treated as part of the family. Black faculty members, in many studies, utilized this approach in

their teaching method that emphasized Black culture and history without stereotyping or belittling them (Guiffrida, 2005:707; Adams, 2005). It was found that this method tends to reduce the impact of stereotype threats that Black students face and thus improve academic success (Harper and Hurtado, 2007: 8; Outcalt and Skewes-Cox, 2002: 346).

This chapter began with a review of theoretical references dealing with alienation. The second part of the chapter reviewed studies that fit with Tinto's student departure model. Based on the review of these studies, studies have shown the following:

1. The more positive the pre-entry factors, including academic preparedness, parental background, parental support and community encouragement, the more positive the academic integration (Tinto, 1993; Hausmann, Ye, Schofield, and Woods, 2009; Ostrove and Long, 2007).
2. A supportive institution leads to improved academic outcomes for minority students (Allen, 1992; Case, 2008; Sedlacek, 1999).
3. Black students' with positive pre-entry characteristics find it easier to integrate into the college social system (Astin, 1993; Pascarella and Terenzini, 2005).
4. A supportive institutional environment leads to improved social outcomes for minority students (Gonzalez, 2002; Guiffrida, 2003).
5. Research has also found that a supportive institutional environment leads to lower levels of alienation (Loo et al., 1986; Levin et al., 2006).
6. Studies on Black students' academic integration report that positive experiences within the academic system lead to lower levels of alienation (Guiffrida, 2005).

7. Social interaction with peers on campus increases integration into the collegiate social system and lowers levels of alienation (Holmes et al. 2000-01; Strayhorn, 2008).
8. Social engagement with peers from different backgrounds positively influences social integration resulting in lower levels of alienation (Santos et al., 2007; Holmes et al., 2000-01; Strayhorn, 2008).
9. Frequent interactions of students with faculty decrease levels of alienation (Pascarella and Terenzini, 1977; Bryson and Hand, 2007).
10. Students who are members of Black student organizations experience decreased levels of alienation (Strayhorn, 2008; Harper, 2006).

CHAPTER THREE: THEORETICAL FRAMEWORK

This chapter covers the theoretical framework on factors that influence African American student alienation at a predominantly white university. The framework is basically a combination of ideas from three sources: Tinto's (1993) institutional model of college student departure, Seeman's measures of alienation as adapted from Marx, and selected studies on causes of African American student alienation. The chapter starts with an overview of the Tinto model and a brief summary of the key ideas from the other two sources for this study's theoretical model. The second part of the chapter describes this model and the research hypotheses which follow from the model.

Tinto Model and other Background Studies

Tinto's Model

Since the Tinto model (Appendix A) provided the general framework for the model used in this study, the model is discussed prior to introducing the model for this study. Using selected variables from Tinto's model, this study focused on factors influencing students' alienation.

His model featured five categories of variables, prior to the outcome which was the decision to stay or depart from the institution. These five were: pre-entry attributes, goals/commitments, institutional experiences, integration (social and academic), and subsequent goals/commitments. Three of these general categories of variables not included in the current study's model were: initial goals/commitments, subsequent goals/commitments and departure decision.

Tinto's theory is based on the work of Emile Durkheim and Dutch theorist Arnold Van Gennep's *The Rites of Passage* (1960). Van Gennep decided to incorporate the concept of anomie from Durkheim into his work on rites of passage. For Durkheim anomie, referred to the individual's sense of normlessness and meaninglessness, with high levels leading to the decision to take one's life (Dean, 1961: 754). Instead of suicide, Van Gennep was focused on anomie as it related to what he called rites of passage, with changes in levels of anomie with each stage. Specifically, Van Gennep's theory asserts that integration within a system or network occurs in three stages: separation from one's former status or "community," transition to a new community, and incorporation into the new status or community. Tinto realized that this idea of a sequence of stages, with different levels of integration, normlessness and meaninglessness, could be applied to a model of college student departure.

Students enter college with many different skills and attributes. These attributes and background elements include their educational expectations and commitments as they prepare to enter college. Tinto's model has three general features: 1) the model pertains to events that occur only within the perimeter of the university or prior to first year enrollment; 2) it pays close attention to the temporal or sequential process of student interaction within the academic and social systems of the campus; and 3) it conceptualizes that process as a longitudinal one involving student interaction. It is the intricacies of these interactions with the components and organizations that comprise the collegiate landscape and how it influences the decision to stay or depart the institution (Tinto, 1993: 112-115).

The components of Tinto's model (Appendix A) are now considered briefly. First, the model recognizes that students enter college with certain sets of pre-collegiate skills and abilities as well as parental encouragement, scholastic achievements, community motivators, and mentors. Tinto (1993: 115) asserts that these attributes "help establish the initial conditions for subsequent interactions between" members attending institutions of higher learning. The skills (intellectual and social abilities, financial resources) and prior academic performance (GPA) are all part of the "tool kit" students rely on to help navigate the college landscape (Tinto, 1993).

The students also enter college with goals and commitments including the intent to complete college. These goals and commitments are expected to change over their time at the college. Goals and commitments are part of students' level of motivation that will get them through college. So, it is expected that the stronger the students goals and commitments the more likely they are to stay in college and complete their programs.

Integration into the college community creates new levels of commitments (Tinto, 1993). The student's goals and aspirations encounter the institution's own goals and commitments influence the degree of student persistence. Any incongruence will result in social and academic maladjustment. Furthermore, the basis of Tinto's model is that it is inherently interactional and temporal. As such, there is a reciprocal relationship between the formal and informal academic and social systems of the campus, which is the centerpiece of his model.

In the model, the formal academic system includes academic achievement and intellectual development while the informal academic system includes faculty-staff

interaction with students, which in turn influences integration within this system. Both formal and informal academic system experiences influence academic integration.

As well, Tinto (1993) argued that social integration is affected by both the formal and informal social systems. The formal social system involves student participation in student organizations, work-study, and student government. Such participation influences persistence. The informal social system is comprised of the contact that takes place in interaction with others in sports, school sponsored social events, dormitories, fraternities, and sororities, and in multiple other ways.

The level of both academic integration and social integration are expected to affect the subsequent goals and commitment, that is, after having spent a year or so in the institution (Tinto, 1993). And, if the goals and commitments of the student are aligned with those of the institution over time, the model predicts that the student will choose to persist.

Seeman's Measures of Alienation

This study also took ideas from Seeman's work on alienation. Marx's concept of alienation was an objective concept (Ritzer and Stepnisky, 2014), referring primarily to these four types of things being taken away from workers: control over their productive activity, the products of their labor, relationships with fellow workers and their human potential. Israel (1971) explained how Seeman's (1961) five more refined aspects of alienation fit with various aspects of Marx's overall theoretical work on alienation.

Israel (1971: 208-215) indicates that Seeman (1961) further refined Marx's alienation into five dimensions which were social psychological or subjective measures: powerlessness, meaninglessness, isolation, normlessness, and self-estrangement. With the exception of normlessness, which fits more closely with Merton's definition of anomie (Israel, 1971: 211), Israel provides specific instances of how the other four of these more refined measures fit with Marx's work. Powerlessness is, as it sounds, the feeling that one is not able to influence what happens in a particular social system. Meaningless connects to Marx's ideas that a worker does not understand the social organization of which he is a part. Self-estrangement would basically mean that the individual no longer realizes one's human nature in one's work, which in college would be academic work. These three concepts fit with questions used to measure alienation in this study. The fourth dimension which has relevance for this study is isolation, which would fit with measures of social integration, though, of course, isolation would represent a lack of social integration.

Alienation Studies of Black Students

So, what ideas came from studies of Black American students? In most cases, the information from studies of African American students and alienation were used to add relevant questions to the variables taken from Tinto's model. For instance, there were studies dealing with pre-entry characteristics of Black students or others dealing with social integration. These fit with the Tinto model variables.

On the other hand, in three instances, the information from studies were used to create three additional variables to the model: Black Student Association membership,

interaction with diverse peers, and faculty involvement. These variables reflect more closely the review of literature on studies of African American students.

Studies for this category of students are covered in the next paragraphs. The Tinto-like variables or additional measures/indicators, from these studies, used in this study, are shown in italics.

Pre-entry includes background characteristics such as parental finances, community encouragement, and college preparatory courses can influence, in varying degrees, collegiate integration. Studies have shown that parental finances are significantly related to the student's sense of belonging and college adjustment (Ostrove and Long, 2007: 375-376; Brown and Davis, 2009: 42-44). At the same time, Allen's (1992: 35) research found that Black students who were more *academically prepared* before college were more than likely to be high achievers. Hausmann, Ye, Schofield, and Woods (2009: 661-62) insist that encouragement from the students' *home community* is an additional variable that influences their sense of commitment to and belonging in college.

Tinto (1993: 115-16) realized that the institution's environment is an interactive system that can be alienating to new students. In fact, studies have revealed that the institution's environment plays a crucial role in both academic and social integration of African American students (Bankston and Caldas, 1996: 552; Adams, 2005: 288-93; Hurtado and Carter, 1997: 330; Lewis, Chesler, and Forman, 2000: 84-85). Additionally, studies have demonstrated that Black students are subjected to alienating treatment throughout their collegiate career (Rankin and Reason, 2005: 57; Shingles, 1979: 280-283; Bankston and Caldas, 1996: 550; Tinto, 1993: 112-16; Downey, 2008: 113;

Hausmann, Ye, Schofield, and Woods, 2009: 661; Suen, 1983: 120-21). On the other hand, a *non-hostile* or *supportive environment* is one that encourages students to interact with the faculty and administration since that interaction can alleviate alienation (Rankin and Reason, 2005: 55-57; Loo and Rolison, 1986: 67-69).

Furthermore, Black students' *pre-entry and institutional experience* can affect their levels of academic and social integration (Spurgeon and Meyer, 2010: 537-38; Kao and Thompson, 2003: 432-34). A change or modification in these areas can intensify feelings of alienation and lack of belonging. In Tinto's (1993) work, a positive integration experience in these two areas (academic and social) will ultimately lead to acceptance of the institution and reduced likelihood of departure. In this study, it is expected that a positive integration experience will decrease alienation while an unsatisfactory integration transition will lead to higher levels of alienation.

Unfortunately, the abundance of literature examining the factors of alienation among Black students, in the past, has tended to focus only on the characteristics of the students as the explanation for academic success with the neglect of the influence of the complex interactions between them and the institution (Smith, 1989: 37-42). This trend has started to shift as colleges increasingly attempt to acknowledge the needs of Black student on campus. Uncompromising departments can contribute to meaninglessness or normlessness that is mostly absent from historically black colleges and universities (HBCU's) (Allen, 1992: 35-40).

In addition, it has been demonstrated that additional time in *classroom contact with faculty* usually leads to increased institutional involvement (Tinto, 1993: 132). Time spent building a relationship with faculty and staff can ease stress, thus providing the

student with many different options and opportunities to finish college (Holmes, Ebbers, Robinson, and Mugenda, 2000-01: 53; Guiffrida, 2005: 708-710). Students who have favorable student-faculty interactions are assumed to have higher levels of academic integration.

Social integration is based on both the quality and quantity of interaction (Hajda, 1961: 77; Santos, Ortiz, Morales, and Rosales, 2007: 108; Loo and Rolison, 1986: 64). Social integration entails students learning to socialize, usually for the first time, with others from differing social, religious, political, and economic backgrounds. Conversely, students who have more friends of the same ethnicity tend to have a heightened perceptions of alienation (Antonio, 2001: 78-80; Levin, Laar, and Foote, 2006: 1492). Other studies found that support of peer networks and *organizations on campus* play a role in collegiate success. Black Student Organizations (BSO) and the Student Union are designed to facilitate social interaction and alleviate isolation (Hurtado and Carter, 1997: 334-35; Santos, et al, 2007: 107; Guiffrida, 2003: 308-312). Strayhorn (2008: 312) found that "grades, study time, and *interaction with diverse peers*" can also be predictors of sense of belonging.

