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**Participation in ethnic/racial student organizations**

**Treviño, Jesús G., Ph.D.**

**University of California, Los Angeles, 1992**

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Ann Arbor, MI 48106**



**UNIVERSITY OF CALIFORNIA**

**Los Angeles**

**Participation in Ethnic/Racial Student Organizations**

**A dissertation submitted in partial satisfaction of the  
requirements for the degree Doctor of Philosophy  
in Education**

**by**

**Jesús G. Treviño**

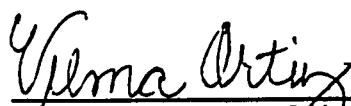
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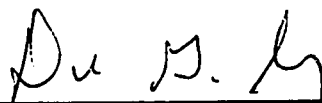
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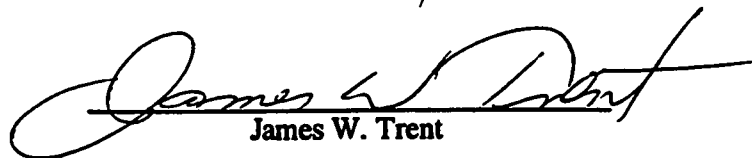
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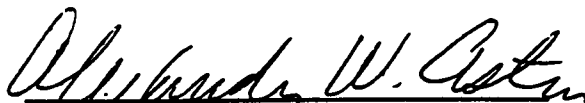
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**This work is dedicated to my wife, Jane, who inspired me to pursue a Ph.D. through her leadership and actions. She struggled along with me every step of the way, continuously giving of herself so that I could succeed in my academic endeavors. I am very thankful for her love and support during the last four years.**



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- Treviño, J. G. (April, 1992). *The Outcomes of Participation in Ethnic/Racial Student Organizations*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Treviño, J. G. (April, 1992). *Social Identity Theory and Chicano Student Organizations*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Treviño, J. G. (April, 1992). *Campus Racial Climates: Multiple Approaches Toward Understanding and Transformation*. Symposium conducted at the annual meeting of the Association for the Study of Higher Education (ASHE), Boston, MA.
- Treviño, J. G. (April, 1991). *College Choice Patterns Among Chicanos: An Examination of Differences by Sex in Distance Traveled to Attend College*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Treviño, J. G. (March, 1990). *A Proposed Study of College Choice Patterns Among Chicanos*. Paper presented at the annual meeting of the National Association for Chicano Studies (NACS), Albuquerque, NM.

## ABSTRACT OF THE DISSERTATION

### Participation in Ethnic/Racial Student Organizations

by

Jesús G. Treviño

Doctor of Philosophy in Education

University of California, Los Angeles, 1992

Professor Alexander W. Astin, Chair

Very little research has been conducted on college students who participate in ethnic/racial student organizations. As such, the objective of this study was to explore who joins this type of student organization and what impact these groups have on the outcomes of leadership and retention. To address these issues, a national sample of Chicano and African American freshmen students who were surveyed in 1987 and again in 1991 was used. The study was guided by three theoretical frameworks: Astin's (1984) Theory of Involvement, Tinto's (1975) Theory of Academic and Social Integration, and a paradigm from social psychology, Social Identity Theory (Tajfel, 1978; Turner, 1982).

The study's findings suggest that Chicanos and Chicanas who are involved in high school activities, have a propensity to be student activists prior to entering college, come from lower socioeconomic backgrounds, and attend small, nonsectarian colleges tend to become members of ethnic/racial student organizations. With respect to African Americans, the results suggest that students who rate themselves high on leadership-related traits, but low on intellectual self-confidence, tend to seek membership in



ethnic/racial student groups. In contrast to Chicanos, socioeconomic status did not emerge as a significant predictor of joining ethnic/racial student groups for African American students. However, if anything, membership in these groups is positively related to socioeconomic status. In considering the outcomes of leadership and retention, weak evidence was found to support the hypothesis that participation in an ethnic/racial student organization contributes directly to these two outcomes. Nevertheless, in the case of leadership, most of the impact on the development of leadership after four years of college is explained by students' high self-ratings on leadership and leadership-related traits prior to entering college. Finally, the findings suggest that Social Identity Theory is a promising theoretical framework for studying the college experiences of Chicanos. Constructs derived from this theory--Awareness of Discrimination, Sense of Group Belonging, and Student Activism--were found to be systematically related to involvement in Chicano student organizations.

## CHAPTER I

### INTRODUCTION

Previous research has indicated that involvement in extracurricular activities by college and university students is related to specific educational outcomes. For example, students who are involved in college activities have higher rates of persistence (Tinto, 1975), develop strong leadership skills (Schuh & Laverty, 1983), increase their sense of citizenship (Feldman & Newcomb, 1969), acquire social and interpersonal skills (Berman, 1978), and develop social and intellectual confidence (A. W. Astin, 1977).

One form of extracurricular involvement is participation in student organizations. Every year, thousands of students enter colleges and universities and sign up to participate in institutionally sanctioned student groups. In doing so, students have literally hundreds of organizations from which to choose, each having diverse goals and meeting a multiplicity of needs: fraternities, sororities, political clubs, religious groups, discipline-based organizations (e.g., sociology club, engineering society, math club), sports clubs, environmental groups, community service clubs, literary societies, academic organizations, and many more. At UCLA, for example, there are over 375 different student groups.

One type of student organization that has come into existence within higher education during the last two decades is ethnic/racial student organizations (Rooney, 1985). These are groups that base their purpose and activities around a racial or cultural group. For instance, at UCLA the African Student Union, Latinas Guiding Latinas, Latino Pre-law Society, Asian Pacific Coalition, MEChA, Korean Student Association, and Nikkei Student Union are all examples of ethnic/racial student

organizations. The emergence of these groups is directly connected to demographic changes in the college-going student population that took place during the late 1960s and early to middle 1970s. These changes, in turn, can be attributed to the turmoil of the 1960s associated with the civil rights movement and the expanded federal role in higher education (A. W. Astin, 1982). As a result of these events, large numbers of minority students began to enter colleges and universities, which led to the creation of ethnic/racial student organizations (Barnes, 1972; Fleming, 1984).

Although these groups have varied objectives and engage in numerous activities, most can be characterized as organizations which (a) are concerned with the recruitment and retention of minority students (Fleming, 1984; Report, 1989), (b) promote cultural awareness and understanding (LeCounte, 1987), and (c) serve as a base of support for their members (A. W. Astin, Treviño, & Wingard, 1991; Chew & Ogi, 1987). In addition, these groups serve as advocates for meeting the needs of their constituencies. To accomplish their aims, members of ethnic/racial student groups organize high school visitation days, sponsor cultural events (e.g., dances, concerts, plays), raise funds for scholarships, engage in protests and demonstrations to address racism and discrimination (A. W. Astin, H. S. Astin, Bayer, & Bisconti, 1975), participate in leadership development activities (Rooney, 1985), and meet with campus administrators to discuss funding for and the creation of new programs that will benefit their constituencies as well as the campus in general.

### **Problem Statement**

To date, the strongest scholarly works on ethnic/racial student groups are historical pieces. For example, Chicano student organizations, particularly MEChA (Movimiento Estudiantil Chicano de Aztlán) and UMAS (United Mexican American Students), and their contributions to the Chicano movement are described by Gómez-

Quiñones (1978) and Muñoz, Jr. (1989). In his book *In Struggle*, Clayborne Carson (1981) described the contributions of Black students to the civil rights movement via the Student Nonviolent Coordinating Committee (SNCC). These are works which provide a historical foundation for studying ethnic/racial student organizations.

Writings on minority student groups can also be found embedded in the literature on protest and activism (for example, see A. W. Astin et al., 1975) and on predominantly White student groups such as Students for a Democratic Society (SDS) and Berkeley's Free Speech Movement (Muñoz, Jr., 1989).

Nevertheless, empirical research on ethnic/racial student organizations is scarce. Little is known about minority student organizations, especially the characteristics of students who join these groups and what their impact is on the important educational outcomes of leadership and retention. Other than ethnicity and race, information about the students who participate in minority student groups is lacking. Were these students involved in high school activities prior to entering college? What is their socioeconomic status? How do these students perceive themselves and their skills? Moreover, how much is their participation in ethnic/racial student organizations a function of the type of college that they attend? Why do some minority students join ethnic/racial student organizations, and others do not? What is it about these organizations that attract some minority students?

Prior research has established that there is a relationship between participation in extracurricular activities and the educational outcomes of leadership and retention (A. W. Astin, 1977; Lenning, Sauer, & Beal, 1980). However, the relationship between minority student organizations and these two important student outcomes has not been studied and, therefore, remains unclear. Do ethnic/racial student organizations promote the development of leadership? What impact, if any, do they have on the retention of students?

Given the paucity of empirical data regarding ethnic/racial student organizations, the objective of the present study was an in-depth examination of these groups and the students who join them. My interest in studying these organizations is closely tied to my own involvement and development as an undergraduate in a minority student organization at Eastern Michigan University. Before entering college, my family and I traveled every summer from our home in Texas to work in the agricultural fields of the Michigan. While in Michigan during the summer of 1975, I received a college scholarship that was targeted at migrant farmworkers. At the end of the summer, my family left for Texas, and I enrolled at Eastern Michigan University. College was an entirely different world for me, and the adjustment was difficult. During the first two years, there were many times that I wanted to leave college and return home to Texas. However, it was through the support of members of the Chicano Student Association as well as my increasing involvement in this student organization that convinced me not to leave college.

During my junior year of college, I was elected president of the organization and became immersed in all its activities. These activities included organizing high school visitation days designed to recruit more Chicanos to the college, negotiating with the administration for more Chicano staff and faculty, protesting against racist incidents, organizing cultural programs, and participating in student government. As a result of my association with this ethnic student organization, I learned about the history of Chicanos, developed pride in my cultural background, learned leadership skills, became an advocate for the Chicano community, and eventually graduated from college. Although overall the organization enjoyed a good reputation on campus, there were times when the group was perceived as a "bunch of troublemakers" or "radicals." This was especially true when the organization engaged in activities such as protests or demonstrations against racially motivated acts or confrontations with administrators

over the lack of Chicano faculty and staff. Nevertheless, despite this perception by some members of the campus community, from a student development perspective the Chicano Students Association was no different (except in goals and activities) from other student organizations. We were young people experimenting, learning, maturing, caring, and trying to make a difference.

After graduating from college, I worked as an advisor to a Chicano student group at Southern Methodist University (SMU). During my tenure at SMU, I had the opportunity to influence the development of Chicano students by sponsoring leadership training, exploring issues of ethnic identity, teaching group dynamics, and encouraging involvement. In sum, my experiences with ethnic/racial student organizations are the driving force behind my interest in studying who joins these groups and what their impact is on the outcomes of leadership and retention.

#### Purpose of the Study

The propose of this study was to answer the following broad research questions:

- What are the background characteristics of students who join ethnic/racial student organizations? Do the environmental characteristics of colleges predict participation in these student groups? Why do some students join ethnic/racial student groups, and others do not?
- What is the impact of participation in ethnic/racial student organizations on the outcomes of leadership and retention?

In order to answer the questions posed above, the present study was conducted in three parts. The first part was directed at identifying who joins ethnic/racial student organizations. Both background and college characteristics were explored. The second part of the study examined what impact these organizations have on the outcomes of

leadership and retention. The first two parts of the study were guided by two theoretical frameworks traditionally used in higher education research. These are A. W. Astin's (1984) Theory of Involvement and Tinto's (1975) Theory of Academic and Social Integration. Both frameworks were very appropriate for the present investigation given that they address issues of student involvement, educational outcomes, and retention.

The third part of the study was a reexamination of who joins ethnic/racial student organizations using a social psychological perspective, Social Identity Theory (SIT) (Tajfel, 1978; Turner, 1975). The aim was to study why some students get involved in minority student groups and others do not by using constructs related to SIT. This part of the study focused on one type of ethnic/racial student group, Chicano/Latino student organizations.

#### Historical Context

As noted earlier, the founding of African American and Chicano student organizations on many college campuses is related to the turmoil of the 1960s. In the South, the civil rights movement was fueled by thousands of Black students who participated in sit-ins, protests, peaceful marches, voting campaigns, leadership conferences and many other oppositional activities. These students formed volunteer organizations such as the Student Nonviolent Coordinating Committee (SNCC) that played a significant role in confronting racism and segregation throughout the South (Carson, 1981). The Montgomery Bus Boycott, the Freedom Rides, and the confrontations at Little Rock are examples of some of the major events of the Civil Rights Movement which directly involved and were supported by students (Branch, 1988).

During the mid-1960s, many of the African American students who had participated in the Civil Rights Movement, SNCC, and other Black student groups began to return to the nation's colleges and universities. Moreover, colleges and universities (especially predominantly White institutions), in response to pressure and encouragement from both the Black community and the federal government, began to recruit Black students in large numbers (A. W. Astin, 1982; Allen, Epps, & Haniff, 1991).

Prior to this massive enrollment, the majority of African American students were enrolled in Black colleges. It is estimated that in 1950 approximately 100,000 Black students (3 percent of the total student enrollment) were receiving an education in Black colleges (Fleming, 1984). However, between 1964 and 1970 the number of Black students attending college doubled, with the major increases occurring in White colleges and universities. By 1972, Black students accounted for 8.7 percent of the total college enrollment, and 72 percent of all Black students were attending White institutions (Exum, 1985).

The enrollment of large numbers of Black students in White colleges was not trouble free. In essence, African American students were recruited into college environments that had been established to serve White students. Many of the Black students began to experience racist and insensitive behavior from White students (Pitts, 1975). They found the campus climates to be alienating and harsh. This led to the creation of organizations on campus that served as shelters against racism and prejudice (Exum, 1985; Pitts, 1975). Eventually, these groups expanded beyond their protective role and developed into organizations striving to address racism and inequalities within and outside of higher education. In this connection, Black students began to organize against racism and demand that colleges become more responsive to the needs of African American students (A. W. Astin et al., 1975; Peterson et al., 1978). During



this period, Black student activism, protests, and the number of student organizations increased.

The 1960s was also a time when Chicano students experienced a political and cultural awakening. All across the Southwest, Chicano students emerged as the principal actors in a mass movement to protest and change the oppressed condition of Mexican Americans (Acuña, 1988; Gómez-Quíñones, 1990). Like their Black counterparts, Chicano students also organized marches, protests and demonstrations, voter registration drives, and political parties. Out of these activities emerged several prominent student organizations such as El Movimiento Estudiantil Chicano de Aztlán (MEChA), Mexican American Youth Organization (MAYO), and United Mexican American Students (UMAS), in addition to many other smaller groups.

In his book *Youth, Identity, and Power*, Carlos Muñoz, Jr. (1989) described the birth and proliferation of these groups across college campuses in the Southwest. According to the author, the Student Initiative, one of the first student-organized efforts to focus attention on the conditions of Mexican Americans, was founded in California in 1964 at San Jose State University. Later, this group changed its name to the Mexican American Student Confederation (MASC) and spawned chapters at Berkeley, Fresno State, Hayward State, and Sacramento State. In 1967, MAYO was established at Saint Mary's University in San Antonio, Texas, and the Mexican American Student Organization was founded at the University of Texas. That same year, chapters of the United Mexican American Students were formed at UCLA, Loyola University, the University of Southern California, and the California State College campuses at Los Angeles, Long Beach, and San Fernando. One year later, students established a chapter of UMAS at the University of Colorado at Boulder. By the late 1970s, Chicano student organizations existed in many colleges and universities throughout the Southwest.

In their early years, many of these organizations were concerned primarily with campus issues such as the recruitment and retention of Chicano college students (Muñoz, Jr., 1989). However, as Chicano students became aware of events outside of higher education (e.g., the plight of Cesar Chavez and the United Farmworkers, Reyes Tijerina's efforts in New Mexico to reclaim lands stolen from the original descendants of the Spanish conquistadores), these student organizations began to focus on bigger issues affecting Mexican Americans. The new focus on state, regional, and national issues affecting Mexican Americans led students to forge links with hundreds of other student groups. This, in turn, led to the development of what is called the Chicano Movement (Muñoz, Jr., 1989).

Today, many of the African American and Chicano student organizations that were born during the 1960s continue. For example, MEChA continues as an organization, with chapters throughout California campuses and other southwestern states. As recently as 1982, MEChA chapters were still being founded in Texas (Muñoz, Jr., 1989). Many of the Black Student Unions which were established during the 1960s also continue to exist on college campuses. However, in addition to these founding groups, there has been a proliferation of new organizations that cater to the career and professional interests of minority students. The Black Student Entrepreneur, the Hispanic Business Club, the Society of Black Student Engineers, and the Latino Accounting Club are examples of some of these more recent student groups.

At present, it is not known how many ethnic/racial student organizations exist across the nation, how many minority students join them, and whether these groups are continuing to grow or decrease in numbers. Nevertheless, as in the past, they continue to be integral players on many college campuses across the nation.

### Significance and Scope of the Study

This study is important and timely, because it examines the role of ethnic/racial student groups in the collegiate experience of minority students at a time when minority student enrollments are increasing (Evangelauf, 1992). Increases in the number of minority students mean that colleges and universities will need to be more responsive in addressing the unique needs of these students. This will necessitate obtaining information about the experiences of minority students and their growth and development. On many campuses, ethnic/racial student organizations serve as the center of the minority student community. And, although some minority students do not participate in these organizations, many do. Thus, it is important to examine the function of these student groups in the growth and development of minority students. Knowledge about minority student experiences and their development can help colleges and universities better serve this population.

Longitudinal, multi-institutional studies offer a powerful advantage over cross-sectional studies that are conducted on a single campus. These studies permit researchers to examine how different college environments impact different student outcomes. The present investigation is important because it uses a longitudinal, multi-institutional approach to examine ethnic/racial student groups. Specifically, examining ethnic/racial student organizations across multiple colleges at two points in time (at college entry and 4 years later) permits the study of how membership in these groups is impacted across colleges and by different college environments.

Although ethnic/racial student organizations exist across all minority groups, this study was limited to organizations in the Chicano and African American student communities. That is, only the responses of Chicano and African American students who were freshmen in 1987 and indicated in 1991 whether or not they had participated in an ethnic/racial student group were used. The collegiate experiences of American

**Indians, Asian Americans, Puerto Ricans as well as other minority groups are important. Future research should focus on examining the unique experiences of students from these groups. Particular attention should be paid to their respective student organizations.**

## CHAPTER II

### THEORETICAL FRAMEWORKS

When conducting research, it is the obligation of the researcher to state clearly the perspective that he or she is taking in approaching a study. This perspective, or lens, is known as theory, and it immediately informs the reader about how the researcher views the problem to be studied and, later, how the findings will be interpreted. In addressing the topic of participation in ethnic/racial student organizations, the present study used three theories: A. W. Astin's (1984) Theory of Student Involvement, Tinto's (1975) Academic and Social Integration Theory, and Social Identity Theory (Tajfel, 1978; Turner, 1975). These theoretical frameworks address several concepts of interest to the study: involvement in college, educational outcomes (e.g., leadership development and retention), and participation in ethnic/racial student organizations. The three paradigms are presented in this chapter to provide the reader with an overarching conceptual framework that links the study's literature review, methodology, and interpretation of the findings. A. W. Astin's (1984) Theory of Involvement and Tinto's (1975) Academic and Social Integration Theory formed the predominant lens through which the questions of who gets involved in ethnic/racial student groups and what the impact of these organizations is on the educational outcomes of leadership and retention were addressed. Social Identity Theory was used to take a closer, but different, look at the students who join minority student clubs.

#### Astin's Theory of Involvement

A. W. Astin (1984) developed a theory around the concept of involvement to explain the educational outcomes of attending college. Involvement theory is based on

the findings that emerged from a longitudinal study (A. W. Astin, 1977) in which a variety of involvement factors were found to be related to one outcome, the retention of college students. A. W. Astin (1984) defined involvement as the "amount of physical and psychological energy that the student devotes to the academic experience" (p. 297). At the heart of involvement theory are five basic premises. First, individuals invest physical and psychological energy in both highly broad and specific experiences (which A. W. Astin refers to as objects). Second, involvement occurs on a continuum in which "different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times" (A. W. Astin, 1984, p. 298). Third, involvement can be measured through both quantitative (e.g., the number of hours spent in a student organization) and qualitative (e.g., whether the student is an officer of a club or only a member) approaches. Fourth, the outcomes of educational programs are highly related to involvement by students in those programs. And fifth, the main criterion for judging the effectiveness of educational policies and programs is the capacity to increase the involvement of students.

In his study, A. W. Astin (1977) found that involvement experiences such as living in a residence hall, participating in student organizations, being involved in athletics, and having a job on campus are positively related to the outcome of retention. That is, students who demonstrate more of these behaviors and experiences tend to persist in school. Conversely, those students who are not as involved in their college experience tend to drop out. In investigating involvement, A. W. Astin also found that the characteristics of a college, or college environmental factors, have an impact on the outcome of retention. For example, he reported that students who attend community colleges are more likely to drop out than those who attend a four-year institution, Black students who attend Black colleges are more likely to persist, and students who enroll

in religious colleges are more likely to stay in school if their religion matches that of the college.

Having found a relationship between involvement and retention, A. W. Astin (1984) later expanded his study of involvement to include other student outcomes. Specifically, he investigated the effects of different types of involvement on more than eighty different educational outcomes. He found that student involvement is related to many of these outcomes.

Perhaps the most important general conclusion I reached from this elaborate analysis was that nearly all forms of student involvement are associated with greater than average changes in entering freshman characteristics. And for certain student outcomes involvement is more strongly associated with change than either entering characteristics or institutional characteristics. (A. W. Astin, 1984, p. 303)

In sum, involvement theory began as an examination of the effect of student involvement on the outcome of retention and evolved into a paradigm for studying student outcomes in general. This framework is about the amount of physical and psychological energy that college students invest in their college experience (such as involvement in minority student groups) and the influence that this investment has on a variety of educational outcomes (including two that are of interest to the present study: leadership and retention). It also addresses the potential impact that college environments have on involvement.

### Academic and Social Integration Theory

Academic and Social Integration Theory was developed to examine the relationship between drop-out behavior and integration into the academic and social spheres of college. The two individuals credited with the development of this paradigm

are Spady (1971) and Tinto (1975). Both researchers developed concepts based on Durkheim's Theory of Suicide to explain drop-out behavior. Durkheim proposed that the likelihood of suicide increases when "individuals are insufficiently integrated into the fabric of society" (Tinto, 1975, p. 91). By this, Durkheim meant that suicide tends to increase when individuals are at odds with the values of society and lack sufficient personal interaction. Both Spady and Tinto conceptualized college as a microcosm of society that includes its own system of values and social structures and, thus, drew a parallel between the dynamics of suicide and the process of dropping out from college. They proposed that there is a relationship between the integration of students into college and student persistence.

One can reasonably expect, then, that social conditions affecting dropout from the social system of the college would resemble those resulting in suicide in the wider society; namely, insufficient interactions with others in the college and insufficient congruency with the prevailing value patterns of the college collectivity. Presumably, lack of integration into the social system of the college will lead to low commitment to that social system and will increase the probability that individuals will decide to leave college and pursue alternative activities. (Tinto, 1975, p. 92)

Tinto (1975) later elaborated on Spady's work by developing a model that included two types of integration affecting drop-out behavior: academic and social integration. Academic integration refers to a student's level of participation in the formal, academic components of college (e.g., major, attending classes, participation in research projects); whereas, social integration refers to the level of participation in student organizations, with peers, and in any other nonacademic and out-of-class activity.



Furthermore, Tinto proposed that integration is a result of the interaction of background characteristics (e.g., family characteristics, individual traits, high school activities) with the academic and social system of a college. He posited that this interaction is mediated by two factors: goal commitment and institutional commitment. Goal commitment is defined as the student's level of commitment toward the goal of finishing college. This commitment is comprised of "educational and motivational attributes of individuals (such as those measured by career and educational expectations and levels of motivation for academic achievement)" (Tinto, 1975, p. 93). Institutional commitment is defined as an individual's commitment to a particular college or university. According to Tinto (1975), students enroll in colleges or universities for a variety of reasons (e.g., family members attended the college, financial aid package, reputation of the college) that carry with them varying levels of institutional commitment.

One would also need to know whether the person's educational expectations involved any specific institutional components which predispose him toward attending one institution (or type of institution) rather than another. Such information, referred to here as an individual's institutional commitment, permits the inclusion in the model of data specifying the dispositional, financial, and time commitments individuals make in attending a particular institution (or type of institution). These commitments are often substantial (e.g., attending law school or a prestigious private university attended by members of one's family) and are frequently important factors influencing a person's persistence in college and/or decisions to transfer to alternative institutions. (Tinto, 1975, p. 93-94)

Thus, according to Tinto, as students' goal and institutional commitments increase, their level of integration also increases. This, in turn, influences students' decisions to remain in college.

In sum, Tinto's Theory of Academic and Social Integration was developed to explain drop-out behavior. This theory focuses on the interaction of student background characteristics, goal and institutional commitments, and the academic and social systems of a college on the academic and social integration of students.

### Social Identity Theory

Social Identity Theory (SIT) is a paradigm that emerged in the field of social psychology from research on group formation, group behavior, social comparison processes, and intergroup relations. SIT (Tajfel, 1978; Turner, 1975) was developed when social scientists discovered that group formation is heavily influenced by cognitive processes. Prior to Social Identity Theory, the main theoretical framework for explaining group formation was the Social Cohesion model, which conceptualized group formation primarily as an affective process. That is, social psychologists perceived social categories, or groups, forming as a result of mutual attraction, reciprocal influence, and individual attraction (Turner, 1982). In contrast, Social Identity Theory posits that membership in a group is primarily a cognitive process. Thus, a group is conceptualized as two or more individuals who perceive themselves as belonging to the same social category. The cognitive basis for the theory comes from research which found that the mere perception of common membership, irrespective of mutual attraction, is often sufficient for individuals to behave as a group (Allen & Wilder, 1975; Tajfel, Billig, Bundy, & Flament, 1971).

Social Identity Theory also proposes that, in addition to people perceiving themselves as belonging to specific social categories, these groups are internalized as

part of individual's self-view. However, since the context and perceptions involve groups in society, this identity is called the social self-view, or social identity. According to the model, social identity is distinct from personal identity. Personal identity is self-concept as a person; whereas, social identity is "self-conception as a group member" (Abrams & Hogg, 1990, p. 2).

Another facet of SIT involves its use of social comparison processes. The model draws on Festinger's (1954) work on self-view and individual comparison. Festinger proposed that individuals are driven to acquire and maintain a positive self-view and attempt to do so by comparing themselves to other persons. In the process of comparing themselves to others, they try to achieve positive psychological distinctiveness that will enhance their self-view.

The basic hypotheses of Festinger's theory relevant to this clarification are . . . that there exists in the human organism a drive to evaluate his opinions and abilities; to the extent that objective, non-social means are not available, people evaluate their opinions and abilities by comparison with the opinions and abilities of others; and that there is a unidirectional drive upward. . (Turner, 1975, p. 8).