Model of Student Alienation and Hypotheses

This study looked at Black students' sources of alienation related to pre-entry, institutional environment, academic integration, social integration, faculty interaction, peer interaction, and student participation in a Black student organization. While in Tinto's model (Appendix A) the focus is on explaining the departure or transfer of students out of the academic institution, this current study looks primarily at causes of alienation, which would represent a step prior to departure. In other words it is assumed

that alienation would precede departure and that alienation would be one cause of student departure.

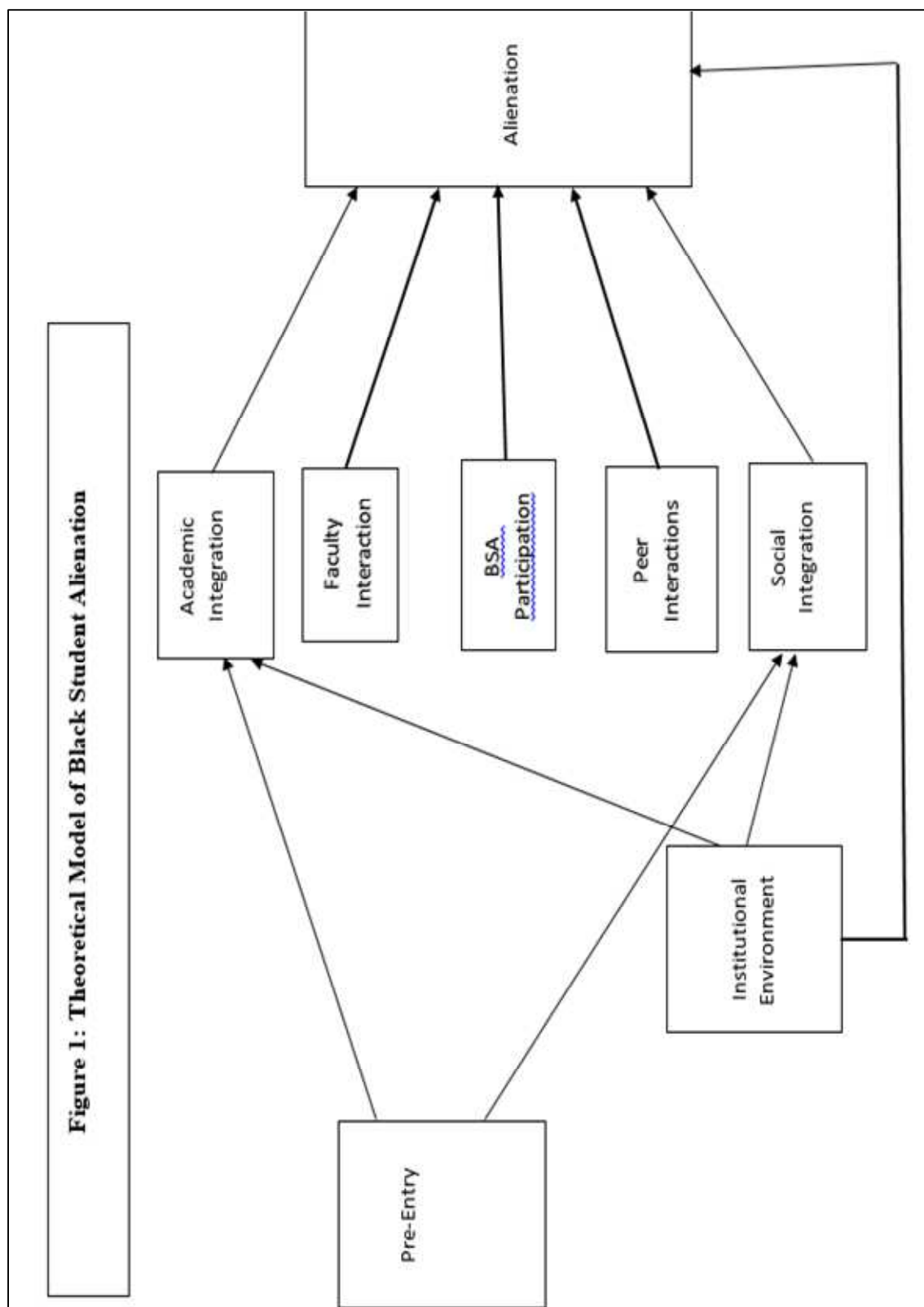
Tinto's longitudinal model is an excellent frame of reference to examine the students' transition from high school to college and their subsequent progression through the many components of the institution, in order to understand their decision to leave. Tinto's (1993) conceptual model highlights the "longitudinal and interactional" nature of the university experiences, meaning that it is looking at the relationships that are forged over time (p. 113). Similarly, the model for this study (Figure 1) suggests that students who are unsuccessful in either the social or the academic domains will experience feelings of isolation and meaninglessness. Suen's (1983: 120-21) study echoes this sentiment, finding that Black students experience more alienation and group level discrimination while attending predominantly white institutions presumably because they are less successful in achieving social and academic integration.

The model (Figure 1) for the current study is different in a number of respects from Tinto's model (Appendix A). First of all, the current study includes fewer variables. Secondly, while the outcome variable for Tinto was departure from college, this study's outcome variable is alienation. In other words, this study is dealing with a variable (alienation) that would precede departure. It would cover an important intervening variable, that is, alienation, not previously considered in studies using Tinto's model. So, in this study, the model ends with alienation not departure. Third, this study includes some variables and measures from studies of Black university students. It is also important to note that, in this study, alienation is treated as one end of a continuum with its opposite, belongingness. This fits with the usage of these terms in the literature.

In this study, the model (Figure 1) considers Black college student alienation as the dependent variable. Furthermore, the model identifies these independent variables: pre-entry, institutional environment, academic integration, social integration, faculty interaction, membership in a Black student association, and interaction with diverse peers— all of which are thought to influence alienation.

Pre-entry encompasses the student's characteristics such as parental engagement, emotional support, and pre-collegiate scholastic achievements. As Tinto (1993) believed, it is also assumed pre-entry characteristic help students adjust better and better integrate into the campus community.

For this study, the institutional environment refers to formal mechanisms for and the university's effectiveness in facilitating academic and social integration. Institutional environment also includes the physical symbols of the campus, buildings, faculty and administration staff, challenging curriculum, and support programs.



The model proposes that Black student alienation stems from a difficult or disrupted transition into the academic and social systems of the collegiate environment. The academic system includes faculty interaction and overall opportunities for academic success. Tinto (1993: 106) argues that academia centers around the classrooms and laboratories of the institution and involve various faculty and staff. The social system is comprised of peer-to-peer group interaction. It “centers about the daily life and personal needs of the various members of the institution” (Tinto 1993: 106). This also includes informal peer groups (interchanges in the dormitory, study groups) and semi-formal extracurricular activities.

Broadly understood, academic integration is the process of accepting of the attitudes and standards of the institution’s academic system, gaining access to the benefits of the system, and maintaining membership within that community. Academic integration requires a supportive learning environment, accessibility of the administration officials, and inclusiveness of the academic community.

Social integration refers to the out-of-class shared social experiences that help students connect to the collegiate community thereby contributing to their overall experience. The process includes participation in collegiate social events, socializing with others from differing backgrounds, and developing close relationships. The concept is measured by frequency of peer-to-peer interactions and participation in semiformal events. Interactions in these systems (academic and social) can lead to positive experiences that strengthen integration or negative experiences that weakens integration.

In this model, faculty interaction consists of interactions with student members inside or outside the classroom setting, student development, and academic advising. Unlike academic integration which examines the process of incorporating and maintenance of the norms, expectations, and values of the system, faculty interaction assesses professors' interest in the collegiate experiences, involvement, and personal growth of Black students. Pascarella and Terenzini (1977) found that academic development was significantly correlated with the amount of contact with faculty members.

Interaction with diverse peers is the last independent variable. At the heart of social integration is the ability to communicate with other students from different backgrounds and orientations outside of the classroom setting. Students who spend a considerable amount of time getting involved in college sponsored social events are learning to navigate through the different campus communities.

Lastly, alienation is the dependent variable for the study. Alienation is primarily based on Seeman's concepts of alienation covered thoroughly in the review of literature chapter. In this model, alienation consist of powerlessness, meaninglessness, and social estrangement.

Hypotheses

Based on the theoretical framework, the following are the research hypotheses that were tested.

Pre-Entry

- H1a. The more positive the pre-entry factors the greater will be the level of social integration among Black college students.
- H1b. The more positive the pre-entry factors the greater will be the level of academic integration among Black college students.

Institution Environment

- H2a. The more positive the institutional environment the lower the level of alienation among Black college students.
- H2b. The more positive the institutional environment the higher the level of academic integration among Black college students.
- H2c. The more positive the institutional environment the higher the level of social integration among Black college students.

Academic Integration

- H3. The higher the level of academic integration of Black students the lower the level of alienation.
- H4. The greater the faculty interaction with students the lower the level of alienation.

Social Integration

- H5. Membership in the Black Student Organization will result in lower levels of alienation compared non-membership.
- H6. The greater the frequency of interaction with diverse peers the lower the level of alienation.
- H7. The greater the level of social integration, in general, the lower the level of alienation.

There are five indices developed in this study to test the hypotheses. These indices are: pre-entry, institutional environment, academic integration, social integration, and alienation. The hypotheses which use the indices are all of the hypotheses, except H 4, H 5, and H 6. These three hypotheses deal with single indicators rather than the entire index for each study variable.

The next chapter discusses the details on the sample, questionnaire, data collection procedures, and index development.

CHAPTER 4: RESEARCH METHODOLOGY

Introduction

This chapter covers the research methodology for this study. The chapter begins with research design and a description of the study subjects. The data collection techniques including the survey instrument are considered. Finally, there is a discussion of the indices that were created and general data analysis procedures.

Research Design and Study Subjects

Unlike previous studies on student alienation, which have focused on simply comparing Black students with other racial and ethnic groups, this study was designed to look at other predictors besides race by surveying only the Black student cohort on two campuses. The purpose of this study is to understand the factors that lead to alienation or lack of belonging of Black students attending predominately-white institutions (PWI).

The data for this study came from two four-year public research-oriented doctoral institutions in the Upper Midwest of the U.S. with a combined population of 26,959. SDSU had 12,557 enrolled undergraduate and graduate students in 2014, 255 of them were African Americans (SDSU Fact book, 2013-2014: 5). UND has 14,402 undergraduate and graduate students, 340 of those are African Americans (UND Fact book, 2014-2015). In addition to both of these being four-year public doctoral institutions, these institutions were comparable in size and racial composition. As well, the researcher has attended and worked at these universities for many years and had the opportunity to help students at these centers.

South Dakota State University's Office of Diversity provides information on points of contact including features such as campus resources and policies, which can be accessed through their website. SDSU's diversity office is staffed by a Special Assistant to the President of Diversity and Native American Affairs. In addition, the university has included an Office of the Ombudsman that acts as "an independent problem solving entity that listen to complaints and concerns against the university" (SDSU Website).

The Office of Diversity and Inclusion serves as the arm of the University of North Dakota's (UND) diversity program. Their mission statement indicates that this office is geared towards inclusion regardless of race, class, and gender, with a focus on issues such as campus climate, community outreach, management, education, and faculty and student recruitment. Additionally, their website provides a statement that embraces diversity, provides resources/information, ADA resources, Civil Rights, and policies. UND also hired a new Ombudsman, though the focus is more or less on conflict resolution.

SDSU's enrolled population was 86% White, with the remainder being 2% African Americans, 1.1% Asians, 1.9% Hispanics, 1% Native Americans, 5.6% International, and 2.4% registered as other (SDSU Fact book, 2013-2014: 5). UND's student population was 80% White with the rest being African Americans, 5.7% international students, 2.9% Hispanic, 1.5% Native American/Alaskan and 7% other.

So, the total population for African American students at both universities was 595. Despite multiple efforts to get a large percentage of this population, the final sample size was small. Out of the 90 surveys that respondents either received online or through physical recruitment, the study's total number of respondents was 52, which was 10% of

the total number of African American students attending both universities. The surveys were distributed by and returned to the researcher, either personally or by e-mail.

Before the survey was distributed to the students, approval was obtained from the university's Human Subjects Committee. In order to ensure anonymity and confidentiality, QuestionPro has a protection program built in the software that generated non-traceable codes for each respondent making it difficult to identify the respondent. Also, the survey's cover letter contained information about the importance of the research, the benefits to the participants, and how they could obtain a copy of the survey results if they were interested.

Data Collection and Survey Instrument

An e-mail, sent out March 15, 2015 to each of the Multicultural Student Center's directors at both universities, requested their assistance. These directors had to be willing to send out the e-mail with the questionnaire in QuestionPro to students on their listserve. Approval was received by the end of workday. After both directors agreed to do so, an email was sent on March 27, 2015 along with the online link to the survey, through each center's listserv, to students requesting their participation in the survey. Two weeks later, a follow-up email was sent out to gather more participants to fill out the questionnaire. Each director sent a third email on April 24, 2015 to the students on their listserv requesting their participation. The survey remained open for two months giving students a chance to be included. For their participation, the students were eligible to receive a small incentive, a chance to win one of two \$20 Wal-Mart gift cards. The recipients received the reward by email without the researchers input.

To reach other students, the researcher used in-person recruitment at the SDSU Multicultural Student Center. After gaining permission from the center's director, recruitment of students took place inside the center when they came into the center during breaks. The researcher introduced himself as a doctoral candidate to potential recruits who were present at the site. Students who indicated their willingness to participate were given a cover letter (Appendix A) that explained the study and their rights as human subjects. They were told that they were under no obligation to participate in this study. If the researcher was present during the session, they were told that he was available to answer any questions or concerns about the study. The subjects were further instructed to return the completed questionnaire sealed in an envelope, attached to the survey, to the researcher. From April 2015 to June 2015, 54 questionnaires were completed and returned by students. When the questionnaires were completed and delivered, the students were thanked by the researcher and told that they should keep the cover letter as reference in case they needed to contact either the researcher, researcher's advisor, or SDSU's Research Compliance Coordinator.

QuestionPro was used to administer the online survey. This is a web-based survey program that allow researchers to collect, sort, and download the data as either an Excel or SPSS file. QuestionPro was used to administer the online survey. The advantages of using an online survey include its low cost, quick return times, self-administration and convenience. Conversely, online surveys are subjected to problems of limited sample size, enlistment difficulties, and lack of direct interaction between the interviewer and interviewee (Fowler, 2002: 74).

The general idea and purpose of the study is to examine how the college experience affects the levels of alienation. This means that the questionnaire included questions/items on alienation and other items to measure the variables treated as independent variables influencing alienation. The questions came from a combination of and some rephrasing of items used in studies conducted by Tinto (1993), Seeman (1959), Dean (1961), Burbach (1972) and the National Survey of Student Engagement (NSSE) (Appendix B).

The questionnaire (Appendix C) contains 67 closed-ended questions. Besides the indices, respondent personal characteristics were obtained using the questionnaire. The seven indices were: Alienation, Pre-entry, Academic Integration, Institutional Environment, Social Integration, Faculty Involvement Index, and Peer Interaction Index.

Before the questionnaire was distributed, it was pilot-tested by two independent reviewers who completed the questionnaire online and provided feedback on the questions and any program glitches in QuestionPro. The order of a few questions was changed based on the feedback.

General questions were asked on gender, age, class level (freshmen, sophomore, junior, senior, and graduate), and parental educational attainment (high school or less, 2-year, 4-year, Master's, Doctoral). Students were asked about how they made their choice to come to their respective university (recruited, personal choice, friends, parental choice, and no choice) and whether they belonged to a Black student organization.

The remainder of the survey questions will be discussed in the next section on indices. These questions deal with alienation, pre-entry characteristics, the institutional

environment, academic integration, social integration, faculty involvement, and peer interaction.

Indices

An index needs to be examined for reliability. Specifically, this means that all the items in the index should be measuring the same underlying construct. One of the standard statistical measures for reliability of an index is the Cronbach alpha. This was calculated using the Analyze, then Scale, and then Reliability Analysis procedures in SPSS. The reliability analysis measures the scale's overall reliability, which means that the Cronbach alpha needs to be .7 or higher (Pallant, 2007: 96-98). The Corrected-Item Total Correlation enables the researcher to eliminate items that have a correlation of less than .3 with the total Cronbach score for the index. Once each index was checked for reliability, it was then used for tests of hypotheses.

Appendix D, which describes all seven indices, provides details on the questions/items which comprised each index, whether any item had to be reverse coded, the range of each item and the values. The Cronbach alpha scores for the indices (alienation, pre-entry, institution environment, social engagement, and academic engagement) ranged from .738 to .932 (Table 4.1). The column which refers to reverse coding indicates which questions had to be reverse coded. Reverse coding was accomplished using the Transform and then Recode into Different Variables commands in SPSS to create the new, *recoded variable*. While there are no weights assigned, the column was retained to simply indicate that items can be weighted differently.

Table 4.1 provides an overview of the indices: number of items, range of possible scores, the Cronbach alpha, and summary of the Corrected Item-Total Correlation. Appendix E includes tables showing the detailed results of the reliability analysis showing the Corrected Item-Total Correlation scores for all the items in each index. The Corrected Item-Total Correlation values give an “indication of the degree to which each item correlates with the total score. Low values (less than .3) here indicate that the item is measuring something different from the scale as a whole” (Pallant, 2013: 104). Only two items were dropped due to low values. Specifically, for the Institutional Environment index, question number 10 was dropped. For the Social Integration Index, question number 57 was dropped.

Table 4.1: Indices: Range, Cronbach Alpha and Corrected Item Correlation

Index	Final # of Items¹	Range of Possible Scores	Cronbach Alpha	Any items dropped due to a Corrected Item-Total Correlation of less than .3?	Questions which were Dropped
Alienation	7	7-39	.746	NO	
Pre-Entry Factors	5	5-30	.738	NO	
Institutional Environment	15	15-89	.870	YES	#10
Academic Integration	10	10-52	.932	NO	
Social Integration	10	10-57	.879	YES	#57
Faculty Involvement	5	5-30	.893	NO	
Peer Interaction	4	4-24	.830	NO	

¹Final refers to the number of items remaining after the completed reliability analysis.

In this study, the **dependent variable** is alienation and was measured by Questions 21, 32-36, and 47. The Alienation Index (Appendix D) is comprised of 7 variables, with the total possible score for this index ranging from 7 to 39. The scale is a seven-item measure adapted from several existing studies (Dean, 1961; Gamson, 1961; Seeman, 1975). The measure is an assessment of powerlessness, meaninglessness, and social estrangement. Six of the alienation scale statements were measured by a six-point Likert scale with responses ranging from 1 (strongly agree) to 6 (strongly disagree). Question 47 is measured using a three-point scale ranging from 1 (more difficulties) to 3 (no difficulties). Reverse coding was performed on all questions except for Question 36. Table 4.1 shows that the index had a Cronbach Alpha of .746, which is acceptable for reliability. As well, there were no single items with a correlation of less than .3 with the total Cronbach score (Appendix E).

The **independent variables** include: pre-entry factors, institutional environment, academic and social integration, faculty involvement, and peer interaction. The Pre-Entry Index contains five variables with the total possible score ranging from 5 to 30. The Academic Integration Index contains 10 variables with the total possible score ranging from 10 to 52. The Institutional Environment Index contains 15 variables with the total possible score from 15 to 89. The Social Integration Index contains 10 variables with the total possible score from 10 to 57. The Faculty Involvement Index contains five variables with the possible score from 5 to 30. The Peer Interaction Index contains four variables with the possible score from 4 to 24.

Pre-entry factors include prior high school engagement (Q 5), academic preparation (Q 6), and encouragement from teachers and counselors (Q 7) as well as

questions focusing on parental encouragement (Q 8 and Q 9). The Pre-Entry Factors Index contains five items and all were scored on a six-point Likert scale ranging from 1 (strongly agree) and 6 (strongly disagree). All items were reverse coded. A Cronbach Alpha of .738 indicates that the pre-entry index is reliable.

Institutional environment was operationalized by questions 12-16, 18-20, 22-24, 28-30, and 37. Questions 12 to 16, 22 and 23 dealt with perceptions of the campus environment; 19-20 with university support programs; 24 with the physical environment; 28-30 with overall attitudes about the campus environment; and 37 with the perceived values-match. All questions, except for 37 were scored on a six-point Likert scale 1 (strongly agree) to 6 (strongly disagree). Question 37 is scored on a five-point Likert scale 1 (very much) to 5 (none at all). All questions were reverse coded, except for 15, 16, 20 and 22. The scale (Table 4.1) had a Cronbach alpha of .868 demonstrating that this index is highly reliable.

Academic integration is measured by questions dealing with faculty interaction (Q 38-42), classrooms (Q 43-46), and formal education (Q 48). Questions 38-45 had a six-point Likert scale 1 (strongly agree) to 6 (strongly disagree). Question 46 dealing with academic support used a five-point Likert scale 1 (very much) to 5 (none at all). Question 48 on support for academic success of minorities had a three-point scale 1 (more difficulties) to 3 (no difficulties) to measure these variables. All questions were reverse coded except for Question 48. As shown in Table 4.1, this scale had a Cronbach Alpha of .932 demonstrates a highly reliable index.

Social integration is measured by questions dealing with frequency of social interaction (Q 49-51), interactions with those from differing backgrounds (Q 52-55),

developing relationships (Q 56), and social connections (Q 59-60). Questions 49-51 was scored using a five-point Likert scale that ranged from 1 (very much) to 5 (none at all). Questions 52-56 and 59-60 were scored using a six-point Likert scale from 1 (strongly agree) to 6 (strongly disagree). Except for two questions in this index, 57 and 60, all were reverse coded. This index has a Cronbach alpha of .862 (Table 4.1).

Faculty involvement is measured by questions dealing with faculty interaction (Q 38-42). This index includes four items which were also part of the Academic Integration Index. All questions have a six-point Likert scale 1 (strongly agree) to 6 (strongly disagree). All questions were reverse coded. As shown in Table 4.1, this scale had a Cronbach Alpha of .893, which demonstrates a highly reliable index.

Peer interaction is measured by questions dealing with frequency of interactions with those from differing backgrounds (Q 52-55). Three of these items are from the National Survey of Student Engagement (NSSE) (Appendix B). Questions 52-55 were scored using a six-point Likert scale from 1 (strongly agree) to 6 (strongly disagree). All questions in this index were reverse coded. This index has an internal consistency of .830 (Table 4.1).

Data Analysis

Descriptive statistics and hypotheses were tested using correlation analysis. Each of these indices were tested and analyzed using SPSS v.21 for M.S. Windows. First, the descriptive phase of data analysis will begin examining the characteristics and frequencies of each index. Then, a check of the internal consistency of each index. A Cronbach's Alpha procedure is the most common tool used to address the issue of

reliability (Pallant, 2007). Next, the testing of Hypotheses H1a-H4 and H6 - H7 used the Spearman's R non-parametric correlation coefficient. Hypothesis H5 used a chi-square to determine the relationship between Black student group membership and alienation.

CHAPTER 5: DESCRIPTIVE STATISTICS

This chapter covers descriptive statistics including a breakdown of each item in each index. Tests of hypotheses will be covered in the next chapter.

The demographic characteristics of the respondents are presented in Table 5.1. Sixty-five percent of the respondents were females and the rest were male. While the majority (40%) of the mothers had an education level of high school or less, 36% of the fathers obtained a bachelor's degree. Almost half (48%) of the students indicated that they attended high schools that included diverse populations, 15% went to a predominantly black high school and 36% to a predominantly white school. When asked, "Why did you decide to attend this college/university for your education?" the majority (60%) indicated that it was based on personal choice. Most (96%) of the respondents were undergraduate students with the majority of these being sophomores. Half of the students belonged to a Black Student Organization.