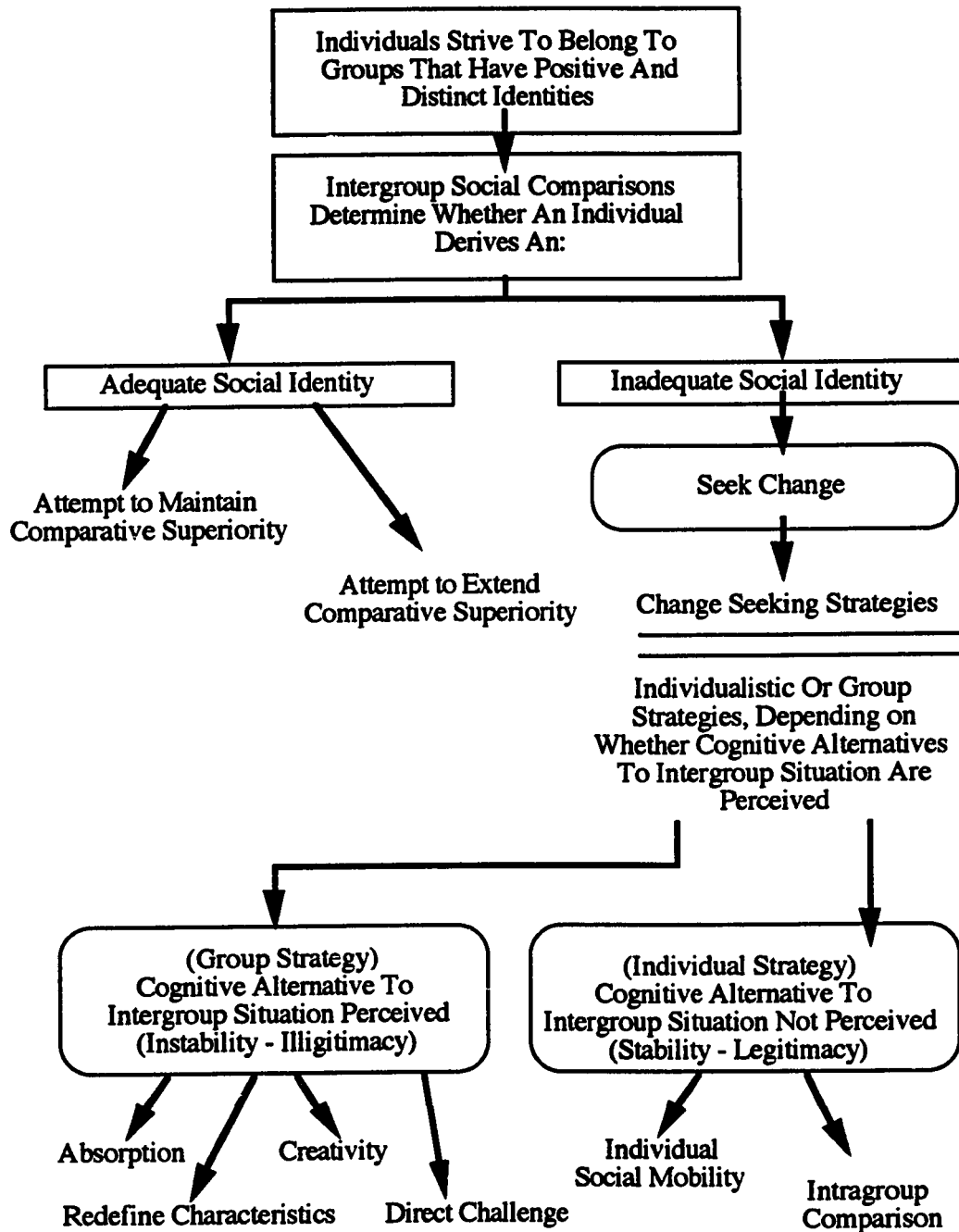
Social Identity Theory takes this postulate of social comparison and applies it to individuals within the context of groups. That is, SIT proposes that, much like our drive to achieve a positive personal identity, individuals are motivated to acquire a positive social identity by belonging to groups that enhance their social self-view. Groups that promote a positive social identity are those that enjoy high status, power, and prestige. Individuals arrive at conclusions about the benefits (status, power, prestige) of a group by comparing the group to which they perceive themselves to belong (ingroup) with another group (outgroup).

People make social comparisons between their own group and other groups in order to determine the extent to which their own group provides them with a distinct and positive social identity. Where this process leads to a negative social identity, dissatisfaction arises. However, such dissatisfaction will lead to attempts to change the intergroup situation only where cognitive alternatives are perceived: that is where the existing intergroup situation is perceived as unstable or unjust. Where such conditions are met, group members will take individual or collective action in order to improve their identity. (Taylor & Moghaddam, 1987, p. 60)

Thus, Social Identity Theory is a paradigm about intergroup relations involving groups which enjoy high status, power, and prestige and groups which are subjected to social inequalities. More specifically, it is about the individuals who perceive themselves (or are perceived by others) to belong to low status groups and the behaviors that they exhibit as a result of how they perceive their group's unequal status (Taylor & Moghaddam, 1987).

Figure 1 is a graphic representation of Social Identity Theory. It depicts the strategies undertaken by individuals when they perceive themselves to belong to a group (i.e., self-conception as a member of a group) that enjoys high status and power or one that is discriminated against and stigmatized. According to SIT, this self-view emerges after an individual compares the status of his or her group with that of another (intergroup comparison process). When a group possesses high status and/or power, the result for members is a positive self-view (adequate social identity). However, when a group is not perceived favorably by a society, then individuals develop a less than adequate self-view as members of that stigmatized group (inadequate social identity). SIT also posits that an adequate social identity leads an individual

**Figure 1**  
**Social Identity Theory**



Source: Taylor, D. M. & Moghaddam, F. M. (1987). Theories of Intergroup Relations. International Social Psychological Perspectives. New York: Praeger, p. 77.

or group to maintain or expand a positive social identity (since the process of social comparison is at the heart of Social Identity Theory, this is called comparative superiority). In contrast, an inadequate social identity motivates group members to use either one of two types of change strategies directed at dealing with this self-view: individualistic or collectivist strategies.

If the individualistic strategy is pursued, individual members choose to depart from the group and join another that enjoys more status. In contrast, the collectivist approach involves remaining with the stigmatized group and attempting to change its status. These two strategies, however, are mediated by the cognitive perceptions held by members regarding the dynamics of the unequal intergroup situation. For example, if an individual perceives the unequal intergroup condition to be just and legitimate (e.g., Whites live in better neighborhoods, have better paying jobs, and have more education because they have worked hard to achieve these things), then that individual will attempt to deal with the unequal situation by either: leaving the group (psychologically or physically) with less power and joining the one which enjoys more prestige and status (social mobility) or engaging in intragroup (within group) comparison in order to view himself/herself as better than members of his/her own group (Tajfel, 1978). The latter would take place when a member cannot easily abandon a group because of unchangeable characteristics such as color of skin, gender, or handicapped status.

On the other hand, if the individual perceives that the unequal situation is not fair or legitimate (e.g., Whites live in better neighborhoods, have better paying jobs, and have more education because they have benefitted from a system which discriminates against minorities), then they will opt for one (or combinations) of the following group strategies: (a) directly challenge the system in order to change the unequal situation (e.g., protest, sign petitions, meet with administrators); (b) move the

less prestigious group toward assimilating (group absorption) into the group with higher status (e.g., the early strategies of the League of United Latin American Citizens and the NAACP were directed at assimilation into the mainstream); (c) redefine the characteristics of the lower status group which are considered to be negative by the more powerful and prestigious group (e.g., "Black is beautiful," "Brown Power," etc.) or (d) be creative and highlight "new" distinct group traits (e.g., family orientation, spirituality, respect for nature). To reiterate, all of the strategies mentioned above are directed at the achievement of a positive social identity.

In sum, Social Identity Theory is a model of group formation and intergroup relations that focuses primarily on cognitive processes that dictate individual and group behavior. In addition, it is concerned with groups which are unequal in status, power, or prestige and with the strategies that their members employ to address the unequal condition.

### Summary

A. W. Astin's (1984) Theory of Involvement and Tinto's (1975) Academic and Social Integration Theory have much to offer to the present study. A. W. Astin's framework suggests that participation in ethnic/racial student organizations represents a student's investment of both psychological and physical energy in one aspect of the college experience. This investment, which he calls involvement, is related to numerous student outcomes, including retention and leadership. In this connection, participation in minority student groups should be positively related to increases in leadership ability and higher levels of retention.

When viewed through Tinto's (1975) academic and social integration lens, participation in ethnic/racial student organizations also represents increased integration into the academic and social spheres of a college. This occurs when students become

involved in the academic (e.g., tutoring, peer counseling, study sessions) and social (e.g., orientations, cultural programming, parties) activities of these groups. Accordingly, students who demonstrate higher levels of integration should also experience greater rates of retention.

Social Identity Theory has the potential to offer a different perspective regarding the experiences of students who participate in ethnic/racial student organizations. By approaching the problem from an intergroup relations view, Social Identity Theory has the potential to explain involvement in minority student groups as behavior reflecting students' perceptions about their group's unequal status and their beliefs about whether or not that status can be changed. For example, minority students may perceive the inequalities in society and institutions of higher education as unfair and, thus, join ethnic/racial student groups to challenge those inequalities. Conversely, students who do not participate in ethnic/racial student organizations may perceive the same inequalities; yet because they see them as fair, they may choose to address those inequalities by engaging in social mobility or intragroup comparisons.

In sum, this chapter has presented the theoretical frameworks that undergird this study. These paradigms form the lenses through which the literature review was organized, the methodology was directed, and, later, the findings were interpreted.



## CHAPTER III

### REVIEW OF THE LITERATURE

The research on ethnic/racial college student organizations is scant. To a large extent, researchers of college students have not focused on student organizations that are based on race or ethnicity. Instead, the bulk of the research has been directed at examining the impact of involvement in different types of extracurricular activities on students (A. W. Astin, 1977; Feldman & Newcomb, 1969; Kapp, 1979; Pascarella & Terenzini, 1991; Williamson, Layton, & Snoke, 1954). Moreover, when researchers have examined extracurricular activities, predominantly and traditionally White student organizations such as fraternities, sororities, student government, religious groups, choir groups, and intramural organizations have been the focus (for example, see Kapp, 1979). Thus, the review of the literature for the present study draws from the few studies that directly address ethnic/racial student groups and from the larger literature on student organizations in general, student involvement, student leadership development, and retention. The review serves two purposes. First, it familiarizes the reader with what has or has not been studied previously. Second, given that there is very little research on ethnic/racial student organizations, prior research findings from the larger literature were used to guide the methodological approach (i.e., selection of variables) for the present study.

The review of the literature is organized as follows. First, the literature on student organizations in general is presented, followed by specific writings on ethnic/racial student groups. Next, since there is little research on predictors of involvement in minority student organizations, literature most closely related to this topic--research on predictors of involvement in extracurricular activities--is reviewed.

This is followed by the writings on the outcomes of student leadership development and retention. Here, the aim was to get a sense of the factors (background, environmental, and intermediate variables) that the research community considers important when examining predictors of each outcome. Finally, literature on Social Identity Theory as well as related research is presented. Included are several studies on Chicanos which have employed SIT as a theoretical framework. Additionally, research on race consciousness, which uses concepts similar to Social Identity Theory, is described.

#### Literature on Student Organizations

The literature on student organizations has suggested that these groups play a key role in the collegiate experience of students and that they are associated with a variety of educational outcomes. Some scholars have proposed that student groups are the source of multiple influences on the growth and development of students.

They [student groups] are the locus of a variety of social and psychological support and stresses that influence the growth and development of students. And they are the settings for experiences that support and direct students' attention toward, and participation in, some activities and not in others. They exercise control over the members. In sum, students are learning as much from each other, for good or for ill, as they are from other sources of influence in colleges and universities. (Leemon, 1977, pp. 426-433)

Prior research has established that membership in student organizations is associated with a variety of educational outcomes (Abrahamowicz, 1988; A. W. Astin, 1977; Bennett, 1952; Strifflino & Saunders, 1989). For example, students who are involved in student organizations learn about group processes and develop such skills as budgeting, decision-making, and programming (Berman, 1978; Brechner, 1979).

Membership in student groups also appears to promote the development of leadership (A. W. Astin, 1977; Hillison, 1984; Roberts & Ullom, 1989), the clarification of educational and career goals, and the development of skills for planning and accomplishing long-term life objectives (Williams & Winston, 1985).

Involvement, positive interpersonal relationships, and satisfaction are also outcomes which have been found to be related to membership in student organizations. In a study comparing students who participate in student organizations with those who do not, Abrahamowicz (1988) found that participants are more involved in a variety of academic and non-academic activities (e.g., use of the library, interaction with faculty, participation in art, music, and writing). Furthermore, the students perceived themselves to have more positive interpersonal relationships with other students, faculty members, and campus administrators. Finally, Abrahamowicz also reported that participants in student organizations registered higher levels of satisfaction with their college.

In sum, student organizations in general appear to be a major source of influence on the development of college students. Research has established that involvement in these groups is related to a multiplicity of student outcomes such as leadership, skill development, involvement, and satisfaction.

#### Literature on Ethnic/Racial Student Organizations

The empirical literature focusing on ethnic/racial student organizations is very limited. As noted previously, most of the literature is historical or qualitative in nature (for example, see Carson, 1981; Exum, 1985; Gómez-Quíñones, 1978; Muñoz, Jr., 1989; and Pitts, 1975). In this section, studies focusing on involvement in minority student groups, majority and minority students' perceptions of ethnic/racial student organizations, and the role of these organizations on college campuses are presented.

The first study, in particular, is discussed in depth because it is one of the few studies that focuses specifically on involvement in minority student organizations.

The most significant and recent study of involvement in ethnic/racial student organizations was conducted by Rooney (1985) at a large midwestern university. Rooney sought to determine the extent to which minority students were involved in minority student organizations and other student groups and the nature of students' perceptions and feelings about minority student organizations. With respect to involvement in minority student organizations, Rooney (1985) found that less than one fifth (17 percent) of the minority students who responded indicated that they belonged to one of the five umbrella ethnic/racial student organizations, despite the fact that 70 percent were aware of their existence. Thus, it appears that many of the minority students were aware of the availability of minority student groups, but chose not to join them.

Rooney (1985) also reported that almost all (98 percent) of the minority respondents were involved in other, non-minority campus groups.

Involved students were members of vocational and professional groups (28%), Greek organizations (20%), volunteer organizations (12%), the union committees (15%), and residence hall associations (6%) (only 22% of the minority students resided in campus residence housing). These figures indicate that students were involved in more than one group. (Rooney, 1985, p. 453)

Regarding student perceptions, Rooney (1985) reported that over half (62 percent) of the respondents held a positive view of minority student organizations. Reasons given by respondents for this positive view included the opportunity to mix with individuals of a similar cultural background and the opportunity to socialize and make friends. Respondents also reported reasons for not joining minority student groups. The most cited reason for not participating was registered by Latino students

who suggested that these organizations promote segregation and tend to isolate minority students from the rest of the campus.

Rooney's study was conducted on a single campus; consequently, the generalizability of the results to other institutions is limited. Nevertheless, it provides a good picture of minority student organizations that can be used to further research in this area. To summarize, Rooney found that most minority students did not participate in ethnic/racial student organizations and that minority students held both positive and negative perceptions of these groups.

Student perceptions of ethnic/racial student organizations have also been investigated by other researchers. Results support Rooney's (1985) findings regarding mixed perceptions by students. On the one hand, some minority students perceive ethnic/racial student groups as places of refuge from alienating campus environments that cater to White students (Berol, Camper, Pigott, Nadolsky, & Sarris, 1983). Moreover, these groups are viewed as sources of needed support and services for minority students (A. W. Astin, Treviño, & Wingard, 1991). On the other hand, some minority and White students perceive ethnic/racial student organizations as promoters of separatism (A. W. Astin, Treviño, & Wingard, 1991; Chavez, 1982; Gordon & Treadwell, 1992; Loo & Rolison, 1986). That is, some students feel that joining these student organizations prevents students from different backgrounds from interacting with and learning about each other.

Similarly, mixed views have been found with respect to the specific roles that minority student groups play on college campuses. For example, Chavez (1982) suggested that minority student organizations are not meeting the leadership and skill-building needs of minority students. Although he does not propose that minority students avoid joining ethnic/racial student groups, he does argue that minority students would benefit much more from involvement in predominantly White student

organizations, which offer seminars and retreats on leadership, communication, goal setting, and conflict resolution.

In contrast, other scholars have proposed that ethnic/racial student organizations play a very positive role in the collegiate experience of minority students. For example, LeCounte (1987) asserted that American Indian student organizations contribute culturally to a college campus and are a source of social support for Indian students. Chew and Ogi (1987) proposed that Asian American student organizations represent an opportunity for students to interact with other students of similar values and that they serve as social support networks. Allen (1985) argued that Black student organizations contribute to Black students' integration into college and to their satisfaction with overall campus social life.

Ethnic/racial student groups also play an important role in the recruitment and retention of minority students (Carr & Chittum, 1979; Nieto, 1986). It has been asserted that for the most part "all the student ethnic and cultural organizations do some form of recruitment among their communities" (Report, 1989, p. 84). These groups also contribute to the retention of students by helping them become more integrated into the campus and by providing social and academic support to their members (Allen, 1985; LeCounte, 1987).

Thus, it appears from the literature that there are mixed perceptions regarding ethnic/racial student organizations. On the one hand, some minority and White students perceive these groups as promoting separatism and preventing the interaction of students from different cultural backgrounds. Ethnic/racial student groups are also viewed as failing to promote leadership development among their constituencies. On the other hand, minority student groups are perceived to be sources of social, cultural, and academic support for minority students. They are also seen as contributors to the recruitment and retention of minority students.

### **Research on Predicting Involvement in Extracurricular Activities**

Although specific research on participation in minority student organizations is limited, there is ample research on the closely related and general topic of involvement in extracurricular activities. In this connection, literature which examines the predictors of involvement in out-of-class activities is the focus of this section. Both A. W. Astin's (1984) and Tinto's (1975) theoretical frameworks identify student background and college environmental factors as important influences to consider when studying student involvement. Keeping the above in mind, this section of the review is divided into two parts: background characteristics and environmental factors that predict participation in extracurricular activities.

#### ***Background Characteristics Related to Involvement***

Prior to entering college, students bring with them a diversity of experiences and personal traits that influence the outcomes of college. Known as background characteristics, many of these influences have been found to be related to involvement in college. Thus, it is important to consider background characteristics when studying student involvement (A. W. Astin, 1991).

One background characteristic that appears to be related to involvement in extracurricular activities is students' self-concept. For example, students who rate themselves high on traits such as social and intellectual confidence tend to participate in student government (A. W. Astin, 1977). Additionally, positive self-ratings on leadership and drive to achieve are positively related to involvement in intramural sports, fraternities/sororities, and Black student organizations (Thompson, 1989).

Gender is another factor which appears to influence involvement in out-of-class activities. For example, Kapp (1979) found that, although men and women both demonstrate high levels of involvement, men are more likely to be involved in

extracurricular activities. Other studies have found that men tend to participate in athletic activities, whereas women tend to be involved in academic activities (e.g., A. W. Astin, 1977). Thompson (1989) reported that both Black and White women are less likely than men to get involved in extracurricular activities. However, the opposite finding was reported in a study by Williamson, Layton, and Snoke (1954). That is, they found that women participate in student activities more than men.

Experiences in high school also appear to have an effect on involvement in college. Of particular importance is membership in high school clubs and activities. Some studies have found that students who were involved in high school activities tend to also tend to be involved in college activities (A. W. Astin, 1977; Hanks & Eckland, 1976; Kapp, 1979).

Socioeconomic status, as measured by parental income and parents' education, has also been found to influence participation in extracurricular activities. Specifically, researchers have found that having highly educated and affluent parents predicts involvement in student government (A. W. Astin, 1977). In addition, Kapp (1979) reported that mother's education is positively related to participation in social sororities by female students. Mother's education has also been found to be a predictor of extracurricular involvement of Black students in Black and predominantly White colleges (Thompson, 1989).

When considering socioeconomic status and involvement in ethnic/racial student organizations, scholars have reported mixed results. Some have asserted that many Black and Chicano student organizations were formed by minority students who were raised in poverty or came from working class backgrounds (Browne, 1968; Kaurouma, 1970; Muñoz, Jr., 1989; Truitt, 1970). Pitts (1975), in a study conducted at Northwestern University, reported that many of the African American students who



organized and participated in Black student organizations had parents who were from the blue and lower white collar employment sector.

Hall and Allen (1989) found different results regarding SES and membership in Black student organizations. In their sample of students from the University of Michigan, they found that the majority of Black students came from high SES backgrounds and participated in Black student organizational activities. However, subjects in their sample from the University of North Carolina tended to be from lower SES backgrounds and demonstrated low participation in Black student groups.

The educational aspirations of students appear to be a predictor of some types of involvement. For example, there is evidence which suggests that students who have high educational aspirations prior to entering college tend to get involved in student government (A. W. Astin, 1977). This finding supports Tinto's (1975) model of academic and social integration. That is, having a commitment to the goal of obtaining an education leads to increased social and academic integration.

Finally, having altruistic goals may be related to some forms of involvement but not to others. Thompson (1989) investigated the relationship between students' goals and extracurricular and co-curricular involvement (the latter is defined as students interacting with faculty, working on a professor's research project, or working on an independent research project). She found that having altruistic goals predicts involvement in co-curricular activities for Black students in predominantly White colleges. However, no evidence of a relationship between the goal of altruism and extracurricular involvement was found.

### *Environmental Factors Related to Involvement*

Environmental factors, or college characteristics, represent another source of influences on college student outcomes. Researchers have found that some of these

characteristics are related to student involvement. Researchers agree that environmental variables, like background characteristics, must be considered when studying the involvement of college students (A. W. Astin, 1977; Kuh et al., 1991). For example, it has been reported that students who attend selective colleges are more apt to participate in a social fraternity or sorority (A. W. Astin, 1977). Additionally, students who attend selective colleges and universities are less likely to become involved in student government (A. W. Astin, 1977).

The size of an institution also appears to be related to involvement in extracurricular activities. Enrollment in a large institution is associated with decreases in participation in campus activities (A. W. Astin, 1977; Kuh et al., 1991). Chickering (1978) found that the size of an institution is inversely related to the opportunities for students to get involved.

Students in small schools held an average of 3.5 responsible positions per student (members of play casts, officers of organizations, members of musical groups, members of athletic teams); students in large schools averaged .5 responsible positions per student. Put differently, on the average, in the large schools every other student held a single position; in the small, each student held two positions. Furthermore, students in small schools held twice as many different kinds of responsible positions as those in large. (Chickering, 1978, p. 190)

Chickering also reported that the pressure on students to participate is twice as much for students who enroll in small colleges as for those who enroll in large institutions. According to him, academically marginal students in small institutions receive almost five times the pressure to become involved as those in large colleges or universities.

Where a student resides while attending college also appears to affect involvement in out-of-class activities. Specifically, living in a residence hall is

positively related to joining student organizations and to participating in other student activities (A. W. Astin, 1973; Chickering, 1974; Feldman and Newcomb, 1969; Kapp, 1979). However, the opposite is true for students who live with parents or in rooming houses. That is, students who live off campus have lower rates of participation in extracurricular activities.

Research on campus racial climates has suggested that this is one college environmental variable that is associated with involvement in ethnic/racial student organizations and activities (Hurtado, 1990; Smith, 1981). Peterson and his colleagues (1978) developed a paradigm consisting of involvement in student organizations and racial attitudes to describe campus racial climates. This model involves four possible patterns of a campus racial climate (fully integrated, racially tense, pluralistic, and racist) that emerge out of an intersection of patterns of involvement in student organizations with student's interracial attitudes. Thus, for example, when the organizational and activity patterns of Black-White student relations reflect an integration of races and an acceptance of each other, then a fully integrated campus climate exists. Conversely, when Black and White student organizations exhibit separate racial patterns and negative attitudes toward each other, then a racist climate is presumed to be present.

Hurtado (1990) found that minority student involvement increases at institutions that have racially tense climates. Drawing from resistance theory (Giroux, 1983), Hurtado argued that, as conditions on a campus become racially tense, minority students join ethnic/racial student organizations or other groups to resist or protest those adverse conditions. Thus, Hurtado conceptualized resistance activities as a form of student involvement. This she perceives as a positive outcome emerging from a negative climate.

A degree of racial tension may serve to promote better educational outcomes among those who choose to engage in some type of resistance behavior. These might include participation in ethnic group activities, student protest, and initiation of alternative student clubs or newspapers to represent their perspectives. These may be activities that, initiated in response to the racial climate, facilitate student success. (Hurtado, 1990, p.126-127)

Hurtado cautioned, however, that her findings should not be interpreted as a recommendation for increasing racial tension. Rather, she suggested that it is important for college administrators to recognize the diverse ways in which positive educational outcomes can occur.

Collectively, the studies cited in this section suggest that student background characteristics such as self-view, gender, high school experiences, socioeconomic status, educational aspirations, and altruistic goals are related to student involvement. Moreover, this literature also indicates that college characteristics such as selectivity, size, living in residence halls, and campus racial climates are related to involvement in college. These are influences which must be considered when studying involvement in extracurricular activities.

#### Research on Leadership Development

Since their beginning, one of the goals of American colleges and universities has been the development of leadership. Early colonial colleges were established to train ministers and professional men for leadership in the ministry and public service (Brubacher & Rudy, 1976). Today, leadership development continues to be a goal of higher education institutions (Bowen, 1977; Roberts & Ullom, 1989), and recently there has been a renewed focus in accomplishing this goal (McIntire, 1989).

In this section, literature on leadership development and college students is reviewed. As in the previous section, research identifying background characteristics is reviewed first, followed by the literature on college environmental variables. Finally, studies which have identified intermediate outcomes (i.e., extracurricular activities and college experiences) relevant to leadership enhancement are presented.

### *Background Characteristics Related to Leadership Development*

There are a number of student background characteristics that researchers have connected with the development of leadership. These include gender, educational aspirations, involvement in high school activities, and self-concept.

Prior research has established that there is a relationship between gender and the development of leadership ability (H. S. Astin & Leland, 1991). H. S. Astin and Kent (1983) investigated freshman trends between 1971 and 1980 and found that both male and female student leaders began college with a more positive self-image than students in general. When compared with all other female students, female leaders reported significant increases across the years in leadership ability, academic ability, and public-speaking ability. H. S. Astin and Kent (1983) also reported that women leaders, when compared to all other female students and to male leaders, registered large gains in popularity, intellectual self-confidence, and social self-confidence. They concluded that leadership experiences appear to affect women more positively than they affect men.

The implication is that leadership experiences have more positive effects on women than they do on men. More specifically, such experiences seem to enhance the social self-esteem of women -- that is their confidence in their own interpersonal skills. (H. S. Astin & Kent, 1983, p. 315)

Researchers have also established that a relationship exists between students' educational aspirations and their self-rating on leadership. Specifically, it appears that

entering students who indicate that they have high degree aspirations also tend to rate themselves high on leadership ability (H. S. Astin & Kent, 1983). This finding is supported by other research that suggests that educational aspiration is related to involvement (A. W. Astin, 1977; Kapp, 1979).

Participation in extracurricular activities in high school seems to be related to leadership development in college (A. W. Astin, 1977; H. S. Astin & Leland, 1991). A. W. Astin (1977) found that close to one fourth (24 percent) of the students who were officers in a high school student organization were later elected to lead a college student group. This is in contrast to the 12 percent of students who did not hold leadership positions in high school, yet were elected president of a college student organization.

Other types of involvement in high school activities (such as publishing original written material, participating as a finalist in the National Merit Scholarship program, and participating in speech or debate contests) also contribute positively to the prediction of leadership in college (A. W. Astin, 1977). And, of particular interest to the present study, participation in high school demonstrations related to racial issues or administrative policies appears to influence leadership in college (A. W. Astin, 1977).

Finally, personal traits such as self-confidence have been found to be related to leadership (Brainard & Dollar, 1971; Ross & Hendry, 1957). However, this relationship is complex and involves other factors, including the situation and followers (Hollander, 1978).

### *Environmental Factors Related to Leadership Development*

College environmental factors, such as institutional selectivity, college size, institutional type, and residence halls, appear to influence the development of leadership. H. S. Astin and Kent (1983) discovered that women who attend selective

colleges report an increase in leadership ability. A. W. Astin (1977) also discovered a relationship between institutional size and leadership development. Specifically, he reported that the size of a college or university is negatively related to being elected to a leadership position in college. This finding is consistent with prior research suggesting that involvement in college decreases at large colleges and universities (Chickering, 1974).

Research on type of college has indicated that students have the greatest chance of being elected to lead student groups at private four-year colleges and the lowest chance at highly selective private universities (A. W. Astin, 1977). Consistent with studies on involvement, living on campus appears to be related to leadership development. A. W. Astin (1977) found that a student has a greater chance of being elected to a student office if she or he resides in a college dormitory.