Table 5.1:
Demographic Characteristics¹

Variable	f	%
How old are you?		
Under 18	1	1.9
18 to 19	12	23.1
20 to 21	19	36.5
22 to 24	15	28.8
25 and above	5	9.6
Gender?		
Male	18	34.6
Female	34	65.4
What is the highest grade or year of school your mother completed?		
High School or less	21	40.4
2-year college degree (Associates)	14	26.9
4-year college degree	8	15.4
Master's degree	8	15.4
Doctoral degree (Ph.D., J.D., M.D.)	1	1.9
What is the highest grade or year of school your father completed?		
High School or less	12	23.1
2-year college degree (Associates)	16	30.8
4-year college degree	19	36.5
Master's degree	4	7.7
Doctoral degree (Ph.D., J.D., M.D.)	1	1.9
Which of these best describes your high school experience?		
Attended a predominantly White school	19	36.5
Attended a Diverse school	25	48.1
Attended a predominantly Black school	8	15.4
Why did you decide to attend this college/university for your education?		
Recruited	3	5.8
Personal choice	31	59.6
Friends	4	7.7
Parental choice	9	17.3
No choice	2	3.8
No Response	3	5.8
Are you an undergraduate or graduate student?		
Undergraduate	50	96.2
Graduate	2	3.8
Class status at your university?		
Freshman	3	5.8
Sophomore	21	40.4
Junior	14	26.9
Senior	12	23.1
Graduate	2	3.8
Do you belong to a Black Student Organization?		
Yes	26	50.0
No	26	50.0

¹The sample size is 52 for all the items in this table.

Table 5.2 is a summary of measures which were included in the Pre-entry Factors Index. Overall, 71% of the respondents strongly agreed and agreed that they were actively engaged in high school. Eight-three percent agreed at some level that their high schools prepared them for college. Close to 90% agreed that their high school encouraged them to attend college. Furthermore, 88% agreed at some level that their parents were actively engaged in their education and that they provided emotional support.

Table 5.2: Pre-Entry Index Measures¹

Measures	f	%
In high school, I was engaged in many types of activities.		
Strongly agree	20	38.5
Agree	17	32.7
Slightly agree	12	23.1
Slightly disagree	2	3.8
Disagree	1	1.9
Strongly disagree		
My high school prepared me academically to attend college.		
Strongly agree	11	21.2
Agree	18	34.6
Slightly agree	14	26.9
Slightly disagree	5	9.6
Disagree	3	5.8
Strongly disagree	1	1.9
My teachers or counselors in high school encouraged me to attend college.		
Strongly agree	19	36.5
Agree	14	26.9
Slightly agree	14	26.9
Slightly disagree	4	7.7
Disagree	1	1.9
Strongly disagree		
My parents provided me with emotional support.		
Strongly agree	29	55.8
Agree	13	25.0
Slightly agree	4	7.7
Slightly disagree	3	5.8
Disagree	3	5.8
My parents have always been actively engaged in my educational experience.		
Strongly agree	23	44.2
Agree	15	28.8
Slightly agree	8	15.4
Slightly disagree	4	7.7
Disagree	2	3.8

¹The sample size is 52 for all items in this table.

Table 5.3 describes African American students' perception of their access to the academic domain. Close to 70% of the students agreed at some level that their professors cared about their collegiate experience and that the professors were interested in their (the student) success. The majority of the respondents (76.9%) agree that their professor had involved them academically in the classroom and 73% agreed that the learning environment was conducive to academic success. Almost 60% of the respondents felt that their non-classroom interactions with professors had a positive influence on their growth and values. Sixty percent indicated that they were able to develop a close relationship with at least one professor. Roughly, 38% felt that the college/institution provided very much or quite a bit of academic support and another 33% felt there was some support. The remainder felt that there was very little or no support.

Though students became more involved in their academic programs because of their professors, some indicated disengagement related to perceptions that the administration that was not very helpful. Specifically, a slight majority (51.8%) felt that administrative personnel have not been very helpful. Fifty-two percent of respondents believed that African American students face more difficulties succeeding academically, though the remainder thought that either they face the same or no difficulties (question 48). Opinions were divided on whether they felt like they were part of the college community-- 56% felt that they were not part while 44% felt that they were part of the community.

Table 5.3:
Academic Integration Index Measures¹

Measures	f	%
Professors at this college/university care about my collegiate experiences.		
Strongly agree	4	7.7
Agree	16	30.8
Slightly agree	16	30.8
Slightly disagree	10	19.2
Disagree	6	11.5
Many professors, with which I have had contact, are genuinely interested in student success.		
Strongly agree	9	17.3
Agree	13	25.0
Slightly agree	14	26.9
Slightly disagree	8	15.4
Disagree	6	11.5
Strongly disagree	2	3.8
My professors have involved me academically in the classroom.		
Strongly agree	5	9.6
Agree	19	36.5
Slightly agree	16	30.8
Slightly disagree	9	17.3
Disagree	3	5.8
My non-classroom interactions with professors have positively influenced my personal growth, values, and attitudes.		
Strongly agree	12	23.1
Agree	11	21.2
Slightly agree	8	15.4
Slightly disagree	9	17.3
Disagree	8	15.4
Strongly disagree	4	7.7
I have developed close personal relationships with at least one professor.		
Strongly agree	9	17.3
Agree	12	23.1
Slightly agree	10	19.2
Slightly disagree	10	19.2
Disagree	9	17.3
Strongly disagree	2	3.8
The learning environment is conducive to academic success.		
Strongly agree	7	13.5
Agree	12	23.1
Slightly agree	19	36.5
Slightly disagree	9	17.3
Disagree	2	3.8
Strongly disagree	3	5.8
How much support does your college/institution provide to help students succeed academically.		
Very much	4	7.7
Quite a bit	16	30.8
Some	17	32.7
Very little	14	26.9
None at all	1	1.9

Administration personnel are helpful and attentive to my concerns.		
Strongly agree	4	7.7
Agree	11	21.2
Slightly agree	10	19.2
Slightly disagree	19	36.5
Disagree	6	11.5
Strongly disagree	2	3.8
In terms of academic success, I feel minority students face		
More difficulties	27	51.9
Same difficulties	24	46.2
No difficulties	1	1.9
I feel that I am an integral part of this college/university community.		
Strongly agree	6	11.5
Agree	8	15.4
Slightly agree	9	17.3
Slightly disagree	17	32.7
Disagree	9	17.3
Strongly disagree	3	5.8

¹The sample size is 52 for all the items in this table.

Table 5.4 summarizes African American students' perception of the institutional environment. Forty percent of the students strongly agree and agreed that the university's new student orientation program was helpful. Fifty-eight percent strongly agree or agreed with the statement that their "college/university have provided ample avenue to improve myself" though this is one of the items dropped from the final index. Students overwhelmingly agreed that their college encourages independent learning (94.3%). Sixty percent agreed, at any level, that campus administration is overbearing. In terms of motivation to graduate, 58% strongly agreed or agree that they were encouraged by their institutions to complete their degree programs. Results shows that 81% of the students were confident about their decision to attend this university. Roughly 56% of the students expressed pride to be a part of their university's culture, though 44% disagreed with this sentiment.

Table 5.4: Institutional Environment Index Measures Part A: College Academic Encouragement¹

Measures	f	%
My college/university have provided ample avenues to improve myself.		
Strongly agree	12	23.1
Agree	18	34.6
Slightly agree	15	28.8
Slightly disagree	3	5.8
Disagree	4	7.7
My college/university academic culture encourages independent learning.		
Strongly agree	7	13.5
Agree	16	30.8
Slightly agree	26	50.0
Slightly disagree	1	1.9
Disagree	2	3.8
This university has provided me with a strong motivation to graduate.		
Strongly agree	9	17.3
Agree	21	40.4
Slightly agree	12	23.1
Slightly disagree	6	11.5
Disagree	4	7.7
This university has an excellent new student orientation program.		
Strongly agree	6	11.3
Agree	15	28.8
Slightly agree	16	30.8
Slightly disagree	8	15.4
Disagree	3	5.8
Strongly disagree	4	7.7
The administration has too much control over my life at this university.		
Strongly agree	3	5.8
Agree	12	23.1
Slightly agree	16	30.8
Slightly disagree	9	17.3
Disagree	10	19.2
Strongly disagree	2	3.8
I am confident that I made the right decision in choosing to attend this university.		
Strongly agree	10	19.2
Agree	13	25.0
Slightly agree	19	36.5
Slightly disagree	3	5.8
Disagree	5	9.6
Strongly disagree	2	3.8
I am proud to be a part of this college/university's community.		
Strongly agree	10	19.2
Agree	10	19.2
Slightly agree	9	17.3
Slightly disagree	12	23.1
Disagree	10	19.2
Strongly disagree	1	1.9

¹The sample size is 52 for all the items in this table.

Table 5.5 summarizes the results for the remainder of the measures for the Institutional Environment Index. Forty-six percent strongly agree and agreed that they are treated with respect by their peers, and 62% felt comfortable when they were in the Student Union (Table 5.5). A very large percentage, 87%, have dealt with racially biased comments on campus, and half of the students felt that campus attitudes have created an intimidating environment. In spite of this, 64% felt that their campus racial climate is improving. This is surprising, as the data indicates that 63% of the respondents feel that the physical symbols around campus do not reflect plurality.

Given all these statements, it is important to note that over 70% felt that the university has created a sense of security for all ethnic or cultural groups on campus. The culture of the institution is designed to facilitate integration into the collegiate environment. Among the population of Black college students 34.6% believe that their campus is a reflection of their values. Further, 65% of students agreed, at some level, with the statement that they “would feel more welcome at this university if there were more African American studies related course.”

Table 5.5: Institutional Environment Index Measures Part B: Racial Diversity and Treatment¹

Measures	f	%
I feel that I have been treated respectfully on this campus by fellow students.		
Strongly agree	7	13.5
Agree	17	32.7
Slightly agree	15	28.8
Slightly disagree	10	19.2
Disagree	3	5.8
I feel comfortable eating a meal or sitting just about anywhere in the Student Union.		
Strongly agree	9	17.3
Agree	13	25.0
Slightly agree	10	19.2
Slightly disagree	13	25.0
Disagree	7	13.5
I would feel more welcome at this university if there were more African American studies related courses.		
Strongly agree	9	17.3
Agree	14	26.9
Slightly agree	11	21.2
Slightly disagree	7	13.5
Disagree	10	19.2
Strongly disagree	1	1.9
I have sometimes dealt with racially biased comments on campus.		
Strongly agree	13	25.0
Agree	21	40.4
Slightly agree	11	21.2
Slightly disagree	3	5.8
Disagree	3	5.8
Strongly disagree	1	1.9
I feel that campus attitudes have created an offensive and intimidating environment.		
Strongly agree	4	7.7
Agree	15	28.8
Slightly agree	7	13.5
Slightly disagree	10	19.2
Disagree	11	21.2
Strongly disagree	5	9.6
I believe that the campus climate is improving.		
Strongly agree	4	7.7
Agree	13	25.0
Slightly agree	16	30.8
Slightly disagree	8	15.4
Disagree	11	21.2
The physical symbols of the college (e.g. posters, banners, etc.) reflect values from a plurality of cultures.		
Strongly agree	4	7.7
Agree	5	9.6
Slightly agree	10	19.2
Slightly disagree	10	19.2
Disagree	17	32.7
Strongly disagree	6	11.5

This college/university has created a sense of security for all ethnic or cultural groups on campus.		
Strongly agree	5	9.6
Agree	16	30.8
Slightly agree	16	30.8
Slightly disagree	7	13.5
Disagree	4	7.7
Strongly disagree	4	7.7
To what extent do the values at this college/university reflect your own values?		
Very much	5	9.6
Quite a bit	9	17.3
Some	13	25.0
Very little	18	34.6
None at all	7	13.5

¹The sample size is 52 for all the items in this table.

Table 5.6 provides an overview of students' perception of the extent to which their college or the university nurtures social integration in college that includes access to social events, socializing with different people, and developing personal relationships. Thirty-eight percent of the students indicated that their campus either very much or quite a bit encourages social interaction (28.8%) with diverse others, with another 29% reporting that there is "some" encouragement. About 81% of the students agreed that the college both provides opportunities to socialize and emphasizes attending college functions.

The majority of respondents also indicated that they had discussions with people from a different race (88.5%), economic background (71.1%), religions (88.5%), and political views (96.2%). A very large proportion of students developed close personal relationships with other students (82.7%), and feel that many know students who are willing to lend a hand if they had a personal problem (88.5%). Close to 52% disagreed that students on this campus seem to be lonely and not well connected to others on campus. Thirty-seven percent of African American students slightly agreed/agreed that

they do not have as many friends as they like on campus. It should be noted that this item was dropped from the final index.

Table 5.6: Social Integration Index Measures¹

Measures	f	%
College encourages contact from different backgrounds		
Very much	7	13.5
Quite a bit	13	25.0
Some	15	28.8
Very little	7	13.5
None at all	10	19.2
College provides opportunities to be social		
Very much	7	13.5
Quite a bit	12	23.1
Some	23	44.2
Very little	6	11.5
None at all	4	7.7
College emphasizes attending campus functions		
Very much	7	13.5
Quite a bit	15	28.8
Some	20	38.5
Very little	7	13.5
None at all	3	5.8
During the school year, I had discussions with persons from another race or ethnicity		
Strongly agree	16	30.8
Agree	23	44.2
Slightly agree	7	13.5
Slightly disagree	1	1.9
Disagree	5	9.6
During the school year, I had discussions with people from different economic backgrounds.		
Strongly agree	14	26.9
Agree	18	34.6
Slightly agree	5	9.6
Slightly disagree	3	5.8
Disagree	9	17.3
Strongly disagree	3	5.8
During the school year, I had discussions with people from religions other than my own.		
Strongly agree	13	25.0
Agree	24	46.2
Slightly agree	9	17.3
Slightly disagree	2	3.8
Disagree	3	5.8
Strongly disagree	1	1.9
During the school year, I had discussions with people who had different political views.		
Strongly agree	16	30.8
Agree	25	48.1
Slightly agree	9	17.3

Slightly disagree	1	1.9
Disagree	1	1.9
I have developed close personal relationships with other students.		
Strongly agree	12	23.1
Agree	19	36.5
Slightly agree	12	23.1
Slightly disagree	1	1.9
Disagree	4	7.7
Strongly disagree	4	7.7
I do not have as many friends as I would like at this college/university.		
Strongly agree	8	15.4
Agree	11	21.2
Slightly agree	9	17.3
Slightly disagree	6	11.5
Disagree	13	25.0
Strongly disagree	5	9.6
Many students I know would be willing to listen and help me if I had a personal problem.		
Strongly agree	13	25.0
Agree	20	38.5
Slightly agree	13	25.0
Slightly disagree	2	3.8
Disagree	3	5.8
Strongly disagree	1	1.9
Many students at this college/university seem to be lonely and not well connected to others on campus.		
Strongly agree	4	7.7
Agree	7	13.5
Slightly agree	14	26.9
Slightly disagree	10	19.2
Disagree	13	25.0
Strongly disagree	4	7.7

¹The sample size is 52 for all the items in this table.

Table 5.7 contains the index for the dependent variable of alienation. This Alienation Index includes seven measures. Overall, 60% (Table 5.7) of the respondents did not find the administration controlling and 75% disagreed that the university was too large to provide personalized services. Fifty-four percent indicated that their college/university does not offer a broad cultural program. Socially, 76.9% of the students disagreed with the statement that “my experience at this college/university has been devoid of any meaningful relationships,” and 59.6% agreed that they seldom felt lost or alone on campus. Despite this, African American students (58%) indicated that

minority students not only face social and cultural difficulties (question 47), but 56% felt that the university fosters feelings of social isolation.

Table 5.7: Alienation Index Measures¹

Measures	f	%
This university is run and controlled by an uncaring administration and the students do not have a voice.		
Strongly agree	4	7.7
Agree	13	25.0
Slightly agree	4	7.7
Slightly disagree	15	28.8
Disagree	12	23.1
Strongly disagree	4	7.7
This college/university environment fosters feelings of isolation.		
Strongly agree	7	13.5
Agree	9	17.3
Slightly agree	13	25.0
Slightly disagree	7	13.5
Disagree	10	19.2
Strongly disagree	6	11.5
This college/university does not offer a cultural program that is broad enough to be relevant to contemporary American society.		
Strongly agree	3	5.8
Agree	14	26.9
Slightly agree	11	21.2
Slightly disagree	5	9.6
Disagree	14	26.9
Strongly disagree	5	9.5
This college/university is too large and impersonal to provide individualized services for each student.		
Strongly agree	1	1.9
Agree	5	9.6
Slightly agree	7	13.5
Slightly disagree	3	5.8
Disagree	28	53.8
Strongly disagree	8	15.4
My experience at this college/university has been devoid of any meaningful relationships.		
Strongly agree	2	3.8
Agree	4	7.7
Slightly agree	6	11.5
Slightly disagree	13	25.0
Disagree	19	36.5
Strongly disagree	8	15.4
I seldom feel lost or alone at this college/university.		
Strongly agree	8	15.4
Agree	9	17.3
Slightly agree	14	26.9

Slightly disagree	6	11.5
Disagree	11	21.2
Strongly disagree	4	7.7
In terms of social and cultural needs, I feel minority students on campus face		
More difficulties	30	57.7
Same difficulties	22	42.3

¹The sample size is 52 for all the items in this table.

Finally, the actual distribution of scores on all seven of the indices are found in Appendix F. The means and standard deviations are also provided in these tables.

Summary

Demographically, more females than males participated in the study. Students also reported that the decision to attend their PWI's was based on personal choice. The pre-entry factors the model addressed in the study were high school engagement, college preparation, and parental support. Black students indicated that prior to entry they had fairly positive pre-collegiate experiences. Black students, in this study, also reported that their overall educational experiences at the university largely were positive. Further, they agreed that their involvement with faculty members led to enriching opportunities and success. Conversely, Black student interactions with the administration have been less than pleasant.

Overall, students expressed campus pride. Furthermore, they acknowledged that the college has a good outreach and student-centered programs. Though Black students have indicated that the institution has not made enough strides to improve diversity on campus, they felt that their institution did provide opportunities to socialize.

Furthermore, they have indicated that they found no trouble developing close personal relationships on campus. The majority of students indicated that their decision to

enroll in the university was based on personal choice. Overall, African American college students indicated that they still face cultural and social difficulties, which includes a sometimes intimidating environment and exposure to racially biased comments.

CHAPTER 6: HYPOTHESIS-TESTING

The results of the tests of the research hypotheses H1a through H7 are presented in this chapter. These hypotheses were derived from the theoretical model and selected ideas from studies reviewed in Chapter Two.

All hypotheses were tested at the $p < .05$ level, though the levels are reported so as to indicate if there were higher levels of significance. All hypotheses, except for one which was tested using a chi-square test, were tested using a Spearman rho, one-tailed test. Given that the Pearson r requires a random sample (Porter and Hamm, 1986: 350), a Spearman rho was selected for testing. The total sample size is 52 for all the tests. This means that the following values of rho were significant at levels shown in parentheses: .2353 ($p = .05$); .2791 ($p = .025$); and .3293 ($p = .01$). Values for measuring the strength of Spearman rho are similar to that of the Pearson r , that is, 0 to .19 (very weak); 20 to .39 (weak); .40 to .59 (moderate); .60 to .79 (strong); and .80 to 1.0 (very strong) (Crawshaw and Chambers, 2001).

As mentioned in the Methods chapter, the independent variables include: pre-entry factors, institutional environment, academic integration, faculty involvement with students, membership in a Black student organization, peer interaction, and social integration. Dependent variables include social integration, academic integration, and alienation.

Each variable, except for membership in a Black student organization, is an index. The details on the indices are provided in the Methods chapter and in frequency tables in

Chapter Five; and in Appendices D, E and F. These details include the questions which comprised each index and the reliability measures. Table 6.1 provides a summary of a few of the key characteristics of the indices.

Table 6.1: Summary of the Indices used in Hypothesis-Testing

Index	Number of Questions/ Items in this Index	Questions Numbers for this Index	Range of Actual Scores	Mean	SD
Alienation	7	21, 32-36, and 47	11-37	24.58	6.00
Pre-Entry	5	5-9	12-30	24.62	3.89
Institutional Environment	15	12-16, 18-20, 22, 24, 28-30, and 37	35-89	55.21	11.60
Academic Integration	10	38-46 and 48	12-55	36.21	9.86
Social Integration	10	49-56 and 59-60	19-57	41.21	8.67
Faculty Involvement	5	38-42	7-30	20.29	5.67
Interaction with Diverse Peers	4	52-55	8-24	18.94	4.04

Pre-Entry Factors

Studies that have used pre-entry as a predictor of social integration found a strong association (Astin, 1993; Pascarella, and Terenzini, 1977). Tinto (1993: 115) argues that pre-entry factors such as personal attributes, dispositions, pre-collegiate experiences, and community backgrounds influence the success of integration into both the academic and social systems of the institution. Additionally, Hausmann et al. (2009: 63) found that parental educational and financial background, individual achievements, and community

encouragement (church, counselors, and pre-college friends) influence social engagement in college.

Research Hypothesis H1a: The more positive the pre-entry factors the greater will be the level of social integration among Black college students.

A Spearman's rho test was performed examining the relationship between pre-entry factors and the level of social integration. The results of the test indicated that a positive relationship exists between pre-entry and social integration ($r_s = .377$, $p < .01$). This was significant at the .01 level, but was a weak relationship.

Research Hypothesis H1b: The more positive the pre-entry factors the greater will be the level of academic integration among Black college students.

The test of the relationship between pre-entry and academic integration was performed using the Spearman's rho. The test revealed a weak positive association between the two variables ($r_s = .258$, $p < .05$). This was a significant but weak relationship.

Institutional Environment

Although not expanded upon in Tinto's longitudinal model, the institutional environment plays a crucial role in the education, guidance, and socialization of college students. Researchers studying this phenomenon found that a diverse campus environment influenced the amount of interracial contact on campus (Santos et. al, 2007: 108-09). Gonzales (2002: 204-06) noted the influence of the architecture, sculpture, and other symbols in the physical world of the campus on student alienation.

Research Hypothesis H2a: The more positive the institutional environment the lower the level of alienation among Black college students.

Once again, Spearman's rho was used to examine the relationship between the institutional environment and alienation. The calculation of Spearman's rho revealed a strong negative correlation between institutional environment and alienation ($r_s = -.667$, $p < .001$), which was significant at .001 level, and was a strong relationship.

Research Hypothesis H2b: The more positive the institutional environment the higher the level of academic integration among Black college students.

A Spearman's rho was performed to assess the relationship between the institutional environment and academic integration. The relationship between institutional environment and academic integration was a significant and strong positive relationship ($r_s = .635$, $p < .01$).

Research Hypothesis H2c: The more positive the institutional environment the higher the level of social integration among Black college students.

The relationship between the institutional environment and the level of social integration was measured using Spearman's rho. The Spearman's rho coefficient results demonstrated a strong positive relationship exists between the variables tested ($r_s = .560$, $p < .01$). This hypothesis was supported.

Academic Integration

Academic integration is defined as the commitment to academic excellence by students and faculty members as well as time invested in studying and class preparation. According to Tinto (1993:106), the academic system includes the formal education system, classrooms and laboratories, and interactions between faculty and student. Case

(2009) reported that any lack of interaction with faculty members would hinder integration within the academic system.

Research Hypothesis H3: The higher the level of academic integration of Black students the lower the level of alienation.