#### *Intermediate Outcomes Related to Leadership Development*

In addition to student background and college environmental characteristics, experiences and activities that students undergo after they enroll in college appear to influence leadership development. These include many aspects of the collegiate experience such as student activities, involvement with campus personnel, and college GPA. In the study of college student outcomes, these factors are known as intermediate outcomes (A. W. Astin, 1991). In this section, studies that have identified a relationship between intermediate outcomes and leadership development are reviewed.

Researchers have found that there is a relationship between student activities and leadership development (Krumholtz, 1957; Schuh & Laverty, 1983). For example, it has been found that participation in student organizations is higher for student leaders than for non-leaders (Harville, 1969). Additionally, some alumni report that their leadership skills were most impacted by their involvement in student

organizations (Schuh & Laverty, 1983). It also appears that students who are involved with faculty and campus administrators perceive their leadership ability as high (H. S. Astin & Kent, 1983). Students, especially women, who participate in out-of-class activities (e.g., participate in university or departmental activities, edit a campus publication, serve as an officer of a student organization) report high levels of leadership (H. S. Astin & Kent, 1983).

Another intermediate outcome that appears to be related to leadership development is college GPA. Harville (1969) reported that leaders, in comparison to non-leaders, register higher grade point averages. H. S. Astin and Kent (1983) found that students with high grades tend to report greater leadership ability.

In sum, the research on leadership development indicates that student leadership is a result of background characteristics that students bring to the college setting, college environmental characteristics, and particular experiences that students undergo after enrolling in a college or university. Some of these influences include gender, educational aspirations, participation in high school activities, and students' personality traits. They also include college characteristics such as selectivity of institution, size, and living on campus and intermediate outcomes such as participation in student organizations and involvement with faculty and campus administrators.

### Research on Retention

The topic of keeping students in college has received the full attention of researchers throughout the last two decades. Retention, persistence, attrition, withdrawal, institutional departure, dropouts, pushouts and pullouts (Nielsen, 1986) are but a few of the terms identified in the literature to describe and assess student behavior associated with leaving college or attaining a degree. In the present section, studies addressing this behavior are reviewed. As in previous sections, the literature on



background characteristics is presented first, followed by research on environmental factors. Lastly, studies examining intermediate outcomes (e.g., college GPA, involvement in out-of-class activities) in relation to retention are described.

### *Background Characteristics Related to Retention*

As in leadership development and involvement in college, personal characteristics and high school experiences also play a role in the retention of college students. For example, researchers have suggested that one background characteristic related to retention is gender. It has been found in several studies that women are more likely than men to achieve a bachelor's degree within four years (Dey & Astin, 1989; Trent & Medsker, 1968). However, it appears that when researchers use less stringent definitions of retention (e.g., completed four years of college or was still enrolled in college after four years), the graduation rates for both men and women become more equal (Dey & Astin, 1989) or men tend to persist at a greater rate than women do (Newlon & Gaither, 1980; Trent & Medsker, 1968). Dey and Astin (1989) proposed two possible explanations for these findings. The first explanation is that males tend to enroll in programs (such as engineering or architecture) that take more than four years to complete. The second is that women may be less likely than men to take a leave of absence during their undergraduate years.

When considering race, gender, and retention, H. S. Astin and Burciaga (1981) found that being a Chicana or a White female is negatively related to persistence, whereas being a Black woman is positively related to retention.

Educational aspiration appears to be another background characteristic related to persistence (Pascarella & Terenzini, 1991). Students who aspire to professional or doctoral degrees tend to persist, whereas students who aspire to only a bachelor's degree are more likely to withdraw from college (A. W. Astin, 1975). Nettles,

Thoeny, and Gosman (1986) cited several studies suggesting that, when considering the admission of Black college students, educational aspirations should be included in admissions criteria as an alternative to traditional standardized testing. The implication here is that high degree aspirations may be a better predictor of academic success than standardized tests. Tinto (1975) presented evidence suggesting that educational aspirations are by far the strongest predictor of retention, even after social status and academic ability are controlled.

It appears that high school grade point average is another important determinant of persistence to graduation from college. For example, A. W. Astin (1975) found that high school achievement is a very important predictor of persistence.

Academic performance in secondary school, as measured by the student's grade average or class rank, was a much more important predictor of undergraduate grades and persistence than were standardized test scores, although in the case of Blacks, such scores did contribute to the prediction of college grades and persistence. (A. W. Astin, 1982, p. 180)

In another study, H. S. Astin and Burciaga (1981) reported that Chicanos who made good grades in high school tended to complete four years of college.

Socioeconomic status, as measured by different aspects of parental background (e.g., employment position, education, and income), is another background characteristic that has been found to be a predictor of persistence. Trent and Medsker (1968) found that there were more persisters than dropouts among students from high socioeconomic backgrounds. Conversely, they found more withdrawals than persisters in the group of subjects from low socioeconomic backgrounds. A. W. Astin (1982) found that parental education and income are related to the persistence of minority students. Specifically, he reported that ethnic/racial minority students whose

parents have high incomes and education tend to persist more than those students whose parents are poor and less educated.

Finally, a positive self-perception prior to entering college appears to be related to retention. A. W. Astin (1982) found that minority students who gave themselves high ratings on academic ability tend to obtain good grades and graduate from college.

### *Environmental Factors Related to Retention*

Researchers have found that college characteristics, or environmental variables, such as size of college, college type, selectivity, and residence halls are related to the retention of students. In considering size, attending a large institution can lead to feelings of isolation and estrangement (Hedegard, 1972). This, in turn, can influence a student's decision to leave college. Thompson (1989) reported that attending a small college was a more positive predictor of degree attainment for Black students than being socially involved in a predominantly White institution.

The type of college that a student attends also appears to influence student retention. For example, Thomas (1981) found that attending a Black college has a significant influence on graduating in four years for Black students. Trent and Medsker (1968) reported differences in the rate of persistence and the attainment of degrees among students who enrolled in a variety of colleges. For example, they found that church-related universities registered the highest rate of degree attainment (58 percent). Public universities had a rate of 36 percent degree attainment. Furthermore, only one fourth of the students who attended public colleges received their degree in four years and one half withdrew from college. Nevertheless, the authors noted that, because the entering characteristics of students varied by institutional type, the impact of college type on persistence has to be interpreted cautiously.

Pascarella and Terenzini (1991) also examined type of college in relation to retention. They found that enrolling in a private institution, as opposed to a public college or university, is positively related to attaining a bachelor's degree. This effect appears to be independent of institutional selectivity. One explanation for the positive influence of privately controlled colleges is that they tend to be residential, with the majority of students living in dormitories on campus and benefitting from the factor of involvement. On the other hand, public universities have more commuter students, who are not as involved on campus as students who live on campus (Pascarella & Terenzini, 1991).

With respect to selectivity, A. W. Astin (1982) reported that this factor is related to degree attainment at both the undergraduate and graduate level. He concludes that "the higher the quality of the undergraduate institution attended, the greater the minority student's chances of persisting to the baccalaureate and of enrolling in a program of study for the doctorate, medical degree, or law degree" (A. W. Astin, 1982, p. 182). Pascarella and Terenzini (1991) reviewed numerous studies investigating the relationship between college selectivity and educational attainment. They concluded that institutional selectivity significantly enhances persistence and degree attainment.

A final factor that is related to retention is living on campus (A. W. Astin, 1973). A. W. Astin (1982) reported that Black and Chicano students who live away from home while attending college have higher rates of persistence. This is consistent with A. W. Astin's (1984) theory of involvement, which proposes that students who are involved in their college experience tend to persist. Moreover, students who live on campus have greater opportunities for involvement (Chickering, 1974) and, therefore, increase their chances of persisting.

### *Intermediate Outcomes Related to Retention*

Specific types of college experiences and activities (also known as intermediate outcomes) have been identified by researchers to influence college student retention. These include involvement in extracurricular activities, college grade point average, and work (while in college).

Involvement in extracurricular activities, especially in student organizations (Study Group, 1984), has been found to be related to persistence. Lenning, Sauer, and Beal (1980) argued that, because out-of-class activities promote involvement of students in their respective colleges, "it would be expected that more often than not meaningful participation in extracurricular activities would contribute to student retention" (p. 28). Thompson (1989) found that social involvement (e.g., participation in student clubs and organizations, involvement in a fraternity or sorority) is positively related to degree attainment for White students. She also reported that being elected to a student office while in college emerged as a positive predictor of degree attainment for Black students. In a different study, Fleming (1984) reported that Black students appear to make more progress toward degree attainment because of their active involvement in campus activities, especially in Black colleges.

Prior research has also indicated that college grade point average is very important to the study of retention. Thompson (1989) reported that college grades predict degree attainment for Black students in both Black and White institutions. Thomas (1981) reported that high grades in college exert a large and positive influence on timely graduation for Black students. Pascarella and Terenzini (1991) suggested that GPA is a crucial indicator of academic success in college.

A student's grades are probably the single most revealing indicator of his or her successful adjustment to the intellectual demands of a particular college's course of study. Without satisfactory grades, a student will not graduate from college,

nor will he or she be admitted to graduate or professional school. (Pascarella & Terenzini, 1991, p. 388)

In contrast, working full-time while studying in college is negatively related to persistence for minority students (A. W. Astin, 1982). Trent and Medsker (1968) found that a higher proportion of nonpersisters than persisters reported a part-time job as their major source of income. More persisters than dropouts indicated that their parents, and not a part-time job, were the major source of income.

In sum, a review of the literature has identified several student background characteristics (e.g., gender, educational aspirations, high school GPA), college environmental factors (e.g., type of college, selectivity of institution, living on campus), and intermediate outcomes (e.g., involvement in extracurricular activities, college GPA) that researchers believe influence the retention of students.

#### Literature on Social Identity Theory and Related Research

Social Identity Theory (SIT) has been used to study the behaviors and attitudes of a variety of groups. In this section, SIT-centered research examining the experiences and attitudes of one group, Chicanos, is reviewed. The aim is to inform the reader about different studies on Chicanos that have used the social identity model as a theoretical framework. In addition to studies using a social identity perspective, a very closely related area of research is reviewed. This is represented by research on race consciousness among African Americans. Race consciousness shares several similarities with SIT, especially in its emphasis on group behavior, social inequalities, and the perception of fairness.

Espinoza and Garza (1985) used Social Identity Theory to investigate group awareness, or social group salience, and the dynamics of cooperation in ethnically mixed groups. Group salience occurs when the perception of the group with which an

individual identifies takes on added importance. Typically, this happens when the number of members who belong to the same category (ingroup) as that of the individual is low in relation to a higher number of members from another group (outgroup). The result is that ingroup members stand in sharp contrast to the outgroup members, which leads to their heightened awareness as minority group members.

Employing White and Latino college students as subjects, the researchers reported that both Whites and Latinos were more cooperative when group salience was low (e.g., their respective group was numerically larger). However, the researchers also reported that Latinos appeared to be more competitive than Anglos when group salience was high (e.g., Latino students were in the minority). Espinoza and Garza (1985) concluded that the increase in competitive behavior by Latinos in the high salience condition represents an attempt to achieve a positive social identity in relation to what they perceived as a higher status group.

Garza, Lipton, and Isoñio (1989) investigated the relationship between productivity, social identity, and group leadership. The researchers, using Latino and Anglo subjects, found that Latino students in homogeneous groups produced more on a given task when an Anglo leader directed the group, whereas they produced less under the direction of a Latino student leader. In contrast, the productivity of Anglo students remained the same in the homogeneous condition irrespective of the ethnicity of the leader. Garza and his colleagues (1989) suggested that the results can be explained in terms of Social Identity Theory.

It seems reasonable to explain the increased performance of Hispanic subjects in the presence of an Anglo group leader in terms of their motivation to positively enhance their social identity vis-a-vis a member of a higher status group. On the other hand, as members of a high status, majority ethnic group, Anglos had little to gain by excelling for a low status outgroup member. (p. 306)

In order to support their conclusion, Garza, Lipton, and Isoño (1989) conducted a separate study designed to assess the perceptions of White and Latino students regarding status differences between groups. Specifically, they were seeking empirical evidence that Latino students perceive social inequalities as unfair and changeable. The researchers found that, although both White and Latino students acknowledged that the overall status of Latinos is lower, Latino students reported larger discrepancies in status differences such as power, prestige, and money. With respect to fairness, Anglo students tended to perceive treatment of Latinos as fair and just, whereas Latino students were less likely to characterize treatment of Latinos in this manner. And, finally, it was reported that both Whites and Latinos demonstrated ingroup biases when asked to compare one group with another on several dimensions (mental work, sports, physical work, verbal and math problems). That is, Whites rated their group higher on these dimensions, and Latinos rated Latinos higher on the same dimensions.

Hurtado, Rodriguez, Gurin, and Beals (in press) used Social Identity Theory to examine the relationship between the social identities of adult Mexican-descent subjects and the ethnic socialization (i.e., cultural preference, importance of children retaining Mexican culture, approval of bilingualism) of their children. The researchers asked Mexicanos (subjects who were born in Mexico) and Chicanos (subjects who were born in the United States) to identify their social identities from among ethnic, nationality, race, class, familial, and gender categories. They found that Mexicanos gravitated toward working class, middle class, family, Bi-national, and Panraza social identities. Chicanos, on the other hand, identified with farmworker, working class, United States middle class, family, Bi-national, Latino, and Raza social identities. The researchers found that for Mexicanos only the "working class" social identity was very closely related to ethnic socialization patterns. In contrast, for Chicanos there were more social



identities associated with ethnic socialization patterns (with the exception of Latino and Bi-national identities).

Using measures of structural integration and ethnic socialization, Hurtado and her colleagues (in press) reported that Chicanos are much more concerned than Mexicanos with imparting ethnic socialization information to their children . They argue that, in terms of Social Identity Theory, Chicanos are more structurally integrated into the economic and social fabric of the U.S., have resided longer in this country, and are English dominant. Therefore, Chicanos have been more exposed to and influenced by intergroup comparisons with Whites. The researchers suggested that greater exposure to dominant group members leads to an increased exposure of Chicanos to the derogatory perspectives of Mexican-descent people held by members of the majority group. Thus, for Chicanos, achieving a positive social identity becomes salient and is manifested in their concern with their children retaining or emphasizing aspects of their culture.

One area of research which is closely related to Social Identity Theory is the study of race consciousness among African Americans. Within the literature, several definitions of race consciousness are found. For example, Pitts (1975) defined race consciousness as behavior directed at overcoming disadvantages or maintaining advantages associated with a racial group. Hall and Allen (1989) defined the concept as an individual's political attitudes that influence feelings toward his or her own racial group, awareness of the social and economic status of his or her group, and propensity to act in light of an understanding of the social position occupied by his or her group. Despite the different definitions, race consciousness shares several common characteristics across definitions: (a) a concern or emphasis on group (as opposed to individual) behavior and attitudes, (b) the perception of social inequalities, and (c) the perception of fairness or injustice with respect to these inequalities. That is, race

consciousness addresses the process by which African Americans become aware of inequalities in society and proceed to become political or join groups to address those inequalities. In this connection, the concept of race consciousness is similar to Social Identity Theory.

Pitts (1975) studied the politicalization or race consciousness process of Black students over a three-year period (1966-1969) at Northwestern University. He posited that three factors were important for this process to occur within Black students in predominantly White colleges and universities: (a) social/racial inequalities and the interracial conflict that emerges as a result of those unequal conditions, (b) the environment (e.g., norms, history, enrollment patterns) of a campus, and (c) the beliefs and attitudes of entering Black students regarding collective action. With respect to the latter, Pitts identified two sets of beliefs operating among Black students and influencing them to behave as a group: race communion and race consciousness. According to Pitts, race communion is interaction by Black students based solely on the criterion of race. That is, race communion takes place when Black students search each other out in predominantly White institutions. Race consciousness, on the other hand, is ideology and behavior directed at addressing the social and economic inequalities between African Americans and Whites. Furthermore, race consciousness can range from an integrationist perspective to a Black nationalist perspective.

According to Pitts (1975), during their first year of college, Black students formed groups on the basis of race communion. However, as each semester transpired, his subjects increasingly experienced what they perceived as racist attitudes and behaviors from White students. This, according to Pitts, pushed the students to become race conscious and to exhibit a different type of group behavior. More specifically, they formed Black student groups designed to address racism and

inequalities throughout the university. The students felt that a collective strategy would be more effective than an individualistic approach.

More recently, Hall and Allen (1989) conducted an empirical study on the race consciousness of Black students at two major universities. Their definition (see above) of race consciousness encompasses three distinct concepts. The first is racial identification, which involves a sense of belonging with people who share similar ideas, feelings, and interests. The second, system blame, is the acknowledgement that racism is a major factor for the inequalities that exist between Whites and Blacks. Moreover, this concept places blame for those inequalities on the system, rather than on the individual. The third part of Hall and Allen's definition involves an action orientation, that is, the type of action (individual or collective) advocated or undertaken by Black students for addressing discrimination.

The researchers found that their subjects were divided on their feelings toward blaming the system: 50 percent stated that African Americans will still encounter discriminatory behavior despite their exhibition of proper behavior and that Blacks had only themselves to blame for not succeeding in life. A majority of students also reported that more training and qualifications would yield better results for overcoming discrimination than political pressure and social activism. Hall and Allen (1989) concluded that their sample could best be described as existing in the middle of a race consciousness continuum.

Hall and Allen (1989) also examined the relationship between students' precollege characteristics and their beliefs in group action and effectiveness. They found that Black students from urban settings, predominantly White high schools, high SES families, and religious backgrounds tended to believe less in group action as opposed to individualistic strategies. In contrast, students who were from rural areas,

majored in the social sciences, and involved in Black student organizations were more likely to believe in collective behavior for addressing social and economic inequalities.

### Summary of the Literature Review

In sum, the picture that emerges from the review of the literature is that involvement in extracurricular activities is related to multiple student outcomes. One of these activities is participation in student organizations, and membership in these groups has been found to be related to two specific outcomes of interest to this study: leadership development and retention. Moreover, there are a variety of student background characteristics, college environmental characteristics, and intermediate outcomes that have been found to impact these two outcomes.

With respect to membership in ethnic/racial student organizations, the picture is not as clear. First, there is very little research that has been conducted on these groups. Second, there are opposing points of view regarding the outcomes and functions of minority student organizations. Some scholars have argued that these organizations fail to promote leadership among minority students and that they are perceived as promoters of separatism. Other scholars have proposed that minority student groups play a very positive role in the college experience of minority students. Specifically, they have argued that ethnic/racial student organizations provide needed support and services to minority students, assist in the social and academic integration of members into college, and contribute to the retention of minority students.

The literature on Social Identity Theory and race consciousness has suggested that perceptions about social and economic inequalities are related to identification with and participation in groups. According to these frameworks, individuals who perceive inequalities as unfair will tend to join groups in order to change the unequal condition. On the other hand, individuals who perceive inequalities as fair will tend to act

**individually in order to address the inequalities. This research is significant because it may help explain why some Chicanos (and possibly other minority students) elect to join ethnic/racial student organizations.**

## CHAPTER IV

### DESIGN OF THE STUDY

The focus of this study was on involvement in college ethnic/racial student organizations. More specifically, this investigation was directed at exploring the characteristics and experiences of Chicano and African American students who participate in these types of student groups and the impact of these groups on the important outcomes of leadership and retention. The study was conducted in three parts, the first of which explored predictors of participation in ethnic/racial student organizations to determine who joins these groups. The second part focused on the impact of joining ethnic/racial student groups on the outcomes of leadership and retention. In the last part, who joins ethnic/racial student associations was reexamined using a theoretical perspective developed outside of the field of higher education, Social Identity Theory. Constructs associated with this paradigm were used as tools for learning more about the Chicano students who elect to participate in these types of student organizations.

#### Research Questions

The overall objective of the present study was to answer the following research questions:

- Which background characteristics of Chicano and African American students predict participation in ethnic/racial student organizations? Do different kinds of college environments foster or discourage student participation in such organizations?

- After controlling for initial leadership ability, background characteristics, and college environmental factors, what is the contribution of membership in ethnic/racial student organizations (in relation to other extracurricular activities) to the development of leadership? After controlling for the propensity to drop out of college, background characteristics, and institutional characteristics, what is the contribution of membership in ethnic/racial student organizations (in relation to other extracurricular and academic activities) to the retention of Chicano and African American students?
- From a Social Identity perspective, do the intergroup perceptions and behaviors of Chicano students explain why some Chicanos join minority student organizations and others do not?

### Hypotheses

In this study, several hypotheses about participation in ethnic/racial student organizations and their impact on the educational outcomes of leadership and retention were tested. In addition, hypotheses dictated by Social Identity Theory about why Chicano students participate in Chicano/Latino student associations were examined. The specific hypotheses and their rationales are:

#### Hypothesis 1:

Students who participate in ethnic/racial student organizations, compared to those who do not join, will more likely be male, have high educational aspirations, come from lower socioeconomic backgrounds, participate in out-of-class activities in high school, and be politically liberal.

**Rationale:** Prior research has demonstrated that a variety of background characteristics, including gender, educational aspirations, socioeconomic status, participation in high school out-of-class activities, and self-ratings on personal traits, are related to involvement in extracurricular activities. In this connection, it is expected that Chicano and African American students who possess these characteristics will tend to form the membership of ethnic/racial student organizations.

**Hypothesis 2:**

**Chicano and African American students who live in residence halls, attend small, highly selective colleges, enroll in institutions with high enrollments of ethnic students, and enroll in colleges with negative racial climates will be most likely to participate in ethnic/racial student organizations.**

**Rationale:** The influence of institutional characteristics on student's subsequent level of involvement has been reported by many educational researchers. Living on campus promotes involvement in out-of-class activities because it maximizes opportunities to get involved with peers and be impacted by both the student affairs and academic programs. Small, highly selective institutions offer a greater number of opportunities for student involvement. Thus, it stands to reason that students attending these colleges would tend to be more involved. Although researchers have not established a firm connection between involvement and enrollments by ethnicity, it would seem that both the peer group and the student affairs program (which includes minority student services as well as other special programs designed to serve minority students) in



**institutions with high minority enrollments would encourage minority student involvement. Negative racial climates have been found to encourage the involvement of minority students in ethnic/racial student activities.**

**Hypothesis 3:**

**Membership in ethnic/racial student organizations will enhance leadership ability among Chicano and African American students.**

**Rationale: Participation in extracurricular activities has been found to be related to leadership development. Organizing the activities sponsored by minority student organizations (e.g., heritage weeks, high school visitation and recruitment days, protests, meetings with faculty and administrators) clearly requires leadership ability. Thus, it is expected that Chicano and African American students who join minority student organizations will show an increase in their self-ratings on leadership ability.**

**Hypothesis 4:**

**Joining ethnic/racial student organizations will enhance Chicano and African American students' chances of graduating from college.**

**Rationale: Involvement in minority student organizations represents an investment by students of physical and psychological energy in their educational experience. It is also a sign of increased integration into the social sphere of a college campus. Both involvement and integration have been posited to contribute positively to the retention of students.**

**Hypothesis 5:**

**Compared to their counterparts who do not join, Chicano students who are involved in Chicano/Latino student organizations will be more likely to perceive social inequalities (e.g., Whites are financially better off; Whites have easier access to colleges and universities, jobs, and scholarships) as unfair and, consequently, will join these *groups* to actively challenge the system and change those inequalities. Conversely, Chicano students who are not involved in Chicano/Latino student organizations will tend to perceive social inequalities as fair and, consequently, will act as *individuals* to change those inequalities.**

**Rationale: Social Identity Theory posits that individuals who belong to groups which are unequal to other groups in status, power, or prestige will either take collective action or act individually to address the unequal situation. Whether they opt for individualistic or collective behavior is a function of their perceptions regarding the fairness or unfairness of the inequalities and their beliefs about whether something can be done to change the unequal condition. Thus, it is expected that Chicano students will join Chicano/Latino student *groups* if they perceive social inequalities as unfair and will attempt to directly challenge those inequalities. Conversely, it is expected that Chicano students who do not participate in ethnic/racial student organizations will perceive social inequalities as fair and, consequently, will opt to address the unequal situation *individually*.**

### Data Sources

To address the research questions outlined above, data from the Cooperative Institutional Research Program's (CIRP) annual freshman survey (Student Information Survey, or SIF) and the four-year Follow-Up Survey (FUS) were used. CIRP is administered by the Higher Education Research Institute at the University of California and is sponsored by the American Council on Education. This program of data collection represents the largest, continuous study of college students in the United States. Every year, over 200,000 freshmen students are administered the freshman survey (SIF) at approximately 300 postsecondary educational institutions. This sample of institutions is considered to be representative of the variety of higher education institutions across the country. It includes two-year colleges, four-year institutions, research universities, religious colleges, and selective and non-selective institutions. Every four years, a sample of those students who responded to the freshman questionnaire are surveyed again using the FUS.

CIRP surveys are designed to assess the backgrounds and experiences of students prior to attending, as well as while attending, college. The surveys cover student background characteristics, attitudes, satisfaction with college, extracurricular involvement, academic experiences, and many other aspects of the collegiate experience. Many of the items on the Follow-Up Survey are pretested on the freshman questionnaire, thus, permitting studies of how college impacts students.

### Description of the Sample

The present study used the 1987 CIRP freshman survey as well as the 1991 four-year follow-up. The 1987 freshman survey was administered to the students at the beginning of their first year of college. In the summer of 1991, a sample of these students was followed up via a questionnaire that was mailed to their home addresses.

Three sampling procedures were used for the study. The first sample consisted of institutions that were interested in participating in the Follow-Up Survey. Every year, colleges and universities are invited to participate in a paid, follow-up survey of students from their respective campuses who answered the freshman survey. The paid sample, totalling 10,954 respondents, was comprised of 8,552 White students, 1,556 African American students, and 134 Chicano students. The response rate for this group was 12.1 percent for African Americans and 24.6 percent for Chicanos. The second sample consisted of students randomly chosen from the 1987 cohort. Here the sample size was 27,111 students and was comprised of 21,132 White students, 3,983 African American students, and 248 Chicano students. The response rate for African American and Chicano students was 8.4 and 21.8 percent, respectively.

Although institutional participation in the Follow-Up Survey is voluntary, the original core sample of 300 institutions that participated in the 1987 Freshman Survey was selected randomly. Moreover, the FUS employs an elaborate stratification design that is specifically intended to correct for any self-selection biases in type (e.g., two-year, four-year, research institution), control (e.g., public vs. private, Catholic, Protestant), and selectivity (e.g., quality or eliteness).

A third, special sample of students, consisting of an oversampling of Chicanos, was drawn specifically for this study. Normally, the number of Chicano students in the other traditional samples is extremely small and is not adequate for separate analyses. Both the Follow-Up Survey and a special twenty-item questionnaire were mailed to approximately 1,583 Mexican American/Chicano students who made up the special sample. The items were designed to measure concepts related to Social Identity Theory and to determine whether respondents were involved in Chicano/Latino student groups (see Appendix B). The response rate for this special sample was 30.6 percent (n = 485).

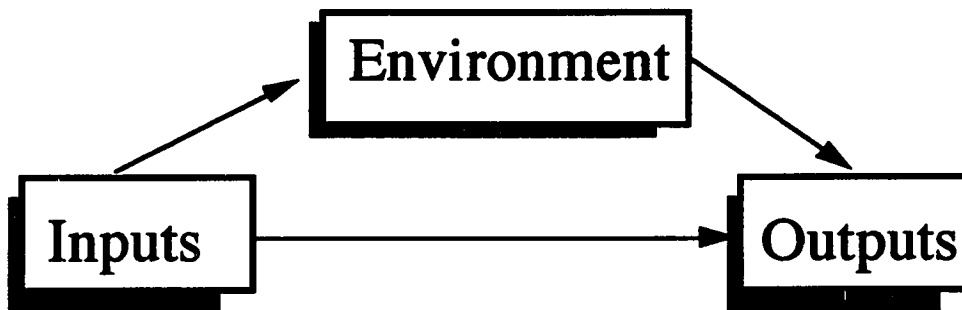
For the analyses exploring predictors of participation in ethnic/racial student organizations and the impact of these groups on leadership and retention, data on Chicano and African American students collected through the three samples described above were used. In the third part of the study involving Social Identity Theory, only the special sample of Chicano students was utilized.