The relationship between academic integration and alienation was measured using Spearman's rho. According to the result, a negative relationship exists between the variables ($r_s = -.353$, $p < .01$). While the hypothesis was supported, this is a weak relationship.

Faculty Involvement, Student Association Membership and Peer Interaction

The next three hypotheses deal with various types of relationships on campus. While membership in a Black Student Association is not included in any of the indices, both of the other variables are comprised of a small subset of questions from two of the other indices, the academic integration index and social integration index. The next hypothesis on faculty involvement deals with a subset of five questions from the academic integration index.

Research Hypothesis H4: The greater the faculty involvement with students the lower the level of alienation.

The relationship between faculty involvement with students and levels of alienation was measured using Spearman's rho. The Spearman's rho revealed that a weak relationship exists between faculty involvement and alienation ($r_s = -.232$, $p < .05$). This hypothesis was supported.

One of the ways of students become more connected on campus is through various organizations, one of the most important being membership in the Black Student Organization.

Research Hypothesis H5: Membership in the Black Student Organization will mean lower levels of alienation than non-membership.

This hypothesis was tested using the chi-square test. The observed chi-square is 8.56 with a significance level of .014. Therefore, there is a significant association between student who being a member of a Black Student Organization and alienation. Examining the pattern, 54% who reported medium levels of alienation were not members compared to 15% who were affiliated. Additionally, members reported both higher and lower levels of alienation than those who were not members.

Table 6.2. Alienation by Membership in a Black Student Organization (%)

	Low Alienation	Medium Alienation	High Alienation	Total	
				%	N
(BSO) Yes	46	15	39	100	
(BSO) No	23	54	23	100	
Total Count	35	35	30	100	52

$\chi^2(2 \text{ df}, n=52) = 8.56$

The next hypothesis deals with interaction with diverse peers. This is a subset of four questions from the social integration index.

Research Hypothesis H6: The greater the frequency of interaction with diverse peers the lower the level of alienation.

The relationship between the frequency of interaction with diverse peers and alienation was measured using Spearman's rho. Calculations revealed a very weak

negative relationship exists between the variables ($r_s = -.042$, $p < .05$). This hypothesis was not supported.

Social Integration

Sense of belonging is an important factor that promotes cohesion, trust, and security (Santos, Ortiz, Morales, and Rosales 2007: 108; Hausmann et al. 2009: 662-63). Hurtado and Carter (1997: 338-39) found that positive social integration is dependent on the nature of the students interaction with other members of the college community. In Tinto's (1993: 106) longitudinal model, the social system "centers about the daily life and personal needs" of the student made up of "recurring sets of interaction among students, faculty, and staff." Furthermore, the process of integrating into the social system requires the student to be able to locate and build a support base for themselves (Santos et. al, 2007: 308-310). The next hypothesis examined the relationships between social integration and alienation.

Research Hypothesis H7: The greater the level of social integration, in general, the lower the level of alienation.

The relationship between social integration and level of alienation was measured using Spearman's rho. The Spearman's rho analysis shows that a weak negative relationship exists between social integration and level of alienation ($r_s = -.395$, $p = .01$). Thus, the research hypothesis H7 was supported.

Table 6.3: Summary of Hypotheses Tests

Research Hypothesis	Results	Strength
H1a: The more positive the pre-entry factors the greater will be the level of social integration among Black college students.	Supported	Weak
H1b: The more positive the pre-entry factors the greater will be the level of academic integration among Black college students.	Supported	Weak
H2a: The more positive the institutional environment the lower the level of alienation among Black college students.	Supported	Strong
H2b: The more positive the institutional environment the higher the level of academic integration among Black college students.	Supported	Strong
H2c: The more positive the institutional environment the higher the level of social integration among Black college students.	Supported	Strong
H3: The higher the level of academic integration of Black students the lower the level of alienation.	Supported	Medium
H4: The greater the faculty involvement with students the lower the level of alienation.	Supported	Weak
H5: Membership in the Black Student Organization will mean lower levels of alienation for non-membership.	Supported	Strong
H6: The greater the frequency of interaction with diverse peers the lower the level of alienation.	Not Supported	
H7: The greater the level of social integration, in general, the lower the level of alienation.	Supported	Weak

Summary

The tests of hypotheses showed that academic integration, institutional environment and social integration were negatively correlated with alienation. Institutional environment was positively correlated with both academic and social integration. Faculty involvement had a weak negative correlation with alienation. Furthermore, pre-entry factors had a weak positive correlation with social integration and with academic integration.

CHAPTER SEVEN: CONCLUSION

Introduction

This chapter starts with the purpose of the study and a brief overview of the model used to examine factors related to alienation. Next, there will be a summary of the results of the hypothesis-testing. Finally, the limitations of the study, practical implications of the study and suggestions for future research will be discussed.

The main purpose of this study was to examine the factors that foster or inhibit the academic and social integration of Black students attending two predominantly white institutions (PWIs). Another purpose was to investigate the factors that cause Black students to experience feelings of alienation at this institution. In terms of practical concerns, another goal of this study was to inform college officials concerning the nature of Black student life on campus as well as add to the literature.

The model used in this study combines elements of Tinto's model of student departure with Seeman's modified version of the Marxian concept of alienation to provide a theoretical framework for the study, together with insights from studies for Black college students. The focus was on factors that foster or inhibit the social and academic integration of Black college students and influence alienation. The model shows the variables influencing academic and social integration; and the expected relationships between alienation and the predictive variables of institutional environment, faculty interaction, interaction with diverse peers, academic integration and social integration.

In terms of data collection, data was gathered through both questionnaires distributed at the Black Student Association Center and an online survey. A total of 52 students responded. Five items were combined for the predictor variable of pre-entry factors. Fifteen items were combined for the variable of institutional environment. Ten items were combined for the predictor variables of academic integration. Ten items were combined for the predictor variables of social integration. Four items were combined for the predictor variables of interaction with diverse peers. Five items were combined for the predictor variables of faculty involvement. Finally, seven items were combined for the criterion variable of alienation. Ten hypotheses were tested with results summarize in Table 6.1 in the previous chapter.

Hypothesis-Testing

Pre-Entry Factors

The test of **Research Hypothesis H1a** found a positive relationship between pre-entry factors and social integration, though this was a weak relationship. This finding means that Black students who reported positive pre-entry skills/experiences tended to be more socially integrated at the institution. This result echoes that of other researchers who argued that parental educational and financial background coupled with collegiate preparation and high school performance facilitate easy adjustment into the social system of the college community (Tinto, 1993: 95; Ostrove and Long, 2007: 375; Loo and Rolison, 1986:74; Hausmann et.al, 2009: 663). According to Tinto (1993: 106), social integration is an inclusionary human practice. Students with positive pre-college experiences are able to overcome social and emotional pitfalls and more easily adapt to

the academic and social demands of college life (Ostrove and Long, 2007: 375). Some researchers found that students with positive pre-entry factors have a much easier time socially acclimating to the college community if they choose to adapt to the white and middle class values and customs of the campus (Loo and Rolison, 1986: 65). Meanwhile, some studies have pointed out that pre-collegiate experience such as community support, encouragement from family and friends, and mentoring helps them from feeling like the 'other,' that is, isolated and maltreated (Hausmann et. al, 2009: 663-65).

The test of **Research Hypothesis H1b** found that positive pre-entry factors would lead to greater levels of academic integration, though again this was a weak relationship. This result indicates that positive pre-collegiate experiences such as parental social economic status, community support, and good grades can facilitate integration into the academic system.

A weak relationship with pre-entry factors for both H1a and H1b may mean that there are some pre-entry factors that should have been weighted more heavily in the index or that additional indicators might have improved the index. For instance, Hausman et al. (2009: 665-6) pointed out that academic integration is impacted by parental encouragement, but conversely demonstrated that parental socioeconomic status is not an important factor. Some have found that internal motivators (study habits, self-efficacy, and career-driven) are stronger predictors than external influences (Cotes and Levin, 1997: 240). The weak association may also point to other influences such as the number and quality of campus tutoring/mentorship programs and remedial courses that can help overcome pre-collegiate academic difficulties (Kuh, Cruce, Shoup, Kinzie, and Gonyea, 2008: 546-7; Allen, 1992: 37).

Institutional Environment Factors

Research Hypothesis H2a predicted that a positive institutional environment would lead to lower alienation among Black college students. The test of the hypothesis resulted in a strong negative correlation, lending credence to the hypothesis. Researchers have agreed that campus organizational behavior patterns is one that either sends debilitating messages or encouragement and support to minority students. It has been found in other studies that an asymmetrical relationship exists between feelings of alienation and environment variables such as adversarial administrative attitudes, unapproachable faculty, and lack of institutional financial support (Holmes et al, 2000-01; Gonzales, 2002: 204-06). Many studies point to the physical symbols of the institutional environment including objects that increase the sense of “marginalization and alienation” or the impression of an unsupportive campus -- not geared towards minority student inclusion (Gonzales, 2002: 206; Loo and Rolinson, 1986: 68; Levin, 2006: 1477).

Research Hypothesis H2b indicated that the more positive the institutional environment the higher the level of academic integration. Testing found a strong positive association between these two variables which demonstrates the positive influence the institutional environment had on academic integration. Some have argued that the greatest influence on the success of students is the collegiate environment that includes faculty, administration, and programs (Holmes, 2000-2001: 50). Other studies have linked institutional characteristics to student academic outcomes (Allen, 1992: 39; Case, 2008: 327).

Research Hypothesis H2c predicts that a positive institutional environment leads to higher levels of social integration. The results of the hypothesis-testing show a strong positive relationship between the institutional environment and social integration. This is in accordance with Pascarella's (2006) study that found that a supportive and nurturing institution facilitated greater confidence to engage in the campus social community. In an opposite situation, Gonzalez (2002: 207) argued that lack of social opportunities on campus is what leads to students feeling isolated from the larger college community. Santos et al. (2007: 112) found that a hostile collegiate climate fosters isolation and racial segregation by limiting educational resources and making students compete for them, thereby promoting ethnic and racial victimization.

Academic Integration Factors

Research Hypothesis H3 predicts that the higher the level of academic integration, the lower the level of alienation. The test of this hypothesis showed a medium-strength, negative association between the two variables. The negative association indicates that if successfully academically integrated, a Black student would experience a lower level of alienation. Specifically, it was expected that achieving good grades and maintaining positive faculty student interactions leads to reduced levels of alienation in Black college students. Tinto (1993) believed that full integration into this academic system would alleviate alienation. Academic integration and satisfaction with college curriculum are two of Tinto's components that were related to lower levels of alienation (Pascarella and Terenzini, 2005).

Research Hypothesis H4 posited that the greater the faculty involvement the lower would be the level of alienation. The test result showed a weak negative correlation. The results show that when faculty take an interest in the learning process of Black students these students experience lower instances of alienation. When faculty members help Black students develop intellectually and ethically, they help create a community that stresses the reciprocal sharing of ideas and success (Pascarella and Terenzini, 1977). Faculty interaction with students is important to students and was emphasized by Tinto (1993: 135) who found that the significant indicators of student success included the level of faculty involvement in learning activities, assessment of the learning experience, and faculty-student contact.

Social Integration Factors

Pascarella, Edison, Nora, Hagedorn, and Terenzini (1995-96) found that belonging to social organizations (BSO's, fraternities, sororities) had a positive effect on Black students. Thus, **Research Hypothesis H5** looked at the impact of being a member of a Black student organization on level of alienation. The test of this hypothesis showed a strong relationship, meaning that 46% of those with such a membership had a low level of alienation compared to 23% of those without such a membership. It should, however, be pointed out that there was also a high percentage (39%) of those with a membership who had a high level of alienation, compared with 23% of those without a membership who had a high level of alienation. The high level of alienation for those with a membership could mean that these students joined the association because of an already high level of alienation or that their membership educated them about negative issues on

campus with the result that their alienation was higher. There were no before and after measures of alienation for those who belonged to a Black student association.

The “low level of alienation” finding fits with previous studies which concluded that students use these organizations as a way of inoculating themselves from Institutional impositions. Students frequent these associations in order to escape the negative attitudinal climate and perceived structural inequities. Tinto (1993: 124-125) argues that unlike white students, who form peer relations largely through informal social networks, Black students use formal organizations to form networks so as to make connections with diverse peers. On college campuses, such “social enclaves” are used to bolster student confidence allowing them to thrive, explore, and develop professional connections (Guiffrida, 2003; Levin, Laar, and Foote, 2006).

Being a member of these organizations helps foster meaningful and validating experiences with others who share similar cultural values and beliefs. It is within these peer support organizations that Black students learn to locate support and obtain affirmation from other minority peers (Hurtado and Carter, 1997). Black fraternities and sororities on campus are other avenues for peer interactions and support. These organizations are able to mobilize students into supporting political initiatives to advance causes which minority students feel are imperative and should be addressed by the administration. Research shows that Black students formed these fraternal organizations in order to enhance their academic standing and to have a voice in political and social events (Rodriquez, 1995; Jones and Abes, 2004).

Research Hypothesis H6 states that the greater the frequency of interaction with diverse peers the lower the level of alienation. In this study, this hypothesis was not

supported. This research did not find evidence that frequent interaction with peers from diverse backgrounds alleviates alienation. Previous research had indicated that students who frequently interact with different and diverse groups experience enhanced strong relationships on campus (Strayhorn, 2008; Hurtado and Carter, 1997). Though the hypothesis was not supported, it does not undermine the implication that Black students who choose to engage with others from diverse backgrounds may benefit from such interactions. Tinto (1993) stressed the fact that many students may depart from college not for lack of intellectual prowess, but instead due to a failure to integrate into the collegiate community.

Research Hypothesis H7 examined the level of integration into the collegiate social system and level of alienation. This study found a weak negative association between the two variables. Friendship, growth, and social involvement are connected to positive collegiate experiences and peer interactions play a significant role in collegiate success (Tinto, 1993; Harper, 2006). Student can experience powerlessness and marginality from a social community that fails to appreciate, nurture, and engage diversity (Strayhorn, 2008). Additionally, research into this subject matter, has underscored the positive impact of making connections within the social community (Case, 2008; Tinto, 1993). The building of relationships for students in college is a significant factor in promoting social confidence and meaningfulness.

Other Findings

There were other major findings in the study. Black students reported that their high school academically prepared them for the rigors of college. Furthermore, many indicated that they received encouragement and support from their families prior to entry. They also revealed that they are proud to attend their chosen institutions, but many felt that issues of diversity were not being addressed. Specifically, they were concerned about the university's symbols and icons, which promoted the dominant culture values and perspectives.

Furthermore, Black students charged that the present curriculum hardly contained any African American related subjects. Yet, Black students supported the perspective that their institution did provide avenues that led to academic success and goal commitment. Conversely, Black students find that the contrary attitudes of the collegiate administration has created a chilly campus climate.

Concerning faculty involvement, Black students reported that their professors take an interest in their success and motivate them to complete their program. Socially, Black students reported that they had no trouble developing close positive relationship with other students though some reported a lack of social opportunities. Finally, the results of the study points out that peer-to peer relationship with others from diverse racial, social, and political backgrounds help students socially adjust to college.

Theoretical Implications

This is one of the first studies to use a modified Tinto model to examine Black students academic and social integration and alienation in Predominantly White

Institutions. As well, rather than comparing Black students to white and other ethnic groups, one of the strengths of this study is the restriction of the sample to Black students which then allowed for an examination of factors differentiating Black students from each other. The modification of the Tinto model included the addition of the variable of alienation to the model, with the assumption that alienation would precede departure (or persistence), which was Tinto's main outcome variable. As well, previous studies of Black college students were used to improve the operationalization of variables in the Tinto model.

According to the results of the study, it is the institutional environment which is the focal point of alienation for most Black students. Not only was the campus environment one of the strongest predictors for social and academic integration, but it was also the strongest predictor of alienation in this study. The lack of educational opportunities, a hostile campus climate and other micro-aggressions can all lead to instances of powerlessness, meaninglessness, and social exclusion.

Limitations of this Study

Many cautions are advised when interpreting aspects of this study. The small population of the Black students in the two colleges under investigation was perhaps partly responsible for the very small sample size which limits generalizability. An alternative selection process aimed at increasing recruitment percentage to roughly 50% of the population would have been more acceptable. As well, this was not a random sample.

Another limitation of this study was that Black students may want to present themselves in a socially desirable way and therefore may choose desirable responses instead of candid or more truthful ones. Another caution is that many students at selected PWI's were regular visitors to the multicultural centers. Black student centers are designed as safe spaces where students are encouraged to visit, study, and partake in instructive activities. The centers' goals are to provide a place to encourage students to become active participants in their education, to be critical, and to have pride in their culture. These centers may have influenced the scores on the indices based on the socially-constructed, via the center's activities, perceptions and frustrations of a campus that some feel is unsupportive of their tradition and history. Finally, due to the length of the survey, attentiveness might have been debatable. Recruits who completed the survey may have done so hastily, just to complete the instrument. A solution in the future would be to limit the length and breadth of the instrument in order to attain results free from fatigue and inattentiveness.

Future research

The direction for future research is predicated on the use of the modified Tinto model in order to study this trend. To be more generalizable, future sample sizes should be increased. As well, there should be more creative ways to sample this student population. Future research designs might add objective measures of institutional environments to the subjective perceptual measures of the environment used in this study. This could involve a comparison of different types of institutional environments in order to look more closely at the impact of diverse institutional environments on student integration and levels of alienation.

It might be fruitful in future studies to add additional “pre-entry” personal background information including: marital status, military experience, religion and occupational circumstances. Furthermore, additional campus community characteristics should be included as part of the study, because these characteristics are a part of the overall environment of the institution. These could include: a) pleasure-related activities; b) living arrangements (e.g. living learning communities); and c) the use of tutoring services and mentor location.

A final recommendation is to perform a comparison study that investigates the rates of alienation in HBCU’s compared with PWI’s.

Practical Implications

Many students come to the university only to find that it is ill-suited to their educational and social needs. They need an environment that is more socially stimulating. Studies have also demonstrated that Black students do not feel comfortable at a college that lacks diversity (Feagin, Vera, and Imani, 1996). Research has demonstrated that Black students develop best in a college surrounding that values their input and facilitates scholarly achievement (Allen, 1992). In addition to acceptable collegiate environment, there are many approaches for educators and administrators to use in order to understand, plan, and develop policies and services geared towards the recruitment, retention, and education of Black college students.

Colleges/universities use numerous programs to recruit, retain, and graduate Black students. Though these programs and services are utilized to help Black students succeed, the graduation rates still remain low at 42 percent (Anonymous, 2005/06: 88).

One solution would be to implement an early identification procedure that uses first year college grades and grade point averages to identify students who are potentially at risk of academic failure. Glendale Community College utilizes a data system that helps campus minority organizations identify at risk students. Additionally, schools such as West Virginia University Excel Program and Arkansas State University Upward Bound Program have instituted transitional programs, mentoring services and other intervention strategies for incoming students (Swail, Redd, and Perna, 2003: 136-141).

Another practical solution is to develop enrollment management programs geared to the creation of outreach programs, early student orientations, and bridging programs that facilitate academic and social integration. The University of Texas at San Antonio provides a five-week summer bridge program that yielded twice the retention rate in comparison to non-participants. Saint Xavier University offers TRIO programs coupled with counseling, advising, and peer mentoring services that have yielded a 58.9 % persistence rate (Swail et al., 2003: 101, 130-131).

For many minority students, college costs are the driving factors in the decision to enroll or drop out of college. Successful efforts to provide financial aid incentives such as grants and diversity tuition waivers have been proven to be very productive. Indiana Wesleyan University has instituted a policy that makes learning and receiving financial aid easy, prompt, and trouble free (Swail et al., 2003: 67).

Campus leaders could implement transitional programs to acclimate Black students to the campus. Commitment to institutional change should be led by the highest campus administrator. Furthermore, institutions of higher learning should be more proactive rather than leave at-risk Black students to chance without support from faculty members and administration. In addition, minority spaces and programs should not be segregated from the mainstream of college. At SDSU, the main office of the BSA has been relegated to the farthest corner of the basement of the Student Union. Also, programs aimed at the Black student population should be staffed by full-time minority faculty members and other personnel. The transitional and recruitment programs and services utilized by these colleges and universities to attract and graduate students might be good things for SDSU to implement.

Conclusion

This study identified the factors influencing Black student alienation using components of Tinto (1993) model of student departure with a modification of elements from Karl Marx's (1850) theory of alienation. There were two purposes for this study. One purpose was to investigate the factors that foster or inhibit the academic and social integration of Black students into the collegiate community. The findings of this study suggests that pre-entry variables influence integration into the academic and social systems of the campus, even though the links were weak. The second purpose was to examine the factors that cause Black students to experience feelings of alienation. The study revealed that the institutional environment was the most significant factor causing students to experience alienation. This means that changes should be made by the

administrations in the institutional environment so as to better nurture the Black students on these campuses and help them achieve their full potential.

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APPENDIX A

Survey Cover Letter

Dear Student:

I am conducting a research project entitled “Causes of Alienation among African American Students at a Predominantly White University” as part of my dissertation at South Dakota State University. The purpose of the study is to understand the factors that lead to alienation and/or sense of belonging of Black students attending predominantly-white institutions. Your name has been taken from a roster of undergraduate students currently enrolled for the 2015 spring semester.

You, as a student, are invited to participate in the study by completing the survey. I realize that your time is valuable and have attempted to keep the survey as brief and concise as possible. It will take approximately 30 minutes of your time. Your participation in this project is voluntary. You may withdraw from the study at any time without consequence. There are no known risks to you for participating in this study.

Your answers will provide valuable information on the experiences of African American university students and hopefully lead to improvement in the focus and quality of services to African American students. Your experience as an African American student is valuable in understanding more about the quality of your university environment.

Your responses are strictly confidential. When the data and analysis are presented, you will not be linked to the data by your name, title, or any other identifying item. Please assist me in my research by completing the online survey instrument.

At the end of the survey, you will have the option of signing up for a drawing of one of two Amazon gift cards for \$20 each.

Your consent is implied by the return of the completed questionnaire. Please keep this letter for your information. If you have any questions, now or later, you may contact me at the number below. Thank you very much for your time and assistance. If you have any questions regarding your rights as a research participant in this study, you may contact the SDSU Research Compliance Coordinator at 605-688-6975, SDSU.IRB@sdstate.edu.

Thank you for your time in completing the attached survey.