### Analyses

The analyses for this study proceeded in three parts. First, blocked, stepwise multiple regression analysis was used to explore predictors of involvement in ethnic/racial student organizations. Second, leadership development and retention were examined in relation to participation in ethnic/racial student organizations. Here, regression analysis was also used. Third, factor and regression analyses were employed to reexamine who joins minority student groups. Factors associated with Social Identity Theory were used to explore the data using regression analysis. Again, in this third part of the study, participation by Chicano students in Chicano/Latino student organizations was the focus.

All of the analyses for the present study were conducted using A. W. Astin's (1991) Input-Environment-Output model for the assessment of student outcomes (see Figure 2). This paradigm proposes, that when studying student outcomes or output, the input or background characteristics of respondents must be controlled first before examining the effects of college environments on those outcomes. In defining environmental variables, A. W. Astin (1991) divided these into two types. The first category includes the characteristics of an institution that might influence all students and that are the same for all students at a given institution. These he labels *between institution* characteristics. Examples of these variables include size, selectivity, control, and type of institution.

Figure 2  
The I-E-O Model



Source: Astin, A. W. (1991). *Assessment for excellence. The philosophy and practice of assessment and evaluation in higher education.* New York: MacMillan, p. 18.

The second category of environmental factors, described as *within institution* characteristics, can vary from student to student within an institution. Astin further subdivided these into those variables that might influence students at the point of initial entry to college (e.g., freshman residence, financial aid package, choice of major) and those that might influence students well after they have entered college. Temporally, the former are closer to the between institution characteristics because they are in place when the students enter college. The latter are known as *intermediate outcomes*.

Intermediate outcomes evolve out of participation in college. They presumably occur prior to the occurrence of the dependent (outcome) variable under study, but their precise temporal sequence is uncertain. For example, it is hard to discern with certainty whether a particular attitude evolved as a result of joining a student organization or whether the attitude influenced the student to join a group.

Viewed from a different perspective, such experiences might also be considered as outcomes. If, for example, a student joins a social sorority during her sophomore year, her subsequent experience with the sorority could be regarded as an environmental variable that could influence subsequent outcomes.

However, that same event (joining the sorority) could also be viewed as a kind of intermediate outcome that occurs somewhere between initial entry to the college and assessment of outcome performance. Indeed, one could set up a complete I-E-O design in which joining a particular student organization is used as an outcome that occurs only after the person has been in the environment for some period of time. (A. W. Astin, 1991, p. 304)

In sum, A. W. Astin's (1991) theoretical framework was used to guide the analyses for the present study.

It is important to note that the present study employed a form of *blocked*, stepwise multiple regression analysis which permits causal modeling (A. W. Astin, 1991). In other words, much like path analysis, it allows the researcher to compute direct and indirect effects of independent variables on dependent variables. But, more importantly, it also allows the researcher to observe how the effect of an earlier variable is modified when an intervening or later variable is controlled. Additionally, multiple regression analysis accommodates a large number of variables more easily because it does not require that every single independent variable be based on a particular theoretical proposition other than the assumed position in this temporal ordering of all variables. In particular, input variables are controlled, which allows the investigator to make causal inferences about the environmental effects on outcomes with minimal risk.

### *Part One*

Blocked, stepwise multiple regression analysis was used to examine variables that predict involvement in ethnic/racial student organizations. This analysis was undertaken using two groups of students: Chicanos and African Americans. The dependent and independent variables that were used in the analysis are described below.

Involvement in ethnic/racial student organizations was one area that was assessed on the 1991 Follow-Up Survey. Specifically, students were asked to indicate whether or not they had participated in ethnic/racial student organizations since entering college. This item served as the dependent variable for this portion of the study and was regressed on a variety of independent variables hypothesized to be correlated with involvement in ethnic/racial student groups. Table 4.1 contains a list of these variables, which are organized according to how they were methodologically treated (e.g., input or background variables were entered into the regression first, followed by environmental variables). The variables were taken from the 1987 Student Information Form and the 1991 Follow-Up Survey.

When enrolling in colleges and universities, students bring with them numerous background characteristics and experiences that combine with the college experience to produce educational outcomes. Educational researchers have indicated the importance of controlling these characteristics when examining the impact of college environments on student outcomes (A. W. Astin, 1991; Pascarella & Terenzini, 1991). Thus, in examining predictors of involvement in ethnic/racial student organizations, background characteristics of students that have been found in prior research to be related to involvement in college activities were included in the regression analysis. These include gender (A. W. Astin, 1977; Kapp, 1979), educational aspirations (A. W. Astin, 1977), self-ratings on personal traits (A. W. Astin, 1977; Thompson, 1989), and high school activities (A. W. Astin, 1977; Kapp, 1979). Socioeconomic status, as measured by parental income (Thompson, 1989) and educational achievement (Kapp, 1979), was also included.



**Table 4.1**  
**Predicting Participation in Ethnic/Racial Student Organizations: Student Background Characteristics, Environmental, and Dependent Variables**

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**Dependent Variables**

*Participation in ethnic/racial student organizations*

**Background Characteristics**

*Gender*

*Educational aspirations*

*Socioeconomic status*

Parents' education

Parents' income

*High school characteristics and activities*

Elected president of one or more student organizations in high school

Edited the school newspaper, yearbook, or literary magazine

Number of hours involved in student clubs or groups

*Self-view*

Self-rating: Academic ability

Self-rating: Drive to achieve

Self-rating: Leadership ability

Self-rating: Public speaking ability

Self rating: Self-confidence (social)

Self rating: Self-confidence (intellectual)

*P propensity to join general/minority student organizations*

Political orientation

Best guess that student will participate in protests/demonstrations

Best guess that student will be elected to student office

Number of hours spent in student clubs or groups (secondary school)

Number of hours spent performing volunteer work (secondary school)

**Environmental Variables**

*Residence*

*Size of institution*

*Type of college*

*Selectivity*

*Enrollment by ethnicity*

*Measures of campus racial climate*

*Peer factors*

Intellectual Self-Esteem

Permissiveness

Altruism and Social Activism

Materialism and Status

Feminism

Artistic Inclination

Outside Work

Scientific Orientation

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*Note.* Variable scores are presented in Appendix A.

In examining involvement in minority student groups, it is also important to control for students' precollegiate propensity to join student organizations, especially minority student groups. In this connection, several variables hypothesized to measure propensity to participate in student organizations were included in the analysis. These include the number of hours spent while in high school participating in clubs and volunteer work and the student's best guess that he or she would be elected to student office while in college. One characteristic of minority student groups is that they are highly political and are involved in political activities both on and off campus. Thus, it is also important to control for the self-selection biases of political orientation and the expectation to participate in a political event such as a protest or demonstration.

Research on student outcomes has also suggested that environmental factors can influence educational outcomes (A. W. Astin, 1991). Environmental variables that have been found to be related to the outcome of involvement in extracurricular activities include selectivity of college (A. W. Astin, 1977), type of college, size of institution (Chickering, 1974; Kuh et al., 1991), residence (Chickering, 1974; Kapp, 1979), and campus racial climates (Hurtado, 1990). These factors were employed in the present study and followed the background characteristics in the regression equation.

Some researchers have suggested that there is a relationship between enrollment by ethnicity and involvement in minority student organizations (Hall & Allen, 1989). Thus, enrollment by ethnicity was also included in the analysis. The aim was to determine the relationship between the total number of Chicano and African American students on a particular campus and participation in ethnic/racial student groups. Put in question form: Do large numbers of minority students on a campus predict involvement in ethnic/racial student organizations?

Peer groups also appear to play a role in the development and involvement of students (A. W. Astin, 1977; Chickering, 1978). Accordingly, measures of peer group

characteristics developed by A. W. Astin (in press) were included in the analysis. These are Intellectual Self-Esteem, Permissiveness, Altruism and Social Activism, Feminism, Materialism and Status, Artistic Inclination, Outside Work, and Scientific Orientation.

### *Part Two*

Multiple regression analysis was used to examine variables that predict the outcomes of leadership and retention. The focus was on exploring the impact of participation in ethnic/racial student organizations on these outcomes. Each outcome, or dependent variable, was examined with separate regressions using two distinct groups of students: Chicanos and African Americans. In each case, the variable indicating participation in an ethnic/racial student group was placed in the regression analysis after background and environmental variables, but before a variety of intermediate outcomes. The purpose of this strategy was to examine the direct and indirect effects, if any, of membership in minority student organizations on each of the outcome variables.

For example, it is possible that involvement in ethnic/racial student organizations has a direct effect on retention. A direct effect would be indicated by a significant Beta coefficient at the point of entry into the regression analysis. However, it is important to observe this coefficient and determine whether it increases, decreases, or loses its significance after other intermediate variables enter the analysis. If, for example, GPA enters the analysis and the coefficient for membership in minority student groups diminishes but remains significant, then one could conclude that participation in minority student groups has both a direct influence on retention and an indirect effect via GPA. In sum, this type of analysis was performed for both dependent variables.

Table 4.2 presents the two outcome variables, the independent variables, and the blocking scheme that were used in the analyses. The following section describes the dependent variables (leadership and retention) as well as the independent variables.

*Leadership development and ethnic/racial student organizations.* To assess leadership development, students' self-ratings on leadership in 1987 and 1991 were used. Specifically, students were asked on both the 1987 Student Information Survey and the 1991 Follow-Up Survey to rate their leadership abilities as compared to the average person of the same age. The responses ranged from *highest 10 %* to *lowest 10 %* with *average* in the middle of the range. The 1987 item was used as the pretest to measure initial level of leadership, and the 1991 item was used as the dependent variable and was regressed on variables (described below) hypothesized to be correlated with leadership development. As stated previously, the objective of this analysis was to determine (after controlling for initial self-view on leadership ability) the contribution of participation in ethnic/racial student organizations to students' self-rated leadership ability after four years of college. Asked differently: Does membership in these groups influence the development of leadership?

Research on leadership has suggested that background characteristics play an important role in the outcome of leadership development in college students. Some of these input characteristics include gender (H. S. Astin & Kent, 1983), high school extracurricular activities (A.W. Astin, 1987), degree aspirations (H. S. Astin & Kent, 1983), self-view on personal traits, and socioeconomic status. These variables were placed in the regression after the pretest. In examining leadership development, it is important to control for a student's propensity, at the time of initial entry to college, to become involved in activities that signal or promote the development of leadership. Measures of such propensity include the expectation of being elected to a student office

Table 4.2

Outcomes of Leadership and Retention: Background Characteristics, Environmental Characteristics, and Intermediate Outcomes.

<p><b>Dependent Variable</b> <i>Self-rating: Leadership 1991</i></p> <p><b>Pretest</b> <i>Self-rating: Leadership 1987</i></p> <p><b>Background Characteristics</b> <i>Gender</i> <i>Degree aspirations</i> <i>S.E.S</i> Parents' income and education <i>H.S. characteristics and activities</i> Elected president of student club Edited H.S. magazine <i>Self-view</i> Academic ability Drive to achieve Public speaking ability Self-confidence: Social &amp; intellectual <i>Propensity to participate in leadership-related activities</i> Best guess: Student elected to student office or honor society Participation in protests Number of hours spent in: H.S. student clubs Performing volunteer work</p> <p><b>Environmental Variables</b> <i>Residence</i> <i>Type of college</i> <i>Size</i> <i>Selectivity</i> <i>Peer factors</i> Intellectual Self-Esteem Permissiveness Altruism and Social Activism Materialism and Status Feminism Artistic Inclination Outside Work Scientific Orientation</p> <p><b>Participation in Ethnic/Racial Student Organizations</b></p> <p><b>Intermediate Outcomes</b> <i>College GPA</i> <i>Extracurricular activities</i> Campus protests Racial awareness workshop Fraternity/sorority ROTC Leadership program or class</p>	<p><b>Dependent Variable</b> <i>Attained a bachelor's degree in 1991</i></p> <p><b>Pretest</b> <i>Best guess in 1987 that student will drop out permanently</i></p> <p><b>Background Characteristics</b> <i>Gender</i> <i>Degree aspirations</i> <i>H.S. GPA</i> <i>S.E.S</i> Parents' income and education <i>Self-view</i> Academic ability Drive to achieve Leadership ability Public speaking ability Self-confidence: Social and intellectual</p> <p><b>Environmental Variables</b> <i>Residence</i> <i>Type of college</i> <i>Size</i> <i>Selectivity</i> <i>Peer factors</i> Intellectual Self-Esteem Permissiveness Altruism and Social Activism Materialism and Status Feminism Artistic Inclination Outside Work Scientific Orientation</p> <p><b>Participation in ethnic/racial student organizations</b></p> <p><b>Intermediate Outcomes</b> <i>College GPA</i> <i>Academic activities</i> Enrolled in an honors course Enrolled in an ethnic studies course <i>Extracurricular activities</i> Participated in ROTC Participated in a fraternity/sorority Participated in campus protests Was a resident advisor/assistant</p>
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Note. Variable scores are presented in Appendix A.

or an academic honor society and participation in student protests or demonstrations. In this connection, it is also important to control for potential biases from the number of hours spent in high school organizations and performing volunteer work.

Researchers have also established that college environmental variables influence student leadership development. Living in a residence hall, attending a private four-year college, or attending a highly selective private university are environmental variables that have been found to be related to the development of leadership (A. W. Astin, 1977). Chickering (1978) suggested that the size of an institution impacts the number of opportunities available for students to develop their leadership skills. Additionally, peer group characteristics may indirectly influence the development of leadership through involvement. Thus, measures of peer group influences were included in the environmental block. Environmental variables were placed in the regression equation immediately after the background characteristics.

Prior research has also suggested that involvement in student organizations can enhance the development of leadership ability (A. W. Astin, 1977; Roberts & Ullom, 1989; Schuh & Lavery, 1983). Chavez (1982), on the other hand, asserted that minority student organizations do not promote leadership development among minority students. Given these antithetical findings, the fourth block consisted of only one variable, participation in ethnic racial student organizations. The purpose was to examine the role that these groups play in the development of leadership in relation to a diversity of intermediate outcomes.

The final block of variables consisted of a variety of intermediate outcomes representing involvement in other extracurricular activities and specific college experiences. These included participation in a fraternity or sorority, participation in ROTC, involvement in a leadership class or program, participation in a racial awareness workshop, and involvement in campus protests or demonstrations. College grade point

average has also been found by researchers to be related to leadership ability (H. S. Astin & Kent, 1983; Harville, 1969) and was included in the analysis.

*Retention and ethnic racial student organizations.* The second outcome of interest was retention. Here, Dey and Astin's (1989) strict definition of retention was used: completing a bachelor's degree in four years. Thus, all respondents who indicated that they had attained a bachelor's degree at the time that they took the Follow-Up Survey were considered to have been retained. This item served as the dependent variable.

To explore the influences of ethnic/racial student groups on retention, it is important to consider students' propensity to persist, background characteristics, environmental variables, academic activities, and other out-of-class activities that might impact attainment of a bachelor's degree. On the 1987 questionnaire, students' propensity to persist was assessed by asking the respondents to make the best guess as to the chances that they would drop out of college. Each respondent had the opportunity to answer *very good chance*, *some chance*, *little chance*, or *no chance*. This item was used as the pretest for the attainment of a bachelor's degree and was placed in the regression first.

Prior research has indicated that it is important to control for background characteristics when studying retention. For example, Dey and Astin (1989) reported that women have a greater chance of achieving a bachelor's degree in four years than men do. Thus, gender is a variable that was included in the block controlling for background characteristics. Other important background variables related to retention include educational aspirations (Pascarella & Terenzini, 1991; Tinto, 1975), high school grade point average (A. W. Astin, 1975; H. S. Astin & Burciaga, 1981),

socioeconomic status, and self-ratings on a variety of personal traits (A. W. Astin, 1982). These variables followed the pretest in the regression equation.

Residence on or off campus (A. W. Astin, 1982), size of the college or university (Hedegard, 1972; Thompson, 1989), type of college (Pascarella & Terenzini, 1991; Trent & Medsker, 1968), and selectivity (A. W. Astin, 1982) are all environmental variables that have been found to be related to the retention of students. Another environmental characteristic that may influence retention is the peer group (A. W. Astin, in press). In order to study the influence of the above variables on the retention of Chicano and African American students, they were placed as a block into the regression after the background characteristics.

The environmental block also included a measure of the campus racial climate and emphasis on diversity as perceived by faculty (A. W. Astin, in press). These variables were used in an exploratory fashion to examine the impact, if any, on the retention of African American and Chicano students.

Some scholars believe that participation in ethnic/racial student organizations is related to persistence in college (Carr & Chittum, 1979; LeCounte, 1987; Nieto, 1986). However, there is very little empirical evidence to support this assertion. In this connection, the fourth block consisted of a single variable, membership in minority student groups. The aim was to study the contribution of participation in these groups to the retention of African American and Chicano students in relation to other academic and extracurricular activities.

Academic and extracurricular activities have been found to contribute to the retention of students (Fleming, 1984; Lenning, Sauer, & Beal, 1980; Study Group, 1984; Thompson, 1989). Thus, the fifth block included both academic and out-of-class activities. The variables that were included representing academic activities are enrollment in an honors or advance placement course, enrollment in a women's studies



course, participation on a professor's research project, and enrollment in an ethnic studies course. In addition, college GPA (Pascarella & Terenzini, 1991) was included. Extracurricular activities were represented by the following variables: participation in ROTC, involvement in a fraternity or sorority, participation in campus protests or demonstrations, and working as a resident advisor/assistant.

### *Part Three*

Multiple regression analysis was used to examine the relationship of constructs associated with Social Identity Theory (Tajfel, 1974; Turner, 1982) to the dependent variable, participation in Chicano/Latino student organizations. In order to explore this relationship, the influence of SIT constructs was studied after first controlling for predictors (background and environmental) of joining these organizations. The analysis was undertaken using the special sample of Chicano students collected specifically for the in-depth study of who participates in minority student groups using Social Identity Theory.

In preparation for the present study, preliminary analyses were undertaken to develop factor analytic scales reflecting dimensions of Social Identity Theory. The objective was to develop scales that could be used as tools in the regression analysis to better understand who joins Chicano student groups. The next section describes the development of the SIT scales.

*Social Identity Theory scales.* Development of the SIT scales began with a 20 item questionnaire that was used as a supplement to the Cooperative Institutional Research Program's 1991 Follow-Up Survey of the Class of 1987. This instrument was developed to measure four dimensions of Social Identity Theory using a national sample of Chicano college students. The dimensions of interest were the perception of

inequality between groups, the perception of fairness or unfairness regarding that inequality, direct challenge to the system, and social mobility (leaving one group for another). Table 4.3 presents the four constructs and the items that were developed to assess them. Prior research on Social Identity Theory (Espinoza & Garza, 1985) and race consciousness (Hall & Allen, 1989) was used to construct the survey items (see Appendix B for copy of survey).

The first five items attempted to measure students' perceptions of social inequalities. Respondents were asked to compare Mexican American/Chicano students with White students on five dimensions: finances, access to jobs after graduation, election to campus-wide student organizations, admission to colleges and universities, and access to scholarships. Each item has a particular set of responses from which survey participants chose to indicate that one group is better off than the other group, has more access than the other group, or has it easier in securing certain benefits.

The next four items were designed to measure students' perceptions of *fairness* in relation to social inequalities. Respondents were asked to agree or disagree with a series of statements that cover the topics of discrimination, educational opportunities, admission to colleges and universities, and success after graduation.

Direct challenge to the system was the focus of the next four items. Three statements involve attitudes about challenging the system or the institution. One statement is behavioral in nature and asks whether students participated in activities directly challenging the system.

The final set of items attempted to assess social mobility (i.e., leaving one group for another). Here, subjects were asked about their attitudes toward participation in activities primarily for Chicanos, the importance of ethnicity, and the group to which they perceive as themselves as belonging. Respondents were also asked to indicate the

**Table 4.3**  
**Constructs from Social Identity Theory**

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**Perception of Inequality**

Compare Mexican American/Chicano college students with white college students at your freshman college on the following items:

1. Financially.
2. Access to jobs after graduating from college.
3. Election to a campus-wide student organization/position.
4. Admission to colleges and universities.
5. Access to scholarships.

**Perception of Fairness**

1. Discrimination against Mexican American/Chicanos is still a major problem in obtaining jobs after college.
2. Colleges and universities provide equal educational opportunities to all students.
3. Compared to Mexican American/Chicano students, white students have an unfair advantage in admission to colleges and universities.
4. Any student, regardless of race, has the same opportunities to do well financially after graduating from college.

**Direct Challenge**

1. There are times when students should violate the rules or policies of a college or university in order to fight discrimination.
2. The best way to make things better for Mexican American/Chicanos is through political pressure and social action.
3. To overcome discrimination, Mexican American/Chicanos should focus on changing the policies and procedures of colleges and universities.
4. While in college, I took individual action (e.g., filed a complaint, wrote a letter to the editor) or participated in activities (e.g., protest or demonstration) which addressed discrimination against Mexican American/Chicanos or other Latinos.

**Social Mobility**

1. I don't like to take part in programs or organizations that are primarily for Mexican American/Chicano students.
  2. In order for me to be successful in this society, it is important not to emphasize my ethnicity.
  3. Group Identity.
  4. In college, I socialized with (name of group).
-

ethnicity of the persons with whom they socialized in college.

The entire set of items was factor analyzed, using principal components method and orthogonal (varimax) rotation, to see whether Social Identity Theory constructs would be captured by the Chicano student sample. It was important to ascertain whether these dimensions would be perceived and experienced by Chicano students. The results, as revealed by the identification of eigenvalues greater than 1.0 and interpretability of the factors, suggested that a three factor solution best described the data. Table 4.4 presents the three factors, their tentative names, and their loadings. (Factors Four and Five at the bottom of the table were not accepted as factors given that they were not interpretable and were comprised of less than two items.) Scale names were identified by showing the items for each scale to 10 independent judges who were asked to identify the factors and provide the best label for those constructs. The final scale names were selected based on this input. These were *Awareness of Discrimination*, *Student Activism*, and *Sense of Group Belonging*.

Reliabilities for the scales vary from high to moderate (Table 4.5). Awareness of Discrimination registered a fairly high alpha of .80. Student Activism and Sense of Group Belonging produced only moderate alphas (.56 and .58, respectively; average inter-item correlations ranged from .26 to .32). Examination of the item-to-item correlation matrix revealed that there are no negative correlations. These results indicate that respondents tended to answer consistently, and not randomly, to the items comprising each scale. Examination of the items comprising each factor revealed that Social Identity Theory constructs were generally captured by the twenty-item questionnaire developed for this study. For example, Student Activism seems to reflect the theoretical dimension of directly challenging the system to address social inequalities. Social Identity Theory's construct of social mobility (leaving one group

Table 4.4 Factor Analysis: Social Identity Theory Three Factor Solution

Factor names and items	Factor I	Factor II	Factor III	Factor IV	Factor V
<b>Awareness of Discrimination</b>					
<sup>a</sup> Compare Chicanos & Whites: Admission to colleges & universities.	.662	.184	.235	-.008	-.058
<sup>b</sup> Compare Chicanos & Whites: Access to jobs after graduation.	.637	.314	.041	-.033	-.255
<sup>a</sup> Compare Chicanos & Whites: Election to campuswide student clubs.	.634	-.053	.073	.106	.169
<sup>c</sup> Discrimination against Chicanos is still a major problem.	.631	.431	.075	-.043	-.088
<sup>d</sup> Colleges provide equal opportunities to all students.	.621	.114	.155	-.033	.139
<sup>b</sup> Compare Chicanos & Whites: Access to scholarships.	.607	-.004	.204	-.021	-.169
<sup>d</sup> Any student, regardless of race, can do well financially after college.	.597	.112	.066	-.186	-.041
<sup>e</sup> Compare Chicanos & Whites: Financially.	.534	.099	-.002	.099	.091
<sup>c</sup> White students have unfair advantage in college admissions.	.494	.209	-.179	.204	.086
<b>Student Activism</b>					
<sup>c</sup> At times, students should violate rules to fight discrimination.	-.641	.764	.099	-.150	-.032
<sup>e</sup> To fight discrimination, Chicano students should focus on changing the policies and procedures of colleges.	.306	.616	.033	.140	.115
<sup>c</sup> Best way to make things better for Chicanos is political pressure.	.318	.609	.104	.189	.045
<b>Sense of Group Belonging</b>					
<sup>d</sup> I don't like to take part in clubs that are primarily for Chicanos.	.174	.106	.664	.258	.162
<sup>f</sup> In college I socialized with: Chicanos or Whites.	.244	.141	.663	-.024	.248
<sup>e</sup> To be successful, it is important not to emphasize ethnicity.	-.132	-.071	.608	.195	-.387
<sup>g</sup> In college, I took action against discrimination of Chicanos.	.365	.406	.510	-.123	.026
<b>Factor Four</b>					
I am a person and I choose not to use ethnic labels to identify myself.	-.017	-.012	.010	.803	-.148
I identify as a Mexican American, Chicano, Latino, or Hispanic.	.021	.061	.237	.736	.175
<b>Factor Five</b>					
I identify as White.	-.037	.037	.135	.022	.781

<sup>a</sup> Responses range from 1 through 5: 1 = It is much easier for Chicano students; 5 = It is much easier for White students.

<sup>b</sup> Responses range from 1 through 5: 1 = Chicano students have more access; 5 = White students have more access.

<sup>c</sup> Responses range from 1 through 4: 1 = Disagree strongly; 4 = Agree strongly (This item has been reverse-keyed).

<sup>d</sup> Responses range from 1 through 4: 1 = Agree strongly; 4 = Disagree strongly.

<sup>e</sup> Responses range from 1 through 5: 1 = Chicano students are better off; 5 = White students are better off.

<sup>f</sup> Responses range from 1 through 5: 1 = Exclusively with White students; 5 = Exclusively with Chicano students.

<sup>g</sup> Responses range from 1 through 4: 1 = Never; 4 = Frequently (This item has been reverse-keyed).

for another or assimilating) seems to be reflected by the factor Sense of Group Belonging. That is, a low sense of group belonging appears to capture the idea of leaving a group. A high score on this dimension would be obtained by Chicano students who do not want to leave their group and strive to be associated with other Chicanos.

Awareness of Discrimination appears to reflect the combined SIT constructs of perception of social inequalities and the perception of fairness (or unfairness) related to those inequalities. It appears that the survey instrument was not able to distinguish between these two constructs. There are two possible explanations for this result. First, the wording of the items may have captured the perception of fairness more than the perception of social inequalities. Second, the two constructs may be closely

**Table 4.5**  
**Factor Scales: Estimates of Internal Consistency**

Factor	Alpha reliabilities	Number of items	Average inter-item correlations	Min./max. inter-item correlations
Awareness of Discrimination	.80	9	.32	.15/.56
Student Activism	.56	3	.30	.22/.43
Sense of Group Belonging	.59	4	.26	.08/.42

related conceptually and difficult to separate. That is, when students indicate that a situation is unfair, they may also infer that the condition is unequal. Conversely, when reacting to inequalities, this sample of respondents may automatically assume unfairness.

*SIT analysis.* Regression analysis was conducted using the three factors (Awareness of Discrimination, Student Activism, and Sense of Group Belonging) as independent variables and participation in Chicano student organizations as the dependent variable. The objective was to examine how much and in which direction each factor contributes to the prediction of participation in Chicano student groups. As in the first and second part of the present investigation, the variables were placed in the regression equation following Astin's Input-Environment-Output Model (A. W. Astin, 1991). That is, the three factors were placed in the regression equation after background and environmental variables had been controlled. Background and environmental characteristics were selected from those that emerged as predictors from part one of the study.

## CHAPTER V

### RESULTS

In this chapter the results of the present study are presented in five parts. In the first section, the samples of Chicano and African American students are described with respect to race, gender, college activities, and particular personal traits. The second section presents the results of two separate regressions (one each for Chicanos and African Americans) examining predictors of participation in ethnic/racial student organizations. The third section examines the impact of membership in ethnic/racial student groups on the outcomes of leadership development and retention. In the second and third sections, results for student background characteristics are presented first, followed by results for environmental and college experience factors. The fourth part of the chapter focuses on the analysis examining constructs associated with Social Identity Theory and their relationship to involvement in Chicano student organizations. In the final part the hypotheses formulated for the study are discussed in light of the findings.

#### Characteristics of the Samples

Out of a total of 573 Chicanos (Table 5.1), approximately 40 percent participated in an ethnic/racial student organization. Close to 40 percent of the 431 African American students also participated in a minority student organization. Participation rates for men and women in this study were not significantly different ( $p > .05$ ) in either sample. Overall, the rates of involvement reported here are substantially greater than the 17 percent participation rate that Rooney (1985) found in her single-institution study of ethnic/racial student organizations.



**Table 5.1**  
**Participation in Ethnic/Racial Student Organizations by Race and Gender**

Ethnicity	Percent of students who participated in an ethnic/racial student organization		
	Women	Men	Total
Chicanos	38.6 (n = 350)	41.7 (n = 223)	39.7 (N = 573)
African Americans	41.0 (n = 273)	36.7 (n = 158)	39.4 (N = 431)

**Table 5.2**  
**Changes in Self-Ratings on Leadership Skills by Race and Gender, 1987-1991**

Ethnicity	Percent reporting above average & highest 10 percent					
	Women		Men		Total	
	1987	1991	1987	1991	1987	1991
Chicano	55.4 (n = 350)	58.7 (n = 346)	66.8 (n = 223)	70.3 (n = 219)	59.8 (N = 573)	63.2 (N = 565)
African Americans	47.6 (n = 273)	53.9 (n = 271)	61.3 (n = 158)	70.7 (n = 157)	52.6 (N = 431)	60.0 (N = 428)

To assess students' self-ratings on leadership skills in 1991 as compared to 1987, respondents were asked on the Follow-Up Survey to rate their leadership skills in comparison to the average person their age. The possible responses ranged from *highest 10 %* to *lowest 10 %* and included *above average*, *average*, and *below average*. For both African Americans and Chicanos (Table 5.2), there were consistent differences between men and women across the years; men were more likely to rate themselves as *above average* or *highest 10 %* on their leadership skills. All groups (Chicanos, African Americans, men, and women), although the differences are not large, consistently registered an increase after four years of college. The differences ranged from +3.0 percent for Chicanos and Chicanas and +6.0 for African American males and females.

The 1991 FUS also collected information on the number of students who had been elected to leadership positions within college student organizations (Table 5.3). From the Chicano sample, 18.6 percent of the women and 22.4 percent of the men indicated that they had been elected to a leadership position in a student organization. For their part, slightly more African American males (29.1 percent ) than females (24.5 percent) stated that they had been elected to a student office. Overall, more African American students than Chicanos students reported being elected to a leadership position (26.2 and 20.0 percent, respectively).

Regarding participation in a leadership class or program, 20 percent of the Chicano students (66 females and 49 males) indicated that they had taken part in a formal leadership development activity. In comparison, a slightly higher percentage of African American students (22.5 percent) were involved in a leadership class or program. More African American males than females took part in a formal leadership program (27.2 percent males versus 19.8 percent females).

**Table 5.3**  
**Leadership in College by Race and Gender**

Ethnicity	<u>Percent indicating that they were elected to student office</u>		
	Women	Men	Total
Chicanos	18.6 (n = 350)	22.4 (n = 223)	20.0 (N = 573)
African Americans	24.5 (n = 273)	29.1 (n = 158)	26.2 (N = 431)

**Table 5.4**  
**Attainment of a Bachelor's Degree in Four Years by Race and Gender**

Ethnicity	<u>Percent receiving a bachelor's degree in four years</u>		
	Women	Men	Total
Chicanos	50.8 (n = 321)	49.5 (n = 198)	50.2 (N = 519)
African Americans	52.3 (n = 243)	47.1 (n = 140)	50.3 (N = 383)

Approximately half of Chicano males (49.5 percent) and females (50.8 percent) achieved a bachelor's degree in four years (Table 5.4). In considering the graduation rates of African American students, 52.3 percent of the females and 47.1 percent of the males earned a bachelor's degree in four years. Approximately two thirds of the Chicano sample (male and female) received high school grades of a B+ average or above. With respect to African American students, more females (47.2 percent) than males (41.1 percent) received B+ or greater. Overall, 45.0 percent of the African American respondents reported receiving grades of B+ or above.

The majority of Chicanos and Chicanas demonstrated a high degree of confidence in persisting to graduation from college when they entered as freshmen. Approximately 79 percent of the females and 73 percent of the males indicated that there was *no chance* that they would drop out of college. Only 3.1 percent of the Chicanos and 1.7 percent of the Chicanas suggested that there was *some chance* to a *very good chance* of dropping out. For their part, the majority of African American students (77.3 percent for females and 74.7 percent for males) also indicated that there was no chance of dropping out of college.

In sum, approximately 40 percent of African American and Chicano students who participated in this study were also members of minority student organizations. In considering gender, slightly more Chicanos than Chicanas were involved in these groups. In contrast, more African American females than males claimed membership in an ethnic/racial student organization. Nevertheless, it is important to note that, although the rates of participation for men and women of both groups were slightly different, the differences were not significant. In both ethnic groups, higher proportions of males than females rated their leadership skills as high in 1991 when compared to four years earlier. Both ethnic groups and both genders demonstrated a consistent increase in self-rating on leadership skills during their college years.

Chicano males participated in formal leadership training activities in slightly higher proportions than did Chicanas. The difference between African American males and females was greater, with males participating at a higher proportion than females. Chicanos and Chicanas had comparable graduation rates, whereas slightly more African American females than males graduated in four years. Both Chicanos and African Americans, regardless of gender, demonstrated a high degree of confidence in persisting to graduation.

#### Predictors of Participation in Ethnic/Racial Student Organizations

Tables 5.5 and 5.6 present the results of the regression examining predictors of participation in ethnic/racial student organizations for Chicano and African American students. Each table includes the variables that entered the regression equation, the betas at each step, and the majority of variables that did not enter the equation. (The complete regressions for all the analyses undertaken in this study are presented in Appendix C along with the means and standard deviations.) The tables were generated by Betaview (Dey, 1990), a computer program that permits researchers to examine, at each step, regression coefficients of variables that enter the regression equation as well as the coefficients that other variables would receive if they were entered on the next step. This process aids in the identification of multicollinearity among variables as well as direct and indirect effects.

#### *Background Characteristics*

In considering background characteristics, there appears to be a difference between Chicano and African American students in the variables that predict involvement in ethnic/racial student organizations. For Chicanos (Table 5.5), the expectations that they would be involved in campus protests (beta = .07 at step 10) and

Table 5.5  
 Regression of Participation in Ethnic/Racial Student Organizations on Student Background Characteristics, Institutional Characteristics, and College Experiences (N = 573 Chicanos)

Chicano Students														
Variable name	Step	Mult. R	Simp. r	Betas at each step										
				1	2	3	4	5	6	7	8	9	10	11
<b>BACKGROUND CHARACTERISTICS</b>														
Chances: Part. in Protests	1	.2155	.22	.22	.22	.18	.17	.16	.16	.15	.15	.14	.07*	.05
Mother's Education	2	.2801	-.18	-.18	-.18	-.19	-.21	-.20	-.12	-.12	-.12	-.13	-.09	-.09*
Chances: Elect. Student Club	3	.3278	.21	.17	.17	.17	.15	.14	.14	.14	.13	.12	.07	.07*
Self-Rating: Academic Ability	4	.3494	.14	.11	.15	.13	.13	.13	.14	.14	.13	.12	.08	.08*
# Hrs. Volunteer Work	5	.3637	.15	.13	.12	.10	.10	.10	.11	.11	.11	.10	.08	.08*
Father's Education	6	.3767	-.16	-.16	-.08	-.10	-.12	-.13	-.13	-.14	-.14	-.14	-.13	-.13*
<b>ENVIRONMENTAL CHARACTERISTICS</b>														
Nonsectarian 4 Yr. College	7	.3926	.11	.09	.10	.10	.10	.10	.11	.11	.14	.12	.09	.09*
Private University	8	.4076	.11	.11	.12	.10	.09	.08	.08	.11	.11	.11*	.07	.07
Peer Mean: Social Activism	9	.4146	.17	.14	.15	.13	.12	.11	.10	.09	.08	.08*	-.00	-.01
<b>COLLEGE EXPERIENCES</b>														
Part. Cult/Racial Workshop	10	.5527	.49	.46	.45	.43	.42	.42	.42	.41	.40	.40	.40	.38*
Part. in Campus Protests	11	.5575	.28	.23	.23	.22	.21	.21	.21	.20	.19	.19	.08	.08*
<b>VARIABLES NOT IN EQUATION</b>														
Self-Rating: Public Speaking		.09	.07	.10*	.04	.01	.00	.01	.02	.02	.02	.02	-.01	-.01
Self-Rating: Drive to Achieve		.15	.15	.16	.12*	.08	.08	.08	.08	.07	.06	.06	.03	.03
Self-Confidence (Intellectual)		.03	.01	.04	.01	-.06	-.07	-.06	-.05	-.06	-.06	-.06	-.05	-.05
Living on Campus		.08	.06	.08	.06	.05	.04	.05	.05	.04	.03	-.02	-.02	
Black College		.07	.06	.08*	.07	.07	.08	.08	.06	.06	.05	.04	.04	
Public 4 Yr. College		-.12	-.10	-.10	-.10	-.08	-.08	-.08*	-.07	-.05	-.05	-.04	-.04	
Private 2 Yr. College		-.04	-.04	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.03	-.02	-.02	
Gender: Female		-.03	-.04	-.05	-.04	-.02	-.03	-.03	-.03	-.03	-.03	-.04	-.04	
High School GPA		.10	.11	.12*	.09	.04	.04	.04	.04	.01	.01	.01	.01	
Degree Aspirations in 1987		.07	.06	.06	.03	.02	.01	.01	.00	-.01	-.02	-.03	-.03	
Parental Income		-.12	-.12*	-.05	-.07	-.08	-.08	-.06	-.06	-.06	-.06	-.03	-.03	
President 1 or More Student Clubs		.12	.13	.13*	.08	.07	.06	.06	.06	.05	.05	.03	.03	
Edited a School Publication		.06	.04	.05	.04	.04	.04	.03	.03	.03	.03	.02	.02	
Self-Confidence (Social)		.07	.08	.09*	.05	.03	.02	.02	.04	.05	.05	.02	.02	
Chances: Elected To Honor Society		.14	.12	.14	.09*	.05	.05	.05	.05	.04	.04	.01	.01	
# Hrs. in Student Clubs		.14	.12	.12*	.07	.06	.03	.03	.03	.03	.03	-.00	.00	
Public University		-.09	-.10	-.11	-.09	-.09	-.09	-.10*	-.06	.02	.01	.00	-.00	
Catholic 4 Yr. College		-.06	-.05	-.05	-.05	-.04	-.05	-.04	-.03	-.02	-.01	-.00	-.00	
Institutional Selectivity		.14	.12	.13	.11	.09	.08	.08*	.06	.02	-.01	-.06	-.06	
Hispanic Enrollment		-.08	-.09	-.10	-.08	-.10	-.10	-.10*	-.07	-.03	-.03	-.03	-.04	
Black Enrollment		-.09	-.09	-.10	-.08	-.08	-.08	-.09*	-.06	-.05	-.04	-.04	-.04	
Size of Institution		-.10	-.11	-.11	-.10	-.11	-.11	-.11*	-.08	-.05	-.04	-.04	-.04	
Peer Mean: Intellectual Self-Esteem		.16	.14	.15	.13	.10	.09	.09	.09*	.05	.02	-.02	-.02	
Peer Mean: Materialism & Status		-.12	-.10	-.11	-.10	-.09	-.08	-.08*	-.06	-.05	-.01	.01	.02	
Peer Mean: Artist Inclination		.15	.12	.12	.11	.10	.09	.09*	.06	.05	.01	.01	.00	
College GPA		.05	.05	.06	.06	.03	.03	.03	.03	.03	.03	.03	.03	
Part. in Leadership class/program		.21	.19	.19	.16	.16	.14	.15	.15	.15	.15*	.05	.04	

\*= significant at last step, <sup>a</sup>= significant prior to, but not at last step. Decimals omitted from Beta coefficients.  
 p ≤ .05

that they would be elected to a leadership position in a student club (final beta = .07) emerge as positive predictors of joining an ethnic/racial student organization. The effect of expecting to engage in protest activities, however, is reduced to nonsignificance when actual participation in campus demonstrations enters at step 11. Stated a different way, the effect of initial expectation to participate in protest activities on joining ethnic/racial student groups is indirect and mediated through the actual act of protesting while in college. Nevertheless, these results must be interpreted with caution because the direction of causation may be reversed. That is, participation in protests may be as much the result of joining an ethnic/racial student group as it is a cause of joining it. In the former case, minority student organizations would simply be a channel for student activists expecting to get involved in protests and demonstrations. In the latter, the act of demonstrating would lead students to participate in ethnic/racial student groups. The number of hours a Chicano student spends performing volunteer work while in high school is also positively related to involvement in minority student organizations (final beta = .08).

Thus, it appears that Chicano students who are activists prior to entering college and demonstrate involvement at the high school level tend to join ethnic/racial student organizations. This is consistent with prior research that suggests that involvement in high school activities is related to involvement in college (A. W. Astin, 1977; Hanks & Eckland, 1976; Kapp, 1979). Additionally, it is interesting to note that Chicano students who participate in ethnic/racial student organizations also tend to rate themselves high on academic ability (final beta = .08). This suggests that Chicano students who are prone to joining minority student associations are not only activists and highly politicized, but also believe that they have strong academic skills.

African Americans, on the other hand, exhibit a different set of background factors that predict membership in ethnic/racial student organizations (Table 5.6).

Table 5.6  
 Regression of Participation in Ethnic/Racial Student Organizations on Student Background Characteristics, Institutional Characteristics, and College Experiences (N = 430 African Americans)

Variable name	African American Students											
	Step	Mult. R	Simp. r	Betas at each step								
				1	2	3	4	5	6	7	8	9
<b>BACKGROUND CHARACTERISTICS</b>												
Self-Rating: Public Speaking	1	.1704	.17	17	14	20	19	17	15	14 <sup>a</sup>	08	06
Self-Rating: Drive to Achieve	2	.2012	.15	11	11	16	16	18	17	17	15	15*
Self-Confidence: (Intellectual)	3	.2449	-.01	-11	-16	-16	-17	-16	-17	-17	-17	-15*
<b>ENVIRONMENTAL CHARACTERISTICS</b>												
Living on Campus	4	.2645	.11	10	10	10	10	08	09 <sup>a</sup>	08	05	03
Black College	5	.4219	-.34	-33	-34	-34	-33	-33	-27	-28	-25	-26*
Public 4 Yr. College	6	.4415	-.27	-26	-26	-26	-26	-15	-15	-15	-12 <sup>a</sup>	-08
Private 2 Yr. College	7	.4588	-.09	-07	-07	-07	-07	-12	-13	-13	-08	-07*
<b>COLLEGE EXPERIENCES</b>												
Part. Cult/Racial Workshop	8	.5975	.48	46	46	46	45	42	41	40	40	37*
Part. in Campus Protests	9	.6208	.31	29	28	28	27	27	25	24	18	18*
<b>VARIABLES NOT IN EQUATION</b>												
Chances: Take Part in Campus Protests			.11	09	08	08	08	11	08	07	04	-00
Mother's Education			.10	08	07	09	08	07	06	05	04	04
Chances: Elected to Student Club			.11	07	05	06	06	06	05	04	00	-01
Self-Rating: Academic Ability			.11	08	05	08	06	07	07	06	03	04
# Hrs. Volunteer Work			.07	06	05	05	05	08	07	07	02	01
Father's Education			.11	08	07	09	08	06	05	04	03	04
Nonsectarian 4 Yr. College			.07	07	06	06	06	10	-01	-04	-01	-01
Private University			.11	10	10	09 <sup>a</sup>	09	-00	-01	-02	-03	-04
Peer Mean: Social Activism			-.18	-20	-21	-20	-20	15 <sup>a</sup>	-01	-02	-12	-13
Gender: Female			.04	08	08	07	08	08	08	07	05	04
High School GPA			.12	10 <sup>a</sup>	08	08	06	01	01	-00	-01	-01
Degree Aspirations in 1987			.11	10 <sup>a</sup>	08	09	08	10	10	10 <sup>a</sup>	06	06
Parental Income			.10	09	08	09	08	05	04	04	03	03
President 1 or More Student Clubs			.04	01	01	01	02	05	04	03	03	02
Edited School Publication			.05	05	04	05	04	05	04	04	05	05
Self-Confidence: (Social)			-.01	-02	-05	02	03	01	01	01	-04	-06
Chances: Elected to Honor Society			.10	07	04	06	05	10	09	08	04	03
# of Hrs. in Student Clubs			.09	05	05	06	05	09	09	08	04	03
Public University			.06	06	06	07	06	-04	-05	-07	-06	-08
Public 2 Yr. College			.06	08	08	08	09	02	01	00	02	04
Catholic 4 Yr. College			.18	17	18	19	20	11	09 <sup>a</sup>	08	05	07
Protestant 4 Yr. College			.15	14	14	14	14 <sup>a</sup>	07	06	05	05	04
Institutional Selectivity			.28	27	27	27	26 <sup>a</sup>	00	02	-02	-03	-03
Black Enrollment (Percent)			-.34	-33	-33	-33	-32 <sup>a</sup>	-13	-06	-05	03	01
Black Enrollment			-.28	-27	-27	-27	-29 <sup>a</sup>	-11	02	03	02	01
Size of Institution			.03	02	03	03	02	-08	-06	-08	-08	-09 <sup>a</sup>
Peer Mean: Permissiveness			.11	11	11	11	11 <sup>a</sup>	01	00	-02	-01	-03
Peer Mean: Materialism & Status			-.26	-26	-26	-26	-25 <sup>a</sup>	07	-00	02	03	06
Peer Mean: Artistic Inclination			.21	19	19	19	18 <sup>a</sup>	06	01	-01	-03	-05
College GPA			.06	03	01	01	01	04	03	03	01	01
Part. in ROTC			-.13	-14	-13	-13	-12 <sup>a</sup>	-07	-06	-06	-01	-01
Part. in Leadership Class/Program			.22	20	19	18	17	16	17	17	09 <sup>a</sup>	07

\*= significant at last step, <sup>a</sup>= significant prior to, but not at last step. Decimals omitted from Beta coefficients.  
 p ≤ .05



Those who rate themselves high on public speaking ability and drive to achieve are most likely to participate in minority student organizations. These are traits that have been traditionally associated with leadership (Brainard & Dollar, 1971; Ross & Hendry, 1957) as well as with involvement in college (A. W. Astin, 1977). Further evidence that these self-ratings are linked to leadership is the reduction of the simple correlation (from .22 to .19) associated with the variable *participated in a leadership class/program* (see variables not in equation) when the self-ratings on public speaking and drive to achieve enter the analysis at steps 1 and 2.

Intellectual self-confidence for African American students emerges in the final step as a negative predictor of joining minority student organizations in spite of the fact that its simple correlation is negligible ( $r = -.01$ ). This nonsignificant correlation becomes significant and negative when the self-ratings on public speaking and drive to achieve enter the regression equation at steps 1 and 2. This is a complicated result that requires some explanation. First, it is noteworthy to state that these three self-ratings are positively correlated with each other. This is the statistical reason why the suppressor effect takes place. Second, in interpreting this effect, it appears that African American students who seek membership in ethnic/racial student organizations have substantially lower ratings of intellectual self-confidence than would be expected given their relatively high ratings of public speaking ability and drive to achieve. Stated differently, there is a negative direct effect of intellectual self-confidence on joining minority student groups, but this effect is masked by students' relatively high assessment of their ability to speak before the public and of their level of motivation to be successful. This reciprocal effect of the suppressor variable (A. W. Astin, 1991) is further reflected in the fact that the coefficients for self-ratings on public speaking and drive to achieve both get stronger when intellectual self-confidence enters the analysis at step 3.

Why should African American students with low intellectual self-confidence join minority student groups? One possibility is that they feel that they can obtain support from other students with whom they can identify. All students, regardless of race or ethnicity, probably exhibit some doubt at initial entry to college about their ability to handle the academic demands of higher education. However, this self-doubt may be magnified for African Americans given the years of educational neglect that they have experienced as a result of racism and prejudice. Perhaps ethnic/racial student organizations are viewed by African American students as centers of support that can help them acclimate to a college's academic environment.

Gender did not emerge as a significant predictor of membership in ethnic/racial student organizations for either Chicanos or African Americans. These results suggest that both males and females tend to participate in ethnic/racial student groups at about equal rates. However, it is interesting to note that the simple correlations for gender, although not significant, were negative for Chicanos (negative = male) and positive for African Americans (positive = female).

Having high degree aspirations prior to entering college is related to involvement in an ethnic/racial student organization for African American students, but not for Chicanos. However, degree aspirations (see Table 5.6; variables not in equation) for African Americans is significant ( $\beta = .10$ ) only up until step 8, when participation in a cultural/racial awareness workshop enters the equation. In short, African American students who report aspirations to pursue higher degrees also tend to get involved in cultural/racial workshops. With respect to Chicanos, degree aspirations are eliminated from the analysis by other student input measures.

Socioeconomic status emerges as a predictor of joining ethnic/racial student organizations for Chicanos but not for African Americans. For Chicanos, both mother's and father's education are negative predictors of joining ethnic/racial student

groups (final betas =  $-.09$  and  $-.13$ , respectively). These two variables appear to represent proxies for SES, given that the significant beta for parental income (see variables not in equation) diminishes and loses significance when mother's education enters at step 2 and again at step 6 when father's education enters the regression. Thus, the results suggest that Chicano students who come from lower socioeconomic status backgrounds are more likely to join ethnic/racial student organizations, whereas Chicanos whose backgrounds reflect a higher SES are less likely to participate in these groups. This is consistent with the assertions made by other scholars that Chicano student organizations were founded by lower and working class students (Gómez-Quiñones, 1978; Muñoz, Jr., 1989). For African Americans, parental income and education do not enter the regression for predicting membership in ethnic/racial student organizations.

In comparing the regressions for the two groups, it is important to realize that, because of multicollinearity among the independent variables, minor differences or even chance differences in the coefficients for particular variables might mean that some variables may enter one regression and not the other, even though the basic relationships are very similar. And this might indeed be the case, particularly with respect to some of the variables measuring self-ratings. For example, looking at Tables 5.5 and 5.6, the same self-ratings that entered the equation for African American students but not for Chicanos had similar simple coefficients (the self-rating on drive to achieve had an identical simple correlation for both groups of  $.15$ ). There was, however, a clear difference in the effects of socioeconomic status between the groups: All of the SES measures (i.e., father's education, mother's education, parental income) in the regression for African American students had *positive* simple correlations that were statistically significant (although they lose significance when other input variables enter, they remain positive throughout the regression). In contrast, the SES measures

for Chicanos had significant negative simple correlations that remain negative and significant throughout the regression analysis.

To summarize: It appears that by far the most impressive difference between predictors of membership in ethnic/racial student organizations for African Americans and Chicanos is socioeconomic status. This is an interaction effect, in that SES is inversely related to joining minority student clubs for Chicanos but not for African Americans.

### *Environmental Characteristics*

Further examination of Table 5.5 suggests that Chicanos who attend nonsectarian four-year colleges (final beta = .09) and private universities (significant up to step 9) are more likely to join ethnic/racial student organizations. Both of these institutions emerge as positive predictors. Here, there are two possible explanations. One is that the number of Chicanos at these institutions is low; this provides the impetus for Chicanos to join ethnic/racial student organizations as a source of support in predominantly White colleges and institutions. This explanation is supported by the fact that the variable Hispanic enrollment (as well as Black enrollment) decreases when both nonsectarian and private university enter at steps 7 and 8. The other explanation is that these institutions have very strong student life programs (e.g., student life staff, residence halls, very few commuter students) that encourage student involvement. For example, prior research has established that living in a residence hall is positively related to joining student organizations and being involved in other student activities (A. W. Astin, 1973; Chickering, 1974; Kapp, 1979). Moreover, private universities and nonsectarian four-year colleges tend to have a larger number of students living in residence halls. In the present study, the variable living on campus, although it is not significant, diminishes when private university enters the equation. It is also important

to note that only the nonsectarian four-year institutions remain significant up until the last step (beta = .09).

Living on campus appears to facilitate involvement in extracurricular activities for African Americans. Evidence for this are the decreases in the sizes of the betas for participation in a leadership class or program, participation in a cultural/racial awareness program, and involvement in ROTC when living on campus enters the regression. This finding is consistent with the work of other researchers that indicates that living on campus is positively related to participation in extracurricular activities (A. W. Astin, 1973; Chickering, 1974; Feldman & Newcomb, 1969; Kapp, 1979).

In considering participation in an ethnic/racial student organization, the effect of living on campus is mediated particularly through participation in a cultural/racial awareness workshop. Thus, the beta for living on campus decreases from borderline significance (beta = .08) to nonsignificance (beta = .05) when cultural/racial workshop enters the equation at step 8.

For Chicanos, living on campus does not emerge as a predictor of participation in ethnic/racial student organizations. However, the direction of correlation is positive (simple  $r = .08$ ) and not significantly different from the coefficient for African American students. The beta coefficient is significant up to step 2, after which it decreases as other input variables enter the equation. In sum, it appears that the effect of living on campus is diminished by the strong predisposition of Chicano students to get involved in extracurricular activities.

The significant negative effect of institutional size (see Table 5.5, variables not in equation) on participation in ethnic/racial student organizations is mediated through attendance at a nonsectarian four-year college for Chicano students. The beta for institutional size (beta = -.11 at step 6) diminishes to nonsignificance at step 7 when nonsectarian four-year college enters the equation. These types of institutions are

basically small and private and have no religious affiliation. Since the coefficients for nonsectarian four-year college and size are basically the same at step 6 (except for differences in sign), there is no way to determine which of the two variables is more important. Controlling for one eliminates the effect of the other simply because they are strongly correlated.

In considering African American students, the effect of institutional size is more complex. The simple correlation for this variable ( $r = .03$ ) as well as its betas in steps 1 through 4 remain nonsignificant up until step 5 when Black college enters the regression equation. Thereafter, the betas reverse sign (from + to -) and border on significance.

African American and Chicano students who attend highly selective colleges tend to also be involved in ethnic/racial student organizations. For Chicanos, a small amount of the effect of selectivity is explained by the input biases (the betas for selectivity descend slightly as background characteristics are controlled). This may reflect a greater propensity to get involved among Chicanos who enroll at selective colleges. However, it is significant only until step 7 (when nonsectarian four-year colleges and private university enter the equation), after which institutional selectivity diminishes to nonsignificance. Once again, since there appears to be no significant difference in the coefficients for selectivity, nonsectarian four-year colleges, and private universities at step 6, the conclusion is that selectivity has a positive "effect." However, the effect disappears when the effects of nonsectarian colleges and private universities (both of which tend to be selective) are controlled.

The findings suggest that African American students are also more likely to participate in ethnic/racial student organizations if they attend selective colleges. However, this relationship is eliminated when Black college enters the equation at step

5. This may well be explained in terms of the nonexistence of this genre of student group on Black college campuses.

Chicano and African American students who enroll in institutions with low Hispanic and African American enrollments tend to get involved in ethnic/racial student organizations. The results for Chicanos suggest that the effect of low ethnic student enrollment on membership in ethnic/racial student organizations is mediated through the effect of nonsectarian four-year institutions. As stated previously, this type of college is usually small, private, and selective. The betas for both Hispanic enrollment (beta =  $-.10$ ) and Black enrollment ( $-.09$ ) are reduced to nonsignificance at step 7 when nonsectarian four-year colleges enter the analysis. In examining the effect of ethnic enrollments on involvement in minority student organizations for African Americans, both the percentage of African American students and the actual counts have an indirect effect on joining these student groups. However, this effect is eliminated after Black colleges enters the regression at step 5.

A peer environment characterized by social activism appears to influence Chicano students to join ethnic/racial student organizations. This type of environment, which comprises many students who express a desire to influence social values and help others who are in difficulty, is common at nonsectarian four-year colleges and private universities (the beta for Peer Mean: Social Activism decreases when both of these types of colleges enter the analysis). In the end, however, this peer effect appears to be mediated through participation in a cultural/racial awareness workshop (step 10). Some caution has to be exercised when interpreting this as a "mediating" effect, given that the direction of causation may, indeed, be the reverse of what is suggested in the table. That is, it is just as plausible to argue that Chicanos who join a minority student organization may, thereby, increase their chances of participating in a cultural/racial awareness workshop as it is to argue that the workshop leads them to membership in

these groups. If the direction of causation is, indeed, the reverse of what the regression implies, then a heightened sense of social activism among peers has a *direct* effect on Chicano student involvement in ethnic/racial student groups.

With respect to African American students, the results (Table 5.6)--as already stated--suggest that ethnic/racial student groups may not exist at Black colleges (final beta = -.26). This is understandable, given that the felt need for African American student organizations at institutions heavily populated with African American students is probably less than at predominantly White institutions. This is not to suggest that social or political clubs do not exist at Black colleges. Rather, the suggestion is that such organizations are less likely to be specifically designated as "ethnic" organizations at Black, as compared to nonblack, colleges.

Attending a public four-year college also reduces the African American student's chances of joining a ethnic/racial student organization (the betas for public four-year college are significant up until step 8 when participation in campus protests enters the equation). The main reason for this result may be that public four-year institutions enroll large numbers of commuter and part-time students, who are less impacted by student life. The same may be true for two-year institutions.

*Racial Conflict, Emphasis on Diversity, and Membership in Ethnic/Racial Student Groups.* Two environmental variables that were especially important for the present study were the amount of perceived racial conflict and the emphasis placed on diversity at a college or university. The specific interest here was to examine the possible influence of racial conflict and emphasis on diversity on joining ethnic/racial student organizations. With respect to racial conflict on a campus, it was hypothesized that high racial conflict on a campus would lead to involvement in minority student



groups. No hypothesis was formulated about the amount of emphasis placed on diversity.

To examine these relationships, data from the 1989-90 Higher Education Research Institute's Faculty Survey (A. W. Astin, Korn, & Dey, 1991) were used. This data set consists of the responses of 35,478 full-time college faculty at approximately 400 institutions across the nation. The survey was designed to assess several aspects faculty member's experiences and their perceptions of the institutional climate. Based on the responses of faculty members to items addressing the ability of different students to get along, the amount of racial conflict on campus, and the trust (or lack thereof) between minorities and campus administrators, a racial conflict factor was developed (A. W. Astin, in press). In addition, a factor assessing the emphasis placed on diversity by an institution was created. This factor consisted of the faculty's perception of the institution's commitment to increasing the number of minority and women faculty and students as well as to creating a multicultural environment. From these two factors, means for each institution were developed and matched with the institutions in the 1991 Follow-Up Survey of the Class of 1987. Thus, in the end, the means captured the amount of racial conflict and commitment to the goal of diversity as perceived by faculty members at each participating institution.

Next, to examine the influence of these two environmental variables on joining ethnic/racial student organizations, the means were placed in a regression equation among the block of environmental variables. The analysis was conducted separately from the regressions described on Tables 5.5 and 5.6 because using the means for racial conflict and the institutional goal of diversity led to a substantial loss of cases. Many of the institutions in the 1991 FUS do not overlap with the 1989-90 Faculty Survey, which resulted in lost cases.

Tables D.1 and D.3 in Appendix D present the results of the analysis described above. The findings provide weak evidence that the amount of racial conflict at a particular institution, as perceived by faculty members, is related to joining ethnic/racial student groups. It is interesting to note that, for Chicanos (Table D.1), the betas initially suggest that there is no relationship between racial conflict and involvement in minority student groups. However, at step 6 when public university enters the regression equation, the beta for racial conflict increases from  $-.01$  to borderline significance (beta =  $.09$ ). Apparently, the variable public university masks the effect of racial conflict.

For African Americans (Table D.3), the effects of racial conflict on involvement in minority student organizations continue even after the background characteristics are controlled. However, these effects are eliminated at step 3 when Black college enters the analysis. In the end, the relationship between the amount of racial conflict and joining a minority student group is positive. However, the effect is very weak.

In considering the effect of an institution's commitment to diversity, the results suggest that there is no effect on joining ethnic/racial student organizations for either Black or Chicano students.

### *College Experiences*

Both African American and Chicano students who participate in cultural/racial awareness workshops (Tables 5.5 and 5.6) also tend to be involved in ethnic/racial student organizations (betas =  $.38$  and  $.37$ , respectively). This college activity emerges as strong correlate of membership in minority student groups. Certainly this is consistent with the nature of ethnic/racial student organizations, many of which are dedicated to fighting discrimination and to trying to make institutions more responsive to the needs of minority students. For the two groups, participation in a cultural/racial

awareness program has both direct and indirect effects on involvement in minority student groups. The indirect effect is mediated by participation in campus protests and demonstrations. Once again, it is important to acknowledge that the direction of any possible causal relationship here is uncertain. That is, it is difficult to discern whether engaging in a protest and attending cultural/racial workshops both lead to membership in minority student organizations or vice-a-versa. What can be concluded is that there is a substantial relationship between these college activities and participation in ethnic/racial student organizations and that causation may work in either (or both) direction.

### Leadership Development

The results of the regression analysis examining the impact of membership in an ethnic/racial student organization on the outcome of leadership development are presented in Tables 5.7 (Chicanos) and 5.8 (African Americans). To restate: The dependent variable used was self-rating on leadership ability after four years of college.

#### *Background Characteristics*

With respect to student background characteristics, there is great similarity in the predictors of leadership development among African American and Chicano students. The pretest (self-rating on leadership prior to entering college) is the largest significant predictor for both groups (beta = .30 for Chicanos and .32 for African Americans). Thereafter, leadership-related variables emerge as background predictors of leadership development for both groups. These are self-ratings on public speaking ability, drive to achieve, and social self-confidence. Stated a different way, African American and Chicano students who have a positive self-concept at entry tend to rate themselves high on leadership ability after four years of college.

**Table 5.7**  
**Regression of Leadership Development on Student Background Characteristics, Institutional Characteristics, and College Experiences (N = 565 Chicanos)**

Variable name	Chicano Students														
	Step	Mult. Simp.		Betas at each step											
		R	r	1	2	3	4	5	6	7	8	9	10	11	12
<b>Pretest</b>															
Self-Rating: Leadership 1987	1	.5560	.56	56	42	39	35	35	35	32	32	31	31	30	30*
<b>BACKGROUND CHARACTERISTICS</b>															
Self-Rating: Public Speaking	2	.5790	.48	21	21	18	17	16	16	13	14	14	14	15	15*
Chances: Elect. Stud. Club	3	.5914	.36	16	13	13	13	11	11	11	11	10	09*	07	07
Self-Rating: Drive to Achieve	4	.5989	.35	13	12	11	11	11	10	10	11	11	11	09	08*
# Hrs. Volunteer Work	5	.6040	.17	11	10	08	08	08	09	08	08	08	08*	04	04
Gender: Male	6	.6096	-.14	-08	-08	-08	-08	-08	-08	-08	-08	-08	-07	-06	-07*
Self-Confidence (Social)	7	.6142	.38	15	10	10	09	09	09	09	09	09	10	10	11*
<b>ENVIRONMENTAL CHARACTERISTICS</b>															
Protestant 4 Yr. College	8	.6189	.08	07	08	07	08	08	08	08	08	07	07*	06	05
Hispanic Enrollment (Percent)	9	.6237	-.07	-07	-08	-07	-08	-08	-08	-09	-08	-08	-08	-08	-07*
Peer Mean: Outside Work	10	.6280	-.16	-11	-10	-10	-09	-09	-08	-08	-08	-08	-08*	-06	-06
<b>COLLEGE EXPERIENCES</b>															
Part. in Leadership Class	11	.6551	.29	23	23	22	21	20	20	20	20	20	19	19	19*
Joined Fraternity/Sorority	12	.6590	.17	12	12	11	10	10	10	11	10	09	09	07	07*
<b>VARIABLES NOT IN EQUATION</b>															
Part. Ethnic/Racial Club			.16	09	09	07*	06	05	05	05	05	05	05	02	03
Public 2 Yr. College			.01	01	00	00	00	01	01	01	01	02	02	02	02
Catholic 4 Yr. College			-.04	-00	-01	-00	01	00	00	00	01	-00	-00	00	01
Part in Cult/Racial Workshop			.21	14	13	11	10	10	10	10	10	09	09*	04	04
College GPA			.07	-00	-02	-02	-02	-03	-02	-01	-01	-02	-01	-03	-03
Part. in ROTC			.07	09	09	08	08	08	07	07	07	07*	06	03	03
High School GPA			.13	01	01	00	-03	-03	-02	-01	-01	-02	-03	-04	-04
Living on Campus			.10	04	05	04	03	02	01	03	02	00	00	-02	-02
Degree Aspirations in 1987			.06	-01	-02	-03	-05	-05	-05	-04	-04	-04	-05	-04	-04
Parental Income			.11	04	02	02	01	02	01	01	01	01	00	01	00
Father's Education			.12	05	03	03	02	02	02	02	03	02	01	01	-00
Mother's Education			.07	01	-00	00	00	00	00	00	01	-00	-01	-00	-01
President 1 + Student Clubs			.30	12	10	08*	07	06	06	06	07	06	05	05	05
Edited a School Publication			.01	-03	-04	-04	-04	-04	-03	-02	-02	-02	-02	-03	-03
Self-Rating: Acad. Ability			.21	03	01	01	-03	-03	-03	-03	-03	-03	-04	-04	-04
Self-Confidence (Intellectual)			.34	12*	07	07	05	06	04	01	01	00	00	00	00
Political Orientation in 1987			-.03	-02	-02	-01	-00	-01	-01	-00	-01	-01	-00	-01	00
Chances: Elect To Honor Soc			.17	05	03	-00	-03	-03	-03	-03	-02	-03	-03	-04	-04
Chances: Part Campus Protest			.08	03	02	-01	-00	-01	-00	01	01	01	01	-00	00
# Hrs. in Student Clubs			.19	05	04	00	00	-02	-01	-00	-01	-00	-01	-03	-03
Public University			-.08	-08	-08	-07	-07	-07	-07	-08*	-06	-06	-05	-04	-04
Public 4 Yr. College			-.00	02	02	02	02	03	02	02	03	03	03	00	-01
Private University			.11	05	05	04	04	04	04	04	05	05	04	05	05
Nonsectarian 4 Yr. College			-.02	00	00	-01	-02	-01	-02	-01	00	-00	-01	-01	-01
Hispanic Enrollment			-.03	-08	-09	-07	-08	-08	-07	-09	-07*	-05	-05	-04	-04
Size of Institution			-.02	-08	-08	-06	-07	-07	-06	-07*	-05	-04	-04	-03	-03
Part. in Campus Protests			.13	10	08	07	07*	06	06	07	07	07	07	04	05

\*= significant at last step, a= significant prior to, but not at last step. Decimals omitted from Beta coefficients.

p ≤ .05

In considering gender, both Chicano and African American male students are more likely than their female counterparts to rate themselves high on leadership ability after four years of college. Performing volunteer work and expecting to get elected to a student office while in college are also positive predictors of self-rated leadership ability. This is consistent with prior research suggesting that involvement in high school activities is related to leadership in college (A. W. Astin, 1971; H. S. Astin & Leland, 1991).

### *Environmental Characteristics*

After background characteristics are controlled, enrolling in a Protestant four-year college has a positive effect on leadership for Chicanos (betas are significant up until step 10 when participation in a leadership class enters the equation). On the other hand, attending an institution with large numbers of peers working outside the college tends to decrease Chicanos' self-rating on leadership ability (betas are negative for these variables). It appears that having many peers who work outside the university creates a climate that discourages their integration into and involvement in college. This, in turn, translates into missed opportunities for leadership development.

The concept of noninvolvement may also help to explain the negative effect of attending a two-year college on the self-rating of leadership among African Americans. It is well documented that community colleges have weak student life programs, in part because of the types of students that they serve: commuters and part-time students (A. W. Astin, 1985). Catholic four-year institutions, on the other hand, may have a positive effect on the development of leadership for African Americans (final beta = .08) for the opposite reason.

**Table 5.8**  
**Regression of Leadership Development on Student Background Characteristics, Institutional Characteristics, and College Experiences (N = 427 African Americans)**

Variable name	African American Students												
	Step	Mult. R	Simp. r	Betas at each step									
				1	2	3	4	5	6	7	8	9	10
<b>PRETEST</b>													
Self-Rating: Leadership 1987	1	.4793	.48	48	39	37	34	33	34	33	32	32	32*
<b>BACKGROUND CHARACTERISTICS</b>													
Self-Rating: Public Speaking	2	.5006	.38	17	17	16	15	14	13	11	10 <sup>a</sup>	09	09
Gender: Female	3	.5130	-.21	-12	-11	-11	-12	-12	-13	-14	-13	-13	-12*
Self-Rating: Drive to Achieve	4	.5230	.29	12	11	11	11	11	12	11	10	08	09*
<b>ENVIRONMENTAL CHARACTERISTICS</b>													
Public 2 Yr. College	5	.5316	-.14	-10	-09	-10	-10	-10	-09	-09	-10	-09	-08*
Catholic 4 Yr. College	6	.5382	.06	08	06	08	09	09	09	07	07	08	08*
<b>COLLEGE EXPERIENCES</b>													
Part. Cult/Racial Workshop	7	.5623	.24	18	17	18	17	17	17	17	14	13	15*
Part. Leadership Class/Program	8	.5753	.25	18	17	17	16	16	16	13	13	12	12*
College GPA	9	.5853	.23	16	14	14	13	12	12	12	11	11	12*
Participated in ROTC	10	.5941	.07	08	08	07	08	08	09	11	10	10	10*
<b>VARIABLES NOT IN EQUATION</b>													
Part. Ethnic/Racial Club			.15	10	09	10	09	09 <sup>a</sup>	08	01	-01	-01	-00
Chances: Elect Student Club			.25	09	06	06	05	05	05	04	03	03	02
# Hrs. Volunteer Work			.15	07	07	07	06	06	06	04	04	04	04
Self-Confidence (Social)			.26	06	03	04	02	03	02	00	02	03	03
Protestant 4 Yr. College			.06	03	02	02	02	02	02	02	01	00	01
Hispanic Enrollment (Percent)			-.02	-02	-03	-02	-02	-02	-05	-04	-04	-05	-04
Peer Mean: Outside Work			-.11	-09	-09	-08	-07	-06	-08	-09 <sup>a</sup>	-07	-07	-08
Part. in Fraternity/Sorority			.07	05	03	04	04	04	04	03	02	01	01
High School GPA			.15	04	03	05	03	02	02	01	-00	-05	-04
Living on Campus			.06	06	05	04	04	03	04	02	01	01	01
Degree Aspirations in 1987			.13	06	05	06	04	04	05	03	02	01	01
Parental Income			.11	06	05	04	04	03	03	02	03	02	03
Father's Education			.15	06	04	03	02	03	03	02	02	01	02
Mother's Education			.14	07	06	05	04	04	04	03	03	02	03
President 1 + Student Clubs			.14	03	03	03	03	03	03	03	03	03	02
Edited a School Publication			.02	-02	-02	-01	-02	-02	-02	-01	-02	-03	-02
Self-Rating: Acad. Ability			.18	06	05	04	01	00	01	-01	-02	-05	-04
Self-Confidence (Intellectual)			.27	06	02	02	-02	-02	-02	-02	00	00	00
Chances: Elect To Honor Soc			.17	04	03	03	00	-00	00	-02	-02	-02	-02
Chances: Part Campus Protest			.10	01	-01	00	00	00	-00	-02	-01	-02	-02
# Hrs. in Student Clubs			.19	07	05	06	06	06	06	05	04	04	04
Public University			-.03	-05	-05	-06	-05	-06	-05	-06	-06	-06	-05
Public 4 Yr. College			-.08	00	01	01	00	-01	01	03	02	02	01
Private University			.11	06	05	04	04	04	05	03	04	04	04
Black College			-.03	-03	-02	-02	-02	-04	-02	00	00	-01	-02
Institutional Selectivity			.11	08	07	07	06	07	06	04	04	04	06
Black Enrollment (Percent)			-.05	-03	-02	-02	-03	-04	-02	00	-00	-01	-03
Black Enrollment			-.06	00	01	01	00	-01	01	03	02	01	-00
Size of Institution			-.05	-05	-06	-07	-07	-07	-06	-07	-07	-07	-06
Peer Mean: Intellectual Self-Esteem			.23	11	10	09 <sup>a</sup>	08	06	08	06	06	06	07

\*= significant at last step, <sup>a</sup>= significant prior to, but not at last step. Decimals omitted from Beta coefficients.  
 p ≤ .05

Another interesting variable that had a negative effect on self-rated leadership ability is the percentage of Hispanic student enrollment. At first glance, this may seem to be a paradoxical finding. However, on closer inspection, there may well be a plausible explanation. Chicanos who are enrolled in institutions with relatively few Chicano or Latino classmates may be more likely to participate in leadership development activities for at least two reasons. First, these students may feel a greater responsibility to make their presence felt on campus because of their relatively small numbers. Many of the Chicano student organizations that were founded during the 1960s and early 1970s began with small numbers of students who felt a need to organize in order to make colleges more accessible to Chicanos (Muñoz, 1989). Second, because of their smaller numbers, Chicano students may be called more often by campus personnel to assume leadership positions. A similar phenomenon occurs when there are very small numbers of minority faculty on a campus. That is, they are heavily recruited to represent the minority community by serving on a multiplicity of committees and taskforces (A. W. Astin, Treviño, & Wingard, 1991).

### *College Experiences*

In considering the effect of the main variable of interest, participation in an ethnic/racial student group, it was found that membership in these organizations has no significant effect on self-rating on leadership for African American students. It appears that students who rate themselves high on leadership prior to entering college also tend to participate in ethnic/racial student organizations. The betas for membership in minority student organizations (see Tables 5.7 and 5.8, variables not in equation for both Chicanos and African Americans) diminish as the pretest and the other leadership-related variables enter the regression analysis. Thus, as already noted, there appears to be some self-selection with respect to membership in ethnic/racial student organizations

in that students who rate their leadership-related qualities favorably are also likely to join these groups. For Chicanos (Table 5.7), the beta for membership in these groups is initially significant, but diminishes to nonsignificance (see variables not in equation) before all of the background variables enter the regression analysis. This suggests that the leadership predisposition that particular Chicanos bring to the college setting has a stronger effect on leadership development than does involvement in ethnic/racial student organizations.

Regarding African American students, the effect of involvement in ethnic/racial student organizations on self-rated leadership ability is significant after inputs are controlled; however, it is mediated primarily by participation in a cultural/racial awareness workshop (the beta for ethnic/racial student groups decreases to nonsignificance from .08 to .01). For both Chicanos and African Americans, participation in a formal leadership class or program exerts a strong effect on the leadership self-ratings. When this variable enters the equation, most of the betas for background characteristics shrink.

Finally, having good grades in college and participating in ROTC emerge as predictors of self-rated leadership for African Americans (final betas = .12 and .10, respectively). By definition, ROTC is designed to enhance leadership, and prior research has established a positive connection between leadership and college GPA (H. S. Astin & Kent, 1983; Harville, 1969). Being involved in a fraternity or sorority also contributes positively to leadership development for Chicanos (final beta = .07).

### Retention

The analyses examining the influence of involvement in ethnic/racial student groups on retention are presented in Tables 5.9 (Chicanos) and 5.10 (African Americans). As stated earlier, a very strict definition of retention was employed in this



Table 5.9  
Regression of Retention on Student Background Characteristics, Institutional  
Characteristics, and College Experiences (N = 517 Chicano Students)

Variable name	Chicano Students			Betas at each step					
	Step	Mult. R	Simp. r	1	2	3	4	5	6
<b>BACKGROUND CHARACTERISTICS</b>									
High School GPA	1	.1616	.16	16	14	13	09	10*	04
Self-Confidence (Intellectual)	2	.1860	.13	10	10	09	10	09*	08
Degree Aspirations in 1987	3	.2045	.11	09	09	09*	06	06	08
<b>ENVIRONMENTAL CHARACTERISTICS</b>									
Public University	4	.3255	-.28	-26	-26	-26	-26	-19	-19*
Black Enrollment	5	.3471	-.24	-24	-23	-23	-14	-14	-13*
<b>COLLEGE EXPERIENCES</b>									
College GPA	6	.3903	.23	20	20	21	19	19	19*
<b>VARIABLES NOT IN EQUATION</b>									
Part. in Ethnic/Racial Student Club			.08	08	08	07	05	04	04
Chances: Drop Out Permanently			-.07	-06	-06	-05	-06	-07	-08
Self-Rating: Drive to Achieve			.10	06	03	02	03	04	03
Father's Education			.04	03	02	02	00	-01	-02
Self-Rating: Leadership Ability			.08	05	02	01	01	02	01
Peer Mean: Permissiveness			-.00	01	00	-01	06	06	05
Enrolled: Women's Studies Class			.06	06	06	06	07	07	06
Gender: Female			.05	05	07	07	10	09	08
Parental Income			.00	-00	-02	-02	-02	-02	-03
Mother's Education			.05	05	04	03	02	01	00
Self-Rating: Academic Ability			.09	02	-03	-04	-03	-03	-06
Self-Rating: Public Speaking			.07	05	01	00	00	01	-01
Self-Confidence (Social)			.06	06	01	01	04	04	05
Public 4 Yr. College			-.03	-02	-01	-01	-07	-06	-07
Private University			.16	13	13	12	-01	03	05
Black College			-.01	-01	-02	-02	-04	-02	-01
Living On Campus			.14	12	11	11*	07	08	07
Nonsectarian 4 Yr. College			.11	11	12	11*	02	00	-01
Catholic 4 Yr. College			.04	06	06	06	01	-01	-01
Protestant 4 Yr. College			.10	10	10	10*	05	03	03
Institutional Selectivity			.12	08	07	06	03	04	05
Hispanic Enrollment (Percent)			-.08	-08	-08	-08*	-04	-03	-02
Hispanic Enrollment			-.23	-23	-24	-24	-12*	-06	-03
Black Enrollment (Percent)			-.06	-07	-07	-06	-12	-07	-06
Size of Institution			-.26	-26	-27	-27	-17*	-09	-05
Peer Mean: Intellectual Self-Esteem			.07	01	-01	-02	-05	-01	03
Peer Mean: Social Activism			.07	06	05	04	03	01	01
Peer Mean: Materialism/Status			-.10	-08	-08	-07	01	03	03
Peer Mean: Artistic Inclination			-.05	04	04	03	01	01	-00
Peer Mean: Outside Work			-.06	-04	-03	-03	00	02	-00
Peer Mean: Scientific Orientation			-.05	-08	-10	-10	-03	-03	-01
Part. in Honors Program			.20	18	17	16	13	12*	09
Enrolled in Ethnic Studies Course			.06	07	07	06	06	06	05

\*= significant at last step, <sup>a</sup>= significant prior to, but not at last step. Decimals omitted from Beta coefficients.  
p < .05

analysis. Specifically, only those students who received their bachelor's degree in four years were considered to be retained (Dey & Astin, 1989).

### *Background Characteristics*

Interestingly, the expectation of dropping out of college (pretest) does not emerge as a predictor of retention for either Chicanos or African Americans. For Chicanos, the beta coefficients for this variable (although not significant) are negatively related to attaining a bachelor's degree (see Table 5.9, variables not in equation). Not surprisingly, high school GPA, intellectual self-confidence, and degree aspirations emerge as background predictors of attaining a bachelor's degree for Chicanos. These factors have been found by other researchers to influence the retention of students (A. W. Astin, 1975; A. W. Astin, 1982; H. S. Astin & Burciaga, 1981; Nettles, Thoeny, & Gosman, 1986). In the end, however, these background influences are eliminated by college GPA at step 6. In other words, the reason why students with good grades in high school, high degree aspirations, and strong intellectual self-confidence are more likely to obtain a bachelor's degree is because these qualities appear to enhance students' academic performance in college. College GPA, in turn, enhances retention. In the jargon of path analysis, we would say that these input characteristics have "indirect" effects on retention, the effects being mediated by college GPA.

With respect to African Americans (Table 5.10), self-ratings on drive to achieve and leadership ability are positively related to attaining a bachelor's degree (final betas = .11 and .12, respectively). Intellectual self-confidence, however, behaves very differently in the African American regression than in the Chicano regression. Although this variable has a positive effect on retention for Chicanos, it has a negative effect on the retention of African American students. The interpretation of this negative

Table 5.10  
 Regression of Retention on Student Background Characteristics, Institutional  
 Characteristics, and College Experiences (N = 371 African American Students)

African American Students										
Variable name	Step	Mult. R	Simp. r	Betas at each step						
				1	2	3	4	5	6	7
<b>BACKGROUND CHARACTERISTICS</b>										
Self-Rating: Drive to Achieve	1	.1606	.16	16	14	19	16	16	12	11*
Father's Education	2	.1955	.14	11	11	13	11*	10	08	08
Self-Confidence (Intellectual)	3	.2216	-.01	-09	-12	-12	-17	-17	-16	-16*
Self-Rating: Leadership Ability	4	.2505	.14	10	07	14	14	14	12	12*
<b>ENVIRONMENTAL CHARACTERISTICS</b>										
Peer Mean: Permissiveness	5	.2704	.12	11	10	10	10	10	10*	07
<b>COLLEGE EXPERIENCES</b>										
College GPA	6	.3692	.29	27	27	27	26	26	26	25*
Enrolled: Women's Studies Class	7	.3851	.16	15	14	14	14	12	11	11*
<b>VARIABLES NOT IN EQUATION</b>										
Part. in Ethnic/Racial Student Club			.14	12	11	10*	09	08	07	06
Chances: Drop Out Permanently			-.01	00	02	01	00	-00	02	03
High School GPA			.14	11*	10	10	09	08	-00	-01
Living On Campus			-.02	-04	-05	-05	-05	-04	-05	-05
Public University			-.07	-07	-08	-07	-07	-09	-08	-08
Black Enrollment			-.06	-06	-05	-05	-03	-01	-02	01
Gender: Females			.00	01	03	02	04	04	04	02
Degree Aspirations in 1987			-.01	-04	-05	-04	-05	-05	-06	-06
Parental Income			.09	08	03	03	02	02	01	01
Mother's Education			.08	06	-01	00	00	-01	-03	-03
Self-Rating: Academic Ability			.15	11	08	11*	10	10	04	04
Self-Rating: Public Speaking			.11	08	06	11	07	07	04	04
Self-Confidence (Social)			.07	02	02	10	06	06	09	08
Public 4 Yr. University			-.08	-07	-06	-06	-04	-02	-01	02
Private University			.07	07	06	06	05	03	03	01
Black College			-.04	-05	-04	-04	-04	-00	-03	-00
Nonsectarian 4 Yr. College			.08	06	05	05	04	02	02	-00
Catholic 4 Yr. College			-.00	00	00	01	01	04	04	03
Protestant 4 Yr. College			.04	04	04	04	03	02	00	01
Women's College			.09	08	06	06	05	04	03	-00
Institutional Selectivity			.12	11*	09	09	09	05	07	05
Hispanic Enrollment (Percent)			-.00	-02	-02	-02	-02	-03	-03	-05
Hispanic Enrollment			-.06	-08	-08	-07	-07	-10	-10	-11
Black Enrollment (Percent)			-.08	-08	-07	-07	-06	-04	-05	-02
Size of Institution			-.07	-07	-07	-07	-06	-08	-08	-08
Peer Mean: Intellectual Self-Esteem			.11	09	06	06	04	03	01	-00
Peer Mean: Social Activism			.03	02	02	02	00	02	-01	-01
Peer Mean: Materialism & Status			-.08	-09	-08	-07	-07	-04	-05	-03
Peer Mean: Artist Inclination			.13	13	11	11	10*	06	06	03
Peer Mean: Outside Work			-.10	-09	-07	-07	-08	-10	-10	-10
Peer Mean: Scientific Orientation			-.01	-03	-05	-04	-04	-04	-05	-05
Part in an Honors Program			.06	04	03	03	02	03	-05	-06
Enrolled in Ethnic Studies Course			.11	10	09	09	06	05	02	-02

\*= significant at last step, <sup>a</sup>= significant prior to, but not at last step. Decimals omitted from Beta coefficients.  
 p ≤ .05

effect is complicated by the fact that the simple correlation is nonsignificant. It is interesting to note that this self-rating on intellectual confidence behaves in the same fashion as it did in the regression examining predictors of joining ethnic/racial student organizations. That is, this nonsignificant variable becomes significant after two other self-ratings enter the regression equation.

Thus, it appears that, for African American students, self-concept in general operates differently from intellectual self-confidence. In the present analysis, the results suggest that African American students whose ratings of intellectual self-confidence are higher than average have a greater chance of dropping out once the effects of drive to achieve and leadership ability are taken into account. These results are similar to those reported by A. W. Astin (1990) in his report *The Black Undergraduate*. In that study, African American students were found to have higher social self-confidence (which includes leadership ability) than White students but lower intellectual self-confidence. In other words, for African American students there is a substantial gap between interpersonal and intellectual self-confidence. And, although it is not possible to know just why self-confidence affects retention in this manner, the fact that it operates in this unusual fashion for both retention and for involvement in ethnic/racial student organizations suggests that this is a fertile area for future research on African American students.

Father's education contributes positively to the attainment of a bachelor's degree for African American students. However, this variable is reduced to nonsignificance when college GPA enters the analysis. Thus, it appears that father's education (also a proxy for SES) has a positive influence on the graduation of African American students, but the effect is mediated through college GPA.

### *Environmental Characteristics*

Attending a public university (Table 5.9) reduces the Chicano student's chances of graduating from college in four years (final beta = -.19). This result is similar to the findings of other researchers who have found that public universities and colleges have lower rates of retention than one would expect from the characteristics of their entering students (A. W. Astin, 1975; Pascarella & Terenzini; Trent & Medsker, 1968). One explanation for this result is that public institutions have poor student life environments that fail to get students integrated into college; integration into college, in turn, is an important determinant of retention (Tinto, 1975). Another explanation is that public universities and colleges have less student-faculty contact, a factor that also impacts retention (A. W. Astin, 1977).

That Black enrollment enters the regression analysis for Chicanos is a somewhat puzzling finding (Table 5.9). It is possible that Black enrollment is a proxy for another variable such as size of institution. Evidence for this is provided at step 5 when the coefficient for size of institution decreases (see Table 5.9, variables not in equation) after Black enrollment enters the equation.

In considering African American students (Table 5.10), the only environmental variable that entered the regression analysis as a positive predictor is the peer measure, Permissiveness. At first glance, this finding suggests that college environments where students believe that marijuana should be legalized, that abortion should be legal, and that people should live together before deciding to get married enhance students' attainment of a bachelor's degree. However, the meaning of this peer effect becomes more ambiguous when the coefficients for two other peer variables, institutional selectivity and artistic inclination, are reviewed. At step 4, the betas for these two peer measures are not significantly different from the beta for permissiveness. When permissiveness enters the regression, the betas for the other two variables become

nonsignificant. Thus, at this point final judgement is reserved regarding which peer mean or other institutional characteristic is more important, simply because there is no basis for choosing among the coefficients at step 4. Clearly, this represents a fertile area for future research on retention.

### *College Experiences*

Involvement in an ethnic/racial student organization does not emerge as a statistically significant predictor of retention for either Chicanos or African Americans (see Tables 5.9 and 5.10, variables not in equation). For Chicanos, participation in these groups is significantly correlated (simple correlation = .14) with attainment of a bachelor's degree in four years. However, membership in minority student organizations does not contribute directly to the prediction of retention for Chicanos once background characteristics, such as high school GPA and intellectual self-confidence, are controlled.

Participation in an ethnic/racial student organization appears to have a stronger connection to retention for African Americans. The beta for membership in a minority student organization among African Americans remains significant up until step 5 when the environmental variable Permissiveness enters the equation. Nevertheless, in the end, participation in a minority student group does not emerge as a statistically significant predictor of retention.

To summarize: While participation in ethnic/racial student organizations is positively related to retention for both Chicanos and African Americans (and remains positive throughout the regression), these coefficients are significant only for African Americans and are reduced to borderline significance when the final input variables enter the regression equation. Thus, while it may be that membership in these organizations proves to have a statistically significant effect on retention with larger

samples, the current study does not provide clear evidence of a positive effect on retention. This also suggests that, if it does prove to have an effect in a larger sample, the effect would be a relatively weak one.

### **Social Identity Theory Factors and Involvement in Chicano Student Organizations**

Table 5.11 presents the results of the regression analysis involving Social Identity Theory and participation in Chicano student organizations. This analysis used a special, national sample of Chicano students who were asked to indicate whether or not they were members of a Chicano student organization and to respond to a variety of questions related to Social Identity Theory. For this analysis, variables that emerged as predictors of participation in ethnic/racial student organizations in the first part of this study (see Table 5.5) were placed into a regression equation together with the Social Identity factors, Sense of Group Belonging, Awareness of Discrimination, and Student Activism. To restate, these three factors were allowed to enter the regression only after background characteristics, environmental variables, and college experiences were controlled in order to examine how much, and in which direction, they might contribute to the dependent variable, membership in Chicano student organizations. Following Social Identity Theory, it was hypothesized that the three factors would be positively related to membership in a Chicano student organization.

As expected, the student background characteristics, environmental variables, and college experiences that entered the equation in this new sample are similar to the variables that earlier predicted participation in ethnic/racial student organizations (see Table 5.5). In brief, the results are: SES is a negative predictor of joining a Chicano student organization; members of Chicano student groups have a propensity to be student activists prior to entering college; and participation in workshops that address

Table 5.11  
 Regression of Participation in a Chicano Student Organization on Student Background Characteristics, Institutional Characteristics, College Experiences, and Social Identity Factors  
 (N = 399 Chicano Students)

Variable name	Step	Chicano Students								
		Mult. R	Simp. r	Betas at each step						
				1	2	3	4	5	6	7
<b>BACKGROUND CHARACTERISTICS</b>										
Father's Education	1	.1906	-.19	-19	-19	-21	-21	-23	-23	-18*
Chances: Part. in Campus Protests	2	.2611	.18	18	18	16	15	13*	05	02
Self-Rating: Academic Ability	3	.2815	.09	13	11	11	11	11*	07	07
# Hrs. Volunteer Work	4	.2974	.11	12	10	10	10	10*	06	05
<b>ENVIRONMENTAL CHARACTERISTICS</b>										
Nonsectarian 4 Yr. College	5	.3226	.12	14	12	12	13	13	12	11*
<b>COLLEGE EXPERIENCES</b>										
Part. in Cult/Racial Workshop	6	.4503	.37	38	35	35	34	33	33	28*
<b>SOCIAL IDENTITY FACTORS</b>										
Sense of Group Belonging	7	.5046	.37	34	32	32	31	31	24	24*
<b>VARIABLES NOT IN EQUATION</b>										
SIT Factor: Awareness of Discrimination			.25	23	20	20	19	19	13*	07
SIT Factor: Student Activism			.21	20	16	17	16	17	10*	03
Mother's Education			-.13	-03	-03	-03	-03	-03	-02	01
Chances: Elect. to Student Club			.09	11*	07	06	04	05	01	02
Private University			.03	03	03	02	01	04	01	03
Peer Mean: Social Activism			.10	10*	07	06	04	03	-04	-07
Part: in Campus Protests			.24	25	21	21	20	19*	10	04

\*= significant at last step, <sup>a</sup>= significant prior to, but not at last step. Decimals omitted from Beta coefficients.  
 p ≤ .05



cultural or racial issues is a strong predictor of involvement in a Chicano student organization.

With respect to the three SIT factors, Sense of Group Belonging emerges as a strong correlate of participation in a Chicano student organization even after student background characteristics, environmental characteristics, and college experiences are controlled. This variable also mediates the effects of Awareness of Discrimination and Student Activism on membership in Chicano student groups. Although the other two factors, Student Activism ( $r = .21$ ) and Awareness of Discrimination ( $r = .25$ ), registered significant simple correlations and significant partial betas throughout the regression equation, their significant effects were reduced to nonsignificance when Sense of Group Belonging entered the analysis at the last step. This means that the effect of being a student activist and having an awareness of discrimination on joining a Chicano/Latino student organization is fully accounted for by having a sense of group belonging. Moreover, given that the beta for Sense of Group Belonging is significantly larger than the betas for the other two factors (beta = .24 versus .13 and .10) just prior to step 7, it appears that the Awareness of Discrimination and Student Activism cannot serve simply as replacements for Sense of Group Belonging. Stated differently, the two factors appear to be superfluous in as far as involvement in Chicano student organizations is concerned, and whatever they contribute to the dependent variable is covered fully by Sense of Group Belonging. (The redundancy of the three constructs is no doubt due to the high intercorrelations among the three factors.)

It is important to note here, once again, that it is difficult to discern the actual direction of causation when it comes to Sense of Group Belonging. That is, it is possible that Chicano students who possess a high sense of group belonging would be more likely to join Chicano student organizations. But, on the other hand, it is also possible that being a member of a Chicano student group may help to reinforce one's

sense of wanting to belong to the group of people called Chicanos. Nevertheless, there is some evidence in Table 5.11 that suggests that the direction of causation is from membership in Chicano student organizations to Sense of Group Belonging. The clue here is that controlling for students' predisposition (background characteristics) to join Chicano student organizations reduces the beta for Sense of Group Belonging from .37 to only .31. Sense of Group Belonging, in other words, loses only a small portion of its predictive power when input variables are controlled. If the decrease had been larger, then it could be argued that a predisposition to join Chicano student organizations is a major factor in Sense of Group Belonging. However, the fact that the betas for Sense of Group Belonging remain large suggests that causation may act the other way, that is, that participation in a Chicano student group may actually enhance a student's sense of group belonging.

Thus, without adequate pretests for the SIT factors and without knowledge of when students joined Chicano student organizations, it is difficult to unambiguously infer impact on membership in Chicano student organizations. What can be inferred is that SIT factors and involvement in Chicano student organizations are systematically related in the expected way.

### Discussion

In this study, several hypotheses about participation in ethnic/racial student organizations and the impact of these groups on the educational outcomes of leadership and retention were tested. In addition, hypotheses dictated by Social Identity Theory about why Chicano students participate in Chicano/Latino student organizations were examined. In this section, these hypotheses are discussed in light of the relevant findings.

**Hypothesis 1:**

**Students who participate in ethnic/racial student organizations, compared to those who do not join, will more likely be male, have high educational aspirations, come from lower socioeconomic backgrounds, have participated in high school out-of-class activities, and be politically liberal.**

The results of the present study failed to support the hypothesis that men are more likely to seek membership in ethnic/racial student organizations. The findings suggest, instead, that gender is not a predictor of joining these groups. That is, both Chicano and African American male and female students participate in these organizations at about the same rate. This is in direct contrast to findings in the literature suggesting that more men than women participate in extracurricular activities (Kapp, 1979; Thompson, 1989).

Having high degree aspirations has an indirect effect on membership in ethnic/racial student organizations for African American students but not for Chicanos. With respect to African Americans, the effect of degree aspirations is mediated through involvement in a cultural/racial awareness workshop. This supports the findings of other researchers suggesting that high degree aspirations is related to involvement in college (A. W. Astin, 1977; Tinto, 1975). This also supports Tinto's (1975) Theory of Academic and Social Integration, which posits that having a commitment to the goal of obtaining an education leads to greater social and academic integration. Additionally, Nettles, Thoeny, and Gosman (1986) asserted that educational aspirations play a key role in the college experience of African American students, especially in predicting their academic success. In the end, the hypothesis that degree aspirations would predict involvement in ethnic/racial student organizations was supported for African Americans but not for Chicanos.

In considering socioeconomic status, it was hypothesized that both Chicano and African American students who become involved in ethnic/racial student groups would come from lower SES backgrounds. Somewhat surprisingly, this hypothesis was supported for the Chicano students but not for the African American students. The results indicate that there may be a class effect operating for Chicanos in relation to joining ethnic/racial student groups. However, for African American students membership is represented across all levels of socioeconomic status, and, if anything, higher SES students are more inclined to join (the relationship just failed to reach statistical significance).

The expectation that students who were involved in high school activities would also be involved in ethnic/racial student organizations in college was demonstrated for Chicano students, but not for African American students. It appears that Chicano students who were involved in volunteer activities in high school and demonstrated a propensity for activism become members of ethnic/racial student organizations. For African Americans, however, involvement in high school activities did not emerge as a predictor of membership in minority student groups.

Political orientation did not emerge as a predictor for either group. Thus, the hypothesis that members of ethnic/racial student organizations tend to be politically liberal was not supported.

#### **Hypothesis 2:**

**Chicano and African American students who live in residence halls, attend small, highly selective colleges, enroll in institutions with high enrollments by ethnicity, and enroll in colleges with negative racial climates will be most likely to participate in ethnic/racial student organizations.**

The hypothesis that living on campus would contribute positively to the prediction of joining an ethnic/racial student organization was supported for African American students but not for Chicanos. The finding suggests that African American students who live in residence halls or have other on-campus living arrangements tend to get involved in out-of-class activities such as cultural/racial workshops, campus protests, and leadership development programs. These findings support the work of other researchers who found that living on campus is related to participation in extracurricular activities (A. W. Astin, 1973; Chickering, 1974; Feldman & Newcomb, 1969; Kapp, 1979).

For Chicanos, on the other hand, most of their involvement in college activities is explained by the strong disposition, prior to entering college, to become involved. This effect is so strong that living on campus does not appear to be an important predictor of joining ethnic/racial student organizations.

Chicanos who attend small institutions tend to get involved in ethnic/racial student organizations. Thus, the hypothesis that attending a small institution leads to involvement in ethnic/racial student organizations was supported for Chicanos. However, it is important to note that the effect of size was mediated by nonsectarian four-year colleges. In the end, it was difficult to determine which of the two variables was more important in predicting involvement in these groups. For African Americans, the effect of size on participation in ethnic/racial student organizations was ambiguous.

The hypothesis that Chicano and African American students who enroll in highly selective colleges are more likely to get involved in ethnic/racial student groups was also supported by the results of this study. However, once again, nonsectarian four-year colleges and private universities emerged as mediators of the effect of selectivity.

Chicano and African American students who enroll in institutions with low ethnic/racial student enrollment tend to participate in minority student groups. Thus, the hypothesis that Chicanos and African American students who attend institutions with high enrollments by ethnicity will tend to seek membership in ethnic/racial student groups was not supported.

The hypothesis that negative racial climates would be positively related to participation in ethnic/racial student organizations was not supported by the findings of this study. However, it is important to note that the present study employed a measure of the racial climate consisting of perceptions by faculty members. Perhaps the results would have been different if student perceptions of racial climate, such as those developed by Hurtado (1990), had been used. In her study, she found a positive relationship between the amount of racial conflict at an institution and involvement in oppositional activities by minority students.

#### Hypothesis 3:

Membership in ethnic/racial student organizations will enhance leadership ability among Chicano and African American students.

The present study found weak evidence to support the hypothesis that involvement in an ethnic/racial student organization has a positive effect on leadership development for Chicano and African American students. Most of the variance in leadership after four years of college can be explained by the variance in students' ratings of leadership-related qualities prior to entering college. It was found, however, that the students who rate themselves high on leadership prior to college also tend to become members of ethnic/racial student organizations. Moreover, they are also prone to become involved in leadership development activities. Thus, it appears that membership in ethnic/racial student organizations does not, in and of itself, enhance

leadership. Rather, it seems to serve merely as a vehicle for the involvement of leadership-prone members in leadership development activities.

**Hypothesis 4:**

**Joining ethnic/racial student organizations will enhance Chicano and African American students' chances of graduating from college.**

The results of the present study yielded weak evidence that ethnic/racial student organizations contribute positively to Chicano and African American students' chances of graduating in four years. The effect, however, seemed to be stronger for African American students than for Chicanos. At the very least, it appears that the relationship between membership in these groups and retention is positive. Stated a different way, the findings suggest that, although minority student organizations may not enhance the retention of minority students, they at least do not cause students to drop out.

**Hypothesis 5:**

**Compared to their counterparts who do not join, Chicano students who are involved in Chicano/Latino student organizations will be more likely to perceive social inequalities (e.g., Whites are financially better-off; have easier access to colleges and universities, jobs, and scholarships) as unfair and, consequently, join these *groups* to actively challenge the system and change those inequalities. Conversely, Chicano students who are not involved in Chicano/Latino student organizations will tend to perceive social inequalities as fair and, consequently, will act as *individuals* to change the unequal condition.**

The findings of the present study support the hypothesis generated by Social Identity Theory regarding the conditions that lead individuals to join groups.

Specifically, the results indicate that there is a positive relationship between the Social Identity Theory factors (Awareness of Discrimination, Student Activism, and Sense of Group Belonging) and participation in Chicano student organizations. Stated differently, Chicano students who join Chicano student groups tend to attribute the unequal status of Chicanos to discrimination, engage in activities designed to challenge the status quo, and express a desire to identify and associate with the group of people called Chicanos. On the other hand, Chicano students who do not participate in Chicano student organizations are less likely to attribute inequalities to discrimination, challenge the system, and have a sense of group loyalty and belonging.



## CHAPTER VI

### SUMMARY AND CONCLUSIONS

The focus of this study has been on participation by Chicano and African American students in ethnic/racial student organizations. Specifically, it has examined predictors of membership in this type of organization, the impact of these organizations on leadership development and retention, and the adequacy of Social Identity Theory to explain why some students join Chicano student organizations and others do not. In this chapter, the approach to the study is reviewed, the findings are summarized, and the implications for theory and practice are discussed.

#### Review of the Study

Ethnic/racial student organizations represent one avenue for involvement in college for both Chicano and African American students. These organizations were founded on many college campuses during the last twenty to twenty-five years. Despite their long tenure within higher education, little is known about these groups, the students who join them, and the role that they play in the college experience of minority students. The purpose of this study, as outlined in chapter 1, was to contribute to our knowledge about ethnic/racial student organizations. Specifically, the study was directed at answering four broad research questions: What are the background characteristics of students who participate in ethnic/racial student groups? Do environmental characteristics of colleges predict membership in these student groups? What is the impact of participation in ethnic/racial student organizations on the outcomes of leadership and retention? And, why do some students join ethnic/racial student organizations, whereas others do not?

To address these research questions, the study was first placed in the theoretical contexts of student involvement, academic and social integration, and social identity. This was accomplished in chapter 2 via a discussion of A. W. Astin's (1984) Theory of Student Involvement, Tinto's (1975) Theory of Academic and Social Integration, and Social Identity Theory (Tajfel, 1978; Turner, 1975).

In chapter 3, a review of the literature on student organizations, minority student groups, student involvement, leadership development, retention, and Social Identity Theory was presented. The purpose of the review was to familiarize the reader with what is known (and not known) about these topics. Also, the literature review served as a guide for the methodological portion of the study.

The focus of chapter 4 was on describing the design of the study. Data were obtained from the Higher Education Research Institute's 1991 Follow-Up Survey of the Class of 1987. The analyses were carried out in three parts. First, regression analysis was employed to examine predictors of membership in ethnic/racial student organizations for both Chicanos and African Americans. Second, the impact of minority student groups on the outcomes of leadership and retention was explored. A dummy variable reflecting membership in these groups was placed in a regression equation to examine its effects on leadership development and retention. Separate regressions were run for Chicano and African American students. The final analysis centered on the regression of participation in Chicano student organizations on three factors related to Social Identity Theory. Measures of these three factors were developed in a preliminary study using data from a special sample of Chicano students.

In chapter 5, the results of the study were presented, beginning with predictors of participation in ethnic/racial student organizations and followed by the impact of joining student organizations on the outcomes of leadership and retention. Next, the results of the analysis using constructs from Social Identity Theory were presented.

### Summary of the Findings

Before summarizing the major findings of this study, it is important to note that ethnic/racial student organizations are alive and well on many college campuses. The results of this study indicate that close to 40 percent of the Chicano and African American students who responded to the 1991 Follow-Up Survey of the Class of 1987 participated in an ethnic/racial student organization. This is substantially more than the 17 percent that Rooney (1985) found in her single-institution study. The fact that there was 40 percent involvement in minority student groups suggests that these organizations continue to be important to Chicano and African American students.<sup>1</sup> Moreover, the existence of these groups speaks to the importance of ethnicity, volunteerism, and student activism during a time when many college students have been more interested in making money and seeking status and prestige than in addressing social issues (Dey, Astin, & Korn, 1991).

In the remainder of this section, summaries of the findings that address each of the four major research questions are presented. In order to clarify some of the findings, I interviewed small number of Chicano and African American students at UCLA. Their perspectives are presented in this section where appropriate.

#### *What are the background characteristics of students who join ethnic/racial student organizations?*

Using the findings on background characteristics to paint a picture of the "typical" member of a Chicano student organization, we find that this student is equally

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<sup>1</sup> Recently, I attended a MEChA statewide conference held at UCLA, and there were MEChA chapters representing high schools, community colleges, four-year colleges, and universities from San Diego, California to Seattle, Washington.

likely to be male or female, conducts volunteer work while in high school, has a propensity to be a student activist prior to entering college, and has a positive view of his or her ability to handle academic work. That many Chicano high school students during the late 1980s had a propensity to be student activists was a surprising finding, given the tendencies for today's students in general to be more interested in pursuing financial and materialistic goals. On the other hand, many of the seminal activities that gave birth to the Chicano Movement took place on high school campuses (such as the student strikes in East Los Angeles and Denver, Colorado). As Muñoz (1989) wrote:

The nature of these concerns and the momentum built up among Mexican American students--both in high school and on college campuses--broke the ideological bonds that characteristically keep student organizations, and students in general, from questioning authority and the status quo. Membership grew as those organizations and their leaders became protagonists in struggles for change in Mexican American communities. (p. 65)

Thus, one possible explanation for the precollege tendency by Chicano students to be activists is the continuing influence of the legacy of the Chicano Movement. The presence of high school students and their MEChA chapters at a recent statewide conference<sup>1</sup> supports this explanation. One Chicana who was interviewed confirmed the above finding, but qualified the result by suggesting that student activism in high school by Chicanos is tied more to a positive sense of ethnic identity and pride in heritage and less to radical action (such as participating in protests and demonstrations).

That these high school students tend to get involved in ethnic/racial student organizations suggests that there is some self-selection by Chicanos that takes place in relation to membership in ethnic/racial student organizations. That is, student activists are attracted to activist organizations. As members of these organizations, the typical Chicana or Chicano participates in campus protests and attends workshops that address

cultural or racial issues. Here, however, there is ambiguity about whether the actual participation by these students in campus demonstrations and other political activities leads them to seek membership in ethnic/racial student groups or whether membership leads to activism. Future research should focus on clarifying this ambiguity by determining chronologically which came first. Once this is done, the activity that occurs first in the college experience of students can be used to predict the subsequent activity.

The typical member of a Chicano student group also tends to come from a lower socioeconomic background. His or her parents are more likely to have low incomes and fewer years of formal education. This finding suggests that, when considering membership in Chicano student organizations, there appears to be a class effect. Other scholars have uncovered similar findings, especially when investigating the origins of Chicano student groups. For example, both Juan Gómez-Quiñones (1990) and Carlos Muñoz, Jr. (1989) have indicated that many of the Chicanos who entered colleges in the 1960s and early 1970s were lower and working class youth who saw the contradictions of the American social, economic, and legal system. Specifically, they realized that Chicanos and other minorities were not treated fairly and, consequently, did not enjoy many of the benefits extended to other groups. As a result, these students organized Chicano student groups to address these contradictions and change the oppressed condition of Chicanos. That SES is inversely related to participation in a Chicano student organization suggests that this variable may influence membership in these groups differentially from other types of involvement. For example, A. W. Astin (1977) reported that having highly educated and affluent parents predicts involvement in student government. Likewise, Kapp (1979) found that mother's education is a positive predictor of membership in sororities.

In the 1990s, however, we find that Chicano students come from a broader range of socioeconomic backgrounds. On the one hand, there are college students whose parents benefitted in many respects from the changes that took place during the civil rights era. Their standard of living rose, and they began to enjoy many of the social and economic benefits of the American system. On the other hand, many of today's Chicano college students continue to come from working or lower class backgrounds. And it appears that these are the very same students who are most likely to continue to contribute to the membership of Chicano student organizations. This finding was unanimously supported by the Chicana and Chicano students interviewed in conjunction with this study. The students spoke about the ease in recruiting Chicano students from low, as opposed to high, SES backgrounds into Chicano student organizations.

African American students, in contrast, reflect a different set of background characteristics. According to the findings, the "typical" African American student who joins an ethnic/racial student group is equally likely to be male or female, tends to rate himself or herself high on leadership-related traits (such as public speaking ability and drive to achieve), and is likely to have low confidence in his or her intellectual ability. If anything, those who join tend to come from higher SES backgrounds than their African American classmates who do not join.

This combination of background characteristics for African American students is somewhat puzzling. On the one hand, those African American students who are most inclined to join minority student groups enter colleges and universities with a positive self-view regarding their leadership skills and abilities. On the other hand, these same students report that they are not as confident when it comes to handling academic work. At closer inspection, this phenomenon may speak to the magnification for African American students of the academic self-doubt that probably all students face

when entering college. If so, it is possible that these students join African American student organizations, in part, to receive academic and social support while they learn how to manipulate the college environment. These results are similar to those reported by A. W. Astin (1990) indicating that there is a gap between the high social self-confidence (including positive ratings on leadership) and lower intellectual self-confidence of African American undergraduates. One African American student interviewed about the findings suggested that the combination of self-ratings described above were meaningful to her. She clarified that African Americans come from a great oral tradition, with ministers and the church continuing that legacy. With respect to intellectual self-confidence, she spoke about the impact of educational neglect (e.g., inferior schools, cutbacks in educational programs, racist teachers) that African American students experience prior to entering college. Clearly, this is an area that will require the attention of researchers in the future.

*Do the environmental characteristics of colleges predict participation in minority student groups?*

In his theory of involvement, A. W. Astin (1984) defined involvement as the "amount of physical and psychological energy that the student devotes to the academic experience" (p. 297). Research indicates that, in addition to student background characteristics, certain aspects of college environments such as size and residence halls can affect the amount of energy that students put into their college experience. That is, some college environments encourage involvement in both academic and extracurricular activities, whereas others discourage involvement or have no effect.

The findings of this study support involvement theory in that particular characteristics of colleges and universities appear to influence Chicano and African American students' involvement in ethnic/racial student organizations. Specifically, the

results indicate that attending small, nonsectarian four-year colleges enhances involvement in minority student groups among Chicanos. Furthermore, living in a residence hall emerged as a predictor of joining these groups for African American students. Finally, attending a public four-year college tends to discourage African Americans from joining minority student organizations.

Consistent with involvement theory, the environments of small colleges, with their strong student life programs (including residence hall programs), appear to increase the amount of time and energy that Chicano and African American students put into their college experience. Some of this energy is expended on involvement in ethnic/racial student organizations. In contrast, public four-year colleges, with their large numbers of commuter and part-time students, have weaker student life environments; in this type of environments, Chicano and African American students tend to invest smaller amounts of physical and psychological energy. Stated differently, these environments discourage minority students from getting involved in minority student organizations as well as in other extracurricular activities. Other researchers such as Chickering (1978), Kapp (1979), Feldman and Newcomb (1969), and Kuh and his colleagues (1991) have reported similar findings.

The amount of racial conflict on campus as perceived by faculty members did not emerge as a predictor of membership in ethnic/racial student organizations. This brings up the possibility that the perceptions of the racial climate by faculty are different from those held by students. Future research should focus on developing and testing student measures of racial conflict (for example, see Hurtado, 1990) and its relationship to involvement in minority student groups.



*What is the impact of participation in ethnic/racial student organizations on the outcomes of leadership and retention?*

The results of this study suggest that ethnic/racial student organizations do not, in and of themselves, contribute to the development of leadership as measured by students' self-ratings on leadership abilities after four years of college (the evidence for African Americans is marginally positive, but the effect is indirect). However, it does appear that there is a relationship between membership in these groups and participation in formal leadership development activities (i.e., participation in a leadership class or program, involvement in a cultural/racial workshop). More specifically, it appears that Chicano and African American students who get involved in leadership development activities are also more likely to participate in ethnic/racial student organizations. In sum, the findings suggest that minority student organizations do not directly contribute to students' self-rating on leadership ability after four years of college, but that they may encourage or facilitate the involvement of students in classes or programs designed to enhance leadership.

The fact that no evidence was found to support the hypothesis that these groups directly impact the development of leadership was quite surprising. Clearly, many of the activities sponsored and organized by minority student groups (e.g., cultural awareness days, protests and demonstrations, recruitment and retention programs) require leadership skills. However, the answer to this unexpected finding may be related to students' background characteristics. That is, because Chicano and African American students who join minority student organizations enter college already rating themselves favorably on their leadership abilities and leadership-related traits, ethnic/racial student groups may contribute little beyond this to their self-view on leadership.

Another answer may lie in the way members of Chicano and African American student groups define leadership. Perhaps the activities sponsored by minority student organizations are perceived by students primarily as service to the community (volunteer work) and not necessarily as "leadership" activities. It has been only recently that scholars of leadership have begun to widen the concept of leadership to include volunteer work and community service.

Another possible explanation is that these organizations, to a large extent, do not sponsor leadership development activities. It had been my experience as a student personnel worker that student life programs sometimes ghettoize these organizations by relegating them to the "Office of Minority Affairs" and ignoring their leadership development potential. Often, these offices are themselves underfunded, understaffed, and too overworked to address the leadership needs of minority student organizations. Not all such programs, of course, conform to the portrait described above. A notable exception are the many MEChA programs throughout the state of California. These organizations, which have been around since the early 1960s, are strong, sophisticated student groups that sponsor their own leadership development activities (such as retreats and conferences).

In the present study, the impact of membership in ethnic/racial student organizations on retention was also investigated. Here, the study produced weak evidence that involvement in these organizations may influence students to remain in college. That is, involvement in ethnic/racial student groups is a positive, but not significant, predictor of attainment of a bachelor's degree in four years for both Chicanos and African Americans. While some have argued that these organizations can alienate their members from the institution and, thereby, reduce the retention of students, it is important to point out that no evidence was found to support that argument.

*Why do some students join ethnic/racial student organizations, and others do not?*

The final part of the present study consisted of a more in depth examination of ethnic/racial student organizations and the students who join them by using Social Identity Theory as the guiding framework. Three constructs derived from this theory-- Awareness of Discrimination, Student Activism, and Sense of Group Belonging--were used to investigate why some Chicano students become involved in Chicano/Latino student groups and others do not.

The present findings revealed clear differences in the psychological and behavioral orientations of Chicano students who do and do not become members of Chicano student organizations. More specifically, it appears that Chicanos who join these groups, compared to Chicano nonmembers, are more likely to believe that the inequalities that exist between Whites and Chicanos are the result of discrimination. They are also more likely to be student activists, to be willing to fight against discriminatory acts and inequalities, and to have a high sense of group belonging. That is, instead of disassociating themselves from the reference group Chicanos, they express a desire to be part of and associate with this group. In contrast, Chicano students who do not participate in these groups are more likely to perceive the unequal status of Chicanos as just, choosing instead to succeed through individual (rather than group) efforts and to disassociate themselves from Chicanos.

The findings also indicate that, when examining how much these constructs contribute to the prediction of joining a Chicano student organization, any effects of having an awareness of discrimination or being a student activist are accounted for by having a sense of group belonging. Stated differently, it appears that wanting to belong to and associate with the group of people called Chicanos carries with it the awareness that inequalities exist in society and the willingness to fight to change those unequal conditions.

These results, then, add to the picture of the typical member of a Chicano student organization described earlier in this chapter. In addition to coming from lower socioeconomic backgrounds, conducting volunteer work while in high school, having a propensity to be a student activist prior to entering college, having a positive academic self-view, and getting involved in campus protests and cultural/racial workshops while in college, members of Chicano student groups also share the psychological and behavioral orientations described above.

And, as stated previously, it is important to emphasize that the direction of causation cannot be known with clarity since the student's knowledge that he or she is already a member of a Chicano student organization may well have influenced responses to the special questionnaire. Future research should focus on investigating whether having an awareness of discrimination, a sense of group belonging, and a willingness to fight against the system leads students to join ethnic/racial student organizations, whether membership in these organizations influences these attitudes, or whether both types of effects operate. In addition, future research should be directed at examining other student populations as well as other constructs of Social Identity Theory such as "redefinition of group characteristics" or "intragroup comparison."

When asked about these findings, Chicano students who were interviewed as a part of this study agreed with the results. That is, they felt that constructs from Social Identity Theory supported their observations about Chicano students who participate in Chicano student groups as well as those who do not. However, there was considerable disagreement over which came first: membership in a Chicano organization or the perceptions captured by the SIT factors. Examples were given to support each argument. One Chicana spoke of students who are not conscious of their ethnic identity prior to entering college, but discover it after joining Chicano student organizations. (These students are referred to as "Born Again Chicanos.") In the

process of discovering their identity, these students become angry because they begin to feel that the system has robbed them of their heritage. And, according to one interviewee, Born Again Chicanos try to compensate for their perceived loss by exaggerating their ethnic characteristics and displaying symbols that reflect that ethnicity. Another student argued that constructs such as Awareness of Discrimination and a Sense of Group Belonging are developed prior to joining Chicano student organizations. He stated that many of his friends had joined Chicano/Latino student groups because of their experiences while growing up in inner city barrios, where they saw the detrimental effects of discrimination. He added that they were seeking to change those conditions by joining other Chicanos and challenging the system.

From a larger theoretical perspective, the findings suggest that Chicano students who participate in Chicano student organizations may join these groups to pursue a positive social identity. These students may attribute the inequalities that exist between Whites and Chicanos to discrimination and, consequently, opt to participate in Chicano student groups to challenge those inequalities. This would certainly explain the activities of Chicano student organizations such as demanding Chicano studies departments, protesting against racist acts, recruiting new students, and demanding that colleges and universities recruit more Chicano faculty and staff.

Conversely, the results of this study imply that Chicano students who do not join Chicano student groups may attribute the unequal conditions between Whites and Chicanos to personal failings and lack of hard work on the part of Chicanos. As a result, these students may be pursuing a positive social identity by not identifying strongly with Chicanos and, instead, pursuing an individualistic strategy. According to Social Identity Theory, these very same students may not see a need for joining groups to challenge the system because they believe that individual hard work, not activism, is the means to changing inequalities in society.

### Implications for Theory and Practice

What might the results of the present study mean for theory and practice? With respect to theory, the findings contribute to the body of knowledge on involvement and student development. We have now identified at least some of the entry characteristics of Chicanos and African Americans that predispose them to become members of ethnic/racial student organizations and which, therefore, need to be controlled in future investigations of these groups. The results of this study suggest that the development of many Chicano and African American students may be tied to socioeconomic status, activism, ethnicity, self-concept, and orientation to community service. These variables should also be kept in mind for possible research on student development theories as they relate to minority students.

Additionally, the present findings have implications for involvement theory (A. W. Astin, 1984). Specifically, the results support the basic propositions of this paradigm and, thereby, expands its applicability to Chicano and African American students and ethnic/racial student organizations. This was particularly true when we examined the environmental variables that emerged as predictors of involvement in ethnic/racial student organizations. Several of the environmental characteristics, that the theory posits as significantly impacting student involvement (such as size, type of college and living in a residence hall) were found to predict membership in minority student groups in the expected ways.

Participation in an ethnic/racial student group was found to contribute indirectly leadership development. Although this relationship was weak, it also supports A. W. Astin's (1984) theoretical framework; that is this particular form of involvement appears to be positively related to the outcome of leadership. The present findings also offer partial support of Tinto's (1985) Theory of Academic and Social Integration. There were weak positive effects from participation in ethnic/racial student groups (a

form of social integration) on the retention of students. However, the fact that student activism--which is often directed at campus administrations--was also found to be related to membership in minority student organizations suggests that membership in such organizations may represent a different form of "integration" into college that is not covered by Tinto's theoretical framework. Hurtado (1990) raised this same question in her work on campus racial climates. Specifically, she proposed that Tinto's model fails to address the oppositional activities of minority students as a possible form of integration into college. Clearly, this represents a new area for future research.

Finally, in addressing theoretical implications, Social Identity Theory appears to offer a promising framework for understanding the experiences of Chicano, and possibly other minority, students for at least two reasons. First, it is important to note that the constructs associated with this theory were clearly identified in the national sample of Chicanos used for this study. Second, these same constructs were found to be systematically related to involvement in Chicano student organizations. In sum, this theoretical framework, which seeks to describe intergroup relations within a context of inequality, appears to offer a viable perspective for gaining new knowledge about the development and involvement of Chicano students. Future research should focus on examining other constructs associated with Social Identity Theory (e.g., redefinition of group characteristics, group absorption) as well as on investigating its applicability to other minority groups.

In the area of practice, the results of this study clarify some of the confusion about the role of ethnic/racial student groups in the experiences of minority students. This new knowledge adds to our understanding of who gets involved in these groups. This is the first step in helping student personnel workers and college administrators understand these groups so they can better serve them. Often, these groups are marginalized within colleges and universities because they engage in activities directed

at changing the institution and addressing inequalities and discrimination. However, student activists who are political and involved are tomorrow's citizens who will go into society and strive to make it more egalitarian. These are also the volunteers of tomorrow who care about providing service to their communities. These are all points of departure that student personnel workers can use to promote the development of Chicano and African American students.

The findings of this study also have implications for ethnic/racial student organizations in relation to leadership development and retention. Minority student organizations clearly attract students with leadership potential, but their contribution to that potential is either nonexistent or weak, at best. The same can be said for their contribution to student retention. These organizations need assistance in systematically addressing the leadership development and retention of their members. Many of these organizations have already embraced leadership development and retention as goals and simply need the help of student affairs workers in designing mechanisms to accomplish their objectives.

My interviews and other informal contacts with students of color suggest that an excellent example of what can happen when ethnic/racial student organizations get empowered to address some of these issues is UCLA's student retention programs. The Campus Retention Committee reviews proposals for funding student-owned and operated retention programs. A specific example of one of these programs is MEChA's CALMECAC. Established in 1988, this program is staffed by paid students and includes a counseling center, a study hall, and many seminars designed to empower students and to help them complete college. At the present time, this program services about 1,000 Chicano/Latino students. UCLA's African Student Union also has a similar project underway that targets African American students. This program has approximately 20 paid students who administer services to help keep students in



college. Assuming that ongoing evaluation studies demonstrate the programs' efficacy in retaining students, these models could be duplicated at other campuses to supplement their retention efforts.

#### Limitations of the Study

In this study, different types of minority student organizations are subsumed under the general rubric of ethnic/racial student organizations. That is, professional student groups such as the Latino Business Society and the Society of Black Student Engineers are analyzed together with the more political and cultural groups such as MEChA and the Black Student Union. Moreover, some cross-cultural organizations that include a mixture of all races may also be included with the organizations above. Thus, the study is limited in that it assumes that these organizations are similar and can be analyzed as one group.

A second limitation of the study is the lack of pretests for the Social Identity Theory constructs. Although it can be argued that the methodology included a pretest for Student Activism, the constructs of Sense of Group Belonging and Awareness of Discrimination were not pretested. This shortcoming made it difficult to study the impact of the college experience on these outcomes and to determine whether these orientations are causes or consequences of membership in ethnic/racial student organizations (or both). Such information is important because it would have provided evidence about the role of college environments in inducing (or not inducing) a sense of group belonging or an awareness of discrimination.

The portion of the study using Social Identity Theory is also limited due to the lack of control groups comprising members of other racial/ethnic groups. Comparison groups are always desirable because they allow the researchers to determine if phenomena found in a certain population can be generalized to other populations.

Given that the background predictors of group membership were somewhat different for Chicanos and African Americans, a question remains as to how well Social Identity Theory applies to African Americans. Thus, the findings from this part of the study provide few clues as to whether the relationship between the SIT constructs and membership in Chicano student organizations exist only among the Chicano student population or whether similar relationships would be found in other groups (e.g., White or African American students).

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**APPENDIX A**  
**Scoring of Variables**

**Scoring of Variables from 1987 Freshman Information Survey (SIF)  
and the 1991 Follow-Up Survey (FUS)**

**Dependent Variables**

***Participation in ethnic/racial student organizations (FUS 91):***

(1 = no, 2 = yes)

***Self-rating on leadership compared with average person of similar age (FUS 91):***

(1 = lowest 10%, 2 = below average, 3 = average, 4 = above average,  
5 = highest 10%)

***Highest degree earned as of June 1991 (FUS 91):***

(1 = none, 2 = vocational certification, 3 = associate degree, 4 = bachelor's  
degree, 5 = masters degree, 6 = doctorate, 7 = medical, 8 = law, 9 = divinity,  
1- = other)

***Participation in a Chicano/Latino student organization (FUS 91):***

(1 = no, 2 = yes)

**Pretests**

***Self-rating on leadership compared with average person of similar age (SIF 87):***

(1 = lowest 10%, 2 = below average, 3 = average, 4 = above average,  
5 = highest 10%)

***Best guess that student will drop out permanently (SIF 87):***

(1 = no chance, 2 = very little chance, 3 = some chance, 4 = very good chance)

**Background Characteristics**

***Gender (SIF 87):***

(1 = male, 2 = female)

***Degree aspirations (SIF 87):***

(1 = none, 2 = vocational certification, 3 = associate degree, 4 = bachelors  
degree, 5 = graduate degree)

***Socioeconomic status***

***Parental income (SIF 87):***

(1 = less than \$6,000, 2 = \$6,000 - \$9,999, 3 = \$10,000 - \$14,999,  
4 = \$15,000 - \$19,999, 5 = \$20,000 - \$24,999, 6 = \$25,000 - \$29,999,  
7 = \$30,000 - \$34,999, 8 = \$35,000 - \$39,999, 9 = \$40,000 - \$49,999,  
10 = \$50,000 - \$59,999, 11 = \$60,000 - \$74,999,  
12 = \$75,000 - \$99,999, 13 = \$100,000 - \$149,999,  
14 = \$150,000 or more)

***Parents' education (SIF 87):***

(1 = grammar school or less, 2 = some high school, 3 = high school graduate, 4 = post secondary school other than college, 5 = some college, 6 = college graduate, 7 = some graduate school, 8 = graduate degree)

**High School Characteristics and Activities**

***Elected president of one or more high school student organizations (SIF 87):***

(1 = not at all, 2 = occasionally, 3 = frequently)

***Edited a high school magazine (SIF 87):***

(1 = not at all, 2 = occasionally, 3 = frequently)

***Self-view***

Self-rating compared to average person of similar age on:

***Academic ability (SIF 87):***

(1 = lowest 10%, 2 = below average, 3 = average, 4 = above average, 5 = highest 10%)

***Drive to achieve (SIF 87):***

(1 = lowest 10%, 2 = below average, 3 = average, 4 = above average, 5 = highest 10%)

***Public speaking ability (SIF 87):***

(1 = lowest 10%, 2 = below average, 3 = average, 4 = above average, 5 = highest 10%)

***Social self-confidence (SIF 87):***

(1 = lowest 10%, 2 = below average, 3 = average, 4 = above average, 5 = highest 10%)

***Intellectual self-confidence (SIF 87):***

(1 = lowest 10%, 2 = below average, 3 = average, 4 = above average, 5 = highest 10%)

**Propensity to Participate in Leadership Activities and Student Organizations**

***Best guess that student will be elected to student office (SIF 87):***

(1 = no chance, 2 = very little chance, 3 = some chance, 4 = very good chance)

***Best guess that student will be elected to honor society (SIF 87):***

(1 = no chance, 2 = very little chance, 3 = some chance, 4 = very good chance)

***Best guess that student will participate in student protests (SIF 87):***

(1 = no chance, 2 = very little chance, 3 = some chance, 4 = very good chance)

***Number of hours spent in high school clubs or student organizations (SIF 87):***

(1 = none, 2 = less than one, 3 = one - two, 4 = three - five, 5 = six - ten, 6 = eleven - fifteen, 7 = sixteen - twenty, 8 = over twenty)

***Number of hours spent performing volunteer work (SIF 87):***

(1 = none, 2 = less than one, 3 = one - two, 4 = three - five, 5 = six - ten, 6 = eleven - fifteen, 7 = sixteen - twenty, 8 = over twenty)

***Political orientation:***

(1 = far right, 2 = conservative, 3 = middle of the road, 4 = liberal, 5 = far left)

## College Environmental Characteristics

### *Living on campus:*

(1 = off campus, 2 = on campus)

### *Type of college:*

Public university

(1 = else, 2 = Public University)

Public four-year college

(1 = else, 2 = Public Four-Year College)

Public two-year college

(1 = else, 2 = Public Two-Year College)

Private university

(1 = else, 2 = Private University)

Private two-year college

(1 = else, 2 = Private Two-Year College)

Protestant four-year college

(1 = else, 2 = Protestant Four-Year College)

Black college

(1 = else, 2 = Black College)

Nonsectarian four-year college

(1 = else, 2 = Nonsectarian Four-Year College)

Men's college

(1 = else, 2 = Men's College)

Women's college

(1 = else, 2 = Women's College)

Coeducational college

(1 = else, 2 = Coeducational College)

Catholic four-year college

(1 = else, 2 = Catholic Four-Year College)

### *Size:*

Full-time enrollment of graduate and undergraduate students

### *Institutional selectivity*

SAT scores

### *Enrollment by ethnicity (HEGIS/IPEDS):*

Hispanic enrollment

Full-time enrollment of Hispanic undergraduate students

Hispanic enrollment (percent)

Full-time enrollment of Hispanic undergraduate students/total full-time undergraduate enrollment \* 100

Black enrollment

Full-time enrollment of Black undergraduate students

Black enrollment (percent)

Full-time enrollment of Black undergraduate students/total full-time undergraduate enrollment \* 100

***Faculty mean: Perceptions of campus racial conflict*** (A. W. Astin, in press)

Students from different backgrounds get along well  
There is a lot of racial conflict on this campus  
There is little trust between minorities and campus administrators

***Faculty mean: Emphasis on diversity*** (A. W. Astin, in press)

Institutional goal: Increase the number of minority faculty  
Institutional goal: Increase the number of minority students  
Institutional goal: Create a diverse multicultural environment  
Institutional goal: Increase the number of women faculty  
Institutional goal: Develop an appreciation for multiculturalism

***Peer factors*** (A. W. Astin, in press)

**Factor I: Intellectual Self-Esteem**

Academic ability (self-rating)  
Public speaking ability (self-rating)  
Drive to achieve (self-rating)  
Leadership ability (self-rating)  
Intellectual self-confidence (self-rating)  
Writing ability (self-rating)  
Be elected to an academic honor society (expectation)  
Mathematical ability (self-rating)

**Factor II: Permissiveness**

A couple should live together for some time before deciding to get married (attitude)  
If two people really like each other, it's alright for them to have sex even if they've known each other for only a very short time (attitude)  
Marijuana should be legalized (attitude)  
Attended a religious service (behavior)  
Divorce laws should be liberalized (attitude)  
Abortion should be legalized (attitude)

**Factor III: Altruism and Social Activism**

Participating in a community action program (life goal)  
Promoting racial understanding (life goal)  
Influencing social values (life goal)  
Helping others who are in difficulty (life goal)  
Becoming involved in programs to clean up the environment (life goal)

**Factor IV: Materialism and Status**

Being well off financially (life goal)  
To be able to make more money (reason for college)  
Being successful in my own business (life goal)  
Becoming an authority in my field (life goal)  
Obtaining recognition from my colleagues for contributions to my special field (life goals)  
Having administrative responsibility for the work of others (life goal)

**Factor V: Feminism**

Women should receive the same salary and opportunities for advancement as men in comparable positions (attitude)

The activities of married women are best confined to the home and family (attitude)

To meet new and interesting people (reason for college)

**Factor VI: Artistic Inclination**

Artist (including performer) (career choice)

Creating artistic work (painting, sculpture, decorating, etc.) (life goal)

Artistic ability (self-rating)

Becoming accomplished in one of the performing arts (life goal)

**Factor VII: Outside Work**

Get a job to help pay for college expenses (expectation)

Have to work at an outside job during college (expectation)

**Factor VIII: Scientific Orientation**

Scientific researcher (career choice)

College teacher (career choice)

Make a theoretical contribution to science (life goal)

**Intermediate Outcomes**

***College GPA (FUS 91):***

(1 = C- or less, 2 = C, 3 = C+ or B-, 4 = B, 5 = B+ or A-, 6 = A)

***Extracurricular activities***

Participation in campus protests/demonstrations (FUS 91):

(1 = no, 2 = yes)

Participation in racial awareness workshop (FUS 91):

(1 = no, 2 = yes)

Participation in fraternity/sorority (FUS 91):

(1 = no, 2 = yes)

Participation in ROTC (FUS 91):

(1 = no, 2 = yes)

***Academic activities***

Enrolled in an honors or advanced course (FUS 91):

(1 = no, 2 = yes)

Enrolled in an ethnic/studies course (FUS 91):

(1 = no, 2 = yes)

Enrolled in a women's studies course (FUS 91):

(1 = no, 2 = yes)

**APPENDIX B**  
**Survey Instruments**









38. Below is a list of different undergraduate major fields grouped into general categories. Mark only **one** circle to indicate your probable field of study.

- |  |   |
|--|---|
| <b>ARTS AND HUMANITIES</b>   | <b>PHYSICAL SCIENCE</b>   |
| Art, fine and applied ..... <input type="radio"/>                    | Astronomy ..... <input type="radio"/>                                       |
| English (language and literature)..... <input type="radio"/>         | Atmospheric Science (incl. Meteorology)..... <input type="radio"/>          |
| History ..... <input type="radio"/>                                  | Chemistry ..... <input type="radio"/>                                       |
| Journalism..... <input type="radio"/>                                | Earth Science..... <input type="radio"/>                                    |
| Language and Literature (except English) ..... <input type="radio"/> | Marine Science (incl. Oceanography) ..... <input type="radio"/>             |
| Music ..... <input type="radio"/>                                    | Mathematics..... <input type="radio"/>                                      |
| Philosophy..... <input type="radio"/>                                | Physics..... <input type="radio"/>  |
| Speech..... <input type="radio"/>                                    | Statistics..... <input type="radio"/>                                       |
| Theater or Drama..... <input type="radio"/>                          | Other Physical Science... <input type="radio"/>                             |
| Theology or Religion..... <input type="radio"/>                      | <b>PROFESSIONAL</b>   |
| Other Arts and Humanities <input type="radio"/>                      | Architecture or Urban Planning..... <input type="radio"/>                   |
| <b>BIOLOGICAL SCIENCE</b>  | Home Economics..... <input type="radio"/>                                   |
| Biology (general)..... <input type="radio"/>                         | Health Technology (medical, dental, laboratory) .. <input type="radio"/>    |
| Biochemistry or Biophysics..... <input type="radio"/>                | Library or Archival Science <input type="radio"/>                           |
| Botany..... <input type="radio"/>                                    | Nursing..... <input type="radio"/>  |
| Marine (Life) Science..... <input type="radio"/>                     | Pharmacy..... <input type="radio"/>   |
| Microbiology or Bacteriology..... <input type="radio"/>              | Pre dental, Pre medicine, Pre veterinary..... <input type="radio"/>         |
| Zoology..... <input type="radio"/>                                   | Therapy (occupational, physical, speech)..... <input type="radio"/>         |
| Other Biological Science... <input type="radio"/>                    | Other Professional..... <input type="radio"/>                               |
| <b>BUSINESS</b>  | <b>SOCIAL SCIENCE</b>   |
| Accounting..... <input type="radio"/>                                | Anthropology..... <input type="radio"/>                                     |
| Business Admin. (general)..... <input type="radio"/>                 | Economics..... <input type="radio"/>  |
| Finance..... <input type="radio"/>                                   | Ethnic Studies..... <input type="radio"/>                                   |
| Marketing..... <input type="radio"/>                                 | Geography..... <input type="radio"/>  |
| Management..... <input type="radio"/>                                | Political Science (gov't, international relations) .. <input type="radio"/> |
| Secretarial Studies..... <input type="radio"/>                       | Psychology..... <input type="radio"/>                                       |
| Other Business..... <input type="radio"/>                            | Social Work..... <input type="radio"/>                                      |
| <b>EDUCATION</b>   | Sociology..... <input type="radio"/>  |
| Business Education..... <input type="radio"/>                        | Women's Studies..... <input type="radio"/>                                  |
| Elementary Education..... <input type="radio"/>                      | Other Social Science..... <input type="radio"/>                             |
| Music or Art Education... <input type="radio"/>                      | <b>TECHNICAL</b>  |
| Physical Education or Recreation..... <input type="radio"/>          | Building Trades..... <input type="radio"/>                                  |
| Secondary Education..... <input type="radio"/>                       | Data Processing or Computer Programming... <input type="radio"/>            |
| Special Education..... <input type="radio"/>                         | Drafting or Design..... <input type="radio"/>                               |
| Other Education..... <input type="radio"/>                           | Electronics..... <input type="radio"/>                                      |
| <b>ENGINEERING</b>   | Mechanics..... <input type="radio"/>  |
| Aeronautical or Astronautical Eng. .... <input type="radio"/>        | Other Technical..... <input type="radio"/>                                  |
| Civil Engineering..... <input type="radio"/>                         | <b>OTHER FIELDS</b>   |
| Chemical Engineering..... <input type="radio"/>                      | Agriculture..... <input type="radio"/>                                      |
| Electrical or Electronic Engineering..... <input type="radio"/>      | Communications (radio, TV, etc.)..... <input type="radio"/>                 |
| Industrial Engineering..... <input type="radio"/>                    | Computer Science..... <input type="radio"/>                                 |
| Mechanical Engineering... <input type="radio"/>                      | Forestry..... <input type="radio"/>   |
| Other Engineering..... <input type="radio"/>                         | Law Enforcement..... <input type="radio"/>                                  |
|  | Military Science..... <input type="radio"/>                                 |
|  | Other Field..... <input type="radio"/>                                      |
|  | Undecided..... <input type="radio"/>  |

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39. Indicate the importance to you personally of each of the following: (Mark one for each item)

- |   |                                     |  |                                      |                                 |
|---|-------------------------------------|--|--------------------------------------|---------------------------------|
|   | <input type="radio"/> Not Important | <input type="radio"/> Somewhat Important | <input type="radio"/> Very Important | <input type="radio"/> Essential |
| Becoming accomplished in one of the performing arts (acting, dancing, etc.).....    | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Becoming an authority in my field.....  | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Obtaining recognition from my colleagues for contributions to my special field..... | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Influencing the political structure.....  | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Influencing social values.....  | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Getting married.....  | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Raising a family.....   | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Having administrative responsibility