Sincerely,
Anton Mighty
anton.mighty@sdstate.edu

APPENDIX B

Question Matrix

Table 1: Questions modified from Tinto, Seeman, Dean, Burbach, and NSSE

Questions	Tinto	Seeman	Dean	Burbach	NSSE
6	X				
7	X				
8	X				
10	X				
11		X		X	
13		X		X	
14		X	X	X	
15	X				
16	X				
18	X				
19	X				
20		X	X	X	
21		X	X	X	
25	X				
27	X				
28	X				
29	X				
30	X				
31	X				
32	X				
33	X				
34	X				
35	X				
38	X				
40					X
41	X				
42					X
43	X				
44	X				
45	X				
46					X
47		X	X	X	
49					X
50					X
51					X
52					X
53					X
54					X
55	X				
57	X				
60		X	X	X	

APPENDIX C
**African American Student's Alienation at Predominantly
 White Institutions Questionnaire**

1. Are you an undergraduate or graduate student?

1. Undergraduate
2. Graduate

2. Why did you decide to attend this college/university for your education?

- Recruited Personal Choice Friends Parental Choice No Choice

3. Class status at your university?

- Freshman Sophomore Junior Senior Graduate

4. Do you belong to a Black Student Organization?

1. Yes
2. No

5. In high school, I was engaged in many types of activities.

- Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

6. My high school prepared me academically to attend college.

- Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

7. My teachers or counselors in high school encouraged me to attend college.

- Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

8. My parents provided me with emotional support.

- Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

9. My parents have always been actively engaged in my educational experience.

- Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

10. My college/university have provided ample avenues to improve myself.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

11. My college/university have provided an academic culture that is both challenging and engaging.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

12. I feel that I have been treated respectfully on this campus by fellow students.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

13. I feel comfortable eating a meal or sitting just about anywhere in the Student Union.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

14. My college/university academic culture encourages me to be independent learners.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

15. I would feel more welcome at this university if there were more African American studies related courses.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

16. I have sometimes dealt with racially biased comments on campus.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

17. This university has a shortage of under-represented minority faculty members.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

18. This university has provided me with a strong motivation to graduate.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

19. This university has an excellent new student orientation program.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

20. The administration has too much control over my life at this university.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

21. This university is run and controlled by an uncaring administration and the students do not have a voice.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

22. I feel that campus attitudes have created an offensive and intimidating environment.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

23. I believe that the campus climate is improving.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

24. The physical symbols of the college (e.g. posters, banners, etc.) reflect values from a plurality of cultures.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

25. The physical nature (e.g. sculptures, buildings, etc.) of the campus lacks diversity.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

26. My college/university is too big to navigate or socialize.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

27. My college/university is small enough to facilitate faculty and student interactions.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

28. I am confident that I made the right decision in choosing to attend this university.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

29. This college/university has created a sense of security for all ethnic or cultural groups on campus.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

30. I am proud to be a part of this college/university's community.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

31. I chose this college/university based on its close proximity to a diverse outside community.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

32. This college/university environment fosters feelings of isolation.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

33. This college/university does not offer a cultural program that is broad enough to be relevant to contemporary American society.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

34. This college/university is too large and impersonal to provide individualized services for each student.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

35. My experience at this college/university has been devoid of any meaningful relationships.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

36. I seldom feel lost or alone at this college/university.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

37. To what extent do the values at this college/university reflect your own values?

Very much Quite a bit Some Very little None at all

38. Professors at this college/university care about my collegiate experiences.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

39. My professors have involved me academically.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

40. My non-classroom interactions with professors have positively influenced my personal growth, values, and attitudes.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

41. I have developed close personal relationships with at least one professor.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

42. Many professors, with which I have had contact, are genuinely interested in student success.

- Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

43. The learning environment is conducive towards academic success.

- Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

44. Administration personnel are helpful and attentive to my concerns.

- Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

45. I feel that I am an integral part of this college/university community.

- Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

46. How much support does your college/institution provide to help students succeed academically.

- Very much Quite a bit Some Very little None at all

47. In terms of social and cultural needs, I feel minority students on campus face.

- More difficulties Same difficulties No difficulties

48. In terms of academic success, I feel minority students face.

- More difficulties Same difficulties No difficulties

49. How much does your college/university emphasize the following?

a) Encouraging contact among students from different backgrounds

- Very much Quite a bit Some Very little Not at all

50. How much does your college/institution emphasize the following?

b) Providing opportunities to be involved socially.

- Very much Quite a bit Some Very little Not at all

51. How much does your college/institution emphasize the following?

c) Attending campus activities and events (e.g. performing arts, athletic events, etc.).

- Very much Quite a bit Some Very little Not at all

52. During the school year, I had discussions with persons from another race or ethnicity.

- Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

53. During the school year, I had discussions with people from different economic backgrounds.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

54. During the school year, I had discussions with people from religions other than my own.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

55. During the school year, I had discussions with people who had different political views.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

56. I have developed close personal relationships with other students.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

57. I do not have as many friends as I would like at this college/university.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

58. My personal relationships with other students have positively influenced my personal growth, values, and attitudes.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

59. Many students I know would be willing to listen and help me if I had a personal problem.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

60. Many students at this college/university seem to be lonely and not well connected to others on campus.

Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

61. Have you thought about leaving this college/university?

1. Yes
2. No

62. How old are you?

Under 18 18 to 19 20 to 21 22 to 24 25 and above

63. Gender?

1. Male
2. Female

64. What is the highest grade or year of school your mother completed?

- High School or less 2-year college degree (associates) 4-year college degree Master's Degree
 Doctoral Degree (Ph.D., J.D. M.D.)

65. What is the highest grade or year of school your father completed?

- High School or less 2-year college degree (associates) 4-year college degree Master's Degree
 Doctoral Degree (Ph.D., J.D. M.D.)

66. Which one of the following categories describes most of your high school grades?

- Mostly As Mostly As and Bs Mostly Bs and Cs Mostly Cs and Ds Mostly Ds and below
 Grades not used/Dont know

67. Which of these best describes your high school experience?

- I have attended a school which was predominantly white.
 I have attended a school with a wide diversity of different racial and ethnic groups.
 I have attended a school which were predominantly African American.

APPENDIX D

Indices

Alienation Index

Question #	Reverse Code?	Range X	Weight =	Values
21	Yes	1-6		1-6
32	Yes	1-6		1-6
33	Yes	1-6		1-6
34	Yes	1-6		1-6
35	Yes	1-6		1-6
36	No	1-6		1-6
47	Yes	1-3		1-3
Possible Values				7-39

Pre-Entry Index

Question #	Reverse Code?	Range X	Weight =	Values
5	Yes	1-6		1-6
6	Yes	1-6		1-6
7	Yes	1-6		1-6
8	Yes	1-6		1-6
9	Yes	1-6		1-6
Possible Values				5-30

Academic Integration Index

Question #	Reverse Code?	Range X	Weight =	Values
38	Yes	1-6		1-6
39	Yes	1-6		1-6
40	Yes	1-6		1-6
41	Yes	1-6		1-6
42	Yes	1-6		1-6
43	Yes	1-6		1-6
44	Yes	1-6		1-6
45	Yes	1-6		1-6
46	Yes	1-5		1-5
48	No	1-3		1-3
Possible Values				10-56

Institutional Environment Index

Question #	Reverse Code?	Range X	Weight =	Values	Dropped due to Low Item-Total Correlation
10	Yes	1-6		1-6	Yes
12	Yes	1-6		1-6	
13	Yes	1-6		1-6	
14	Yes	1-6		1-6	
15	No	1-6		1-6	
16	No	1-6		1-6	
18	Yes	1-6		1-6	
19	Yes	1-6		1-6	
20	No	1-6		1-6	
22	No	1-6		1-6	
23	Yes	1-6		1-6	
24	Yes	1-6		1-6	
28	Yes	1-6		1-6	
29	Yes	1-6		1-6	
30	Yes	1-6		1-6	
37	Yes	1-5		1-5	
Possible Values				15-89	

Social Integration Index

Question #	Reverse Code?	Range X	Weight =	Values	Dropped due to Low Item-Total Correlation
49	Yes	1-5		1-5	
50	Yes	1-5		1-5	
51	Yes	1-5		1-5	
52	Yes	1-6		1-6	
53	Yes	1-6		1-6	
54	Yes	1-6		1-6	
55	Yes	1-6		1-6	
56	Yes	1-6		1-6	
57	No	1-6		1-6	Yes
59	Yes	1-6		1-6	
60	No	1-6		1-6	
Possible Values				10-57	

Faculty Involvement Index

Question #	Reverse Code?	Range X	Weight =	Values
38	Yes	1-6		1-6
39	Yes	1-6		1-6
40	Yes	1-6		1-6
41	Yes	1-6		1-6
42	Yes	1-6		1-6
Possible Values				5-30

Interaction with Diverse Peers Index

Question #	Reverse Code?	Range X	Weight =	Values
52	Yes	1-6		1-6
53	Yes	1-6		1-6
54	Yes	1-6		1-6
55	Yes	1-6		1-6
Possible Values				4-24

APPENDIX E

Corrected Item-Total Correlations

Corrected Item-Total Correlations for Alienation Index

Item	Corrected Item-Total Correlation
Q36	.443
Q21 Recoded	.359
Q32 Recoded	.630
Q33 Recoded	.578
Q34 Recoded	.352
Q35 Recoded	.577
Q47 Recoded	.386

Corrected Item-Total Correlations for Pre-Entry Index

Item	Corrected Item-Total Correlation
Q5 Recoded	.314
Q6 Recoded	.376
Q7 Recoded	.606
Q8 Recoded	.590
Q9 Recoded	.642

Corrected Item-Total Correlations for Academic Integration Index

Item	Corrected Item-Total Correlation
Q38 Recoded	.711
Q39 Recoded	.678
Q40 Recoded	.725
Q41 Recoded	.818
Q42 Recoded	.871
Q43 Recoded	.846
Q44 Recoded	.741
Q45 Recoded	.759
Q46 Recoded	.786
Q48	.485

Corrected Item-Total Correlations for Institution Environment Index

Item	Corrected Item-Total Correlation	Questions Dropped
Q10 Recoded	.283	Question 10
Q12 Recoded	.616	
Q13 Recoded	.501	
Q14 Recoded	.437	
Q15	.302	
Q16	.425	
Q18 Recoded	.548	
Q19 Recoded	.503	
Q20	.363	
Q22	.520	
Q23 Recoded	.669	
Q24 Recoded	.386	
Q28 Recoded	.675	
Q29 Recoded	.676	
Q30 Recoded	.752	
Q37 Recoded	.427	

Corrected Item-Total Correlations for Social Integration Index

Item	Corrected Item-Total Correlation	Questions Dropped
Q49 Recoded	.597	
Q50 Recoded	.798	
Q51 Recoded	.654	
Q52 Recoded	.577	
Q53 Recoded	.528	
Q54 Recoded	.729	
Q55 Recoded	.501	
Q56 Recoded	.629	
Q57 Recoded	.244	Question 57
Q59 Recoded	.616	
Q60	.502	

Corrected Item-Total Correlations for Faculty Involvement Index

Item	Corrected Item-Total Correlation
Q38 Recoded	.684
Q39 Recoded	.712
Q40 Recoded	.756
Q41 Recoded	.777
Q42 Recoded	.820

Corrected Item-Total Correlations for Peer Interaction Index

Item	Corrected Item-Total Correlation
Q52 Recoded	.779
Q53 Recoded	.690
Q54 Recoded	.761
Q55 Recoded	.503

APPENDIX F

Distribution of Index Scores

Distribution of Pre-Entry Index Scores (%)

Index Scores	Percent
12-20	13.4
21-23	19.2
24-25	21.1
26-27	19.2
28-30	27
Total%=	100
Range 12 to 30; mean =24.62; SD = 3.891	

Distribution of Alienation Index Scores (%)

Index Scores	Percent
11-19	17.3
20-22	23.1
23-26	17.3
27-29	21.1
30-37	20.9
Total%=	99.7
Range 11 to 37; mean =24.58; SD = 6.008	

Distribution of Social Integration Index Scores (%)

Index Scores	Percent
19-33	19.2
34-39	15.4
40-42	23.1
43-47	22.9
48-57	19
Total%=	99.6
Range 19 to 57; mean =41.21; SD = 8.673	

Distribution of Academic Integration Index Scores (%)

Index Scores	Percent
12-28	19.2
29-32	21.1
33-38	19.2
39-45	19.2
46-55	21.1
Total%=	99.8
Range 12 to 55; mean = 36.21; SD = 9.855	

Distribution of Institutional Environment Index Scores (%)

Index Scores	Percent
29-43	19.2
44-52	19.1
53-57	17.2
58-66	24.9
67-89	19.1
Total%=	99.5
Range 35 to 89; mean = 55.21; SD = 11.598	

Distribution of Faculty Involvement Index Scores (%)

Index Scores	Percent
7-13	15.4
14-18	21.1
19-21	23.0
22-25	21.1
26-30	19.3
Total%=	100
Range 7 to 30; mean = 20.29; SD = 5.668	

Distribution of Interaction with Diverse Peers Index Scores (%)

Index Scores	Percent
8-15	17.3
16-18	21.2
19	7.7
20-23	32.6
24	21.2
Total%=	100
Range 8 to 24; mean = 18.94; SD = 4.036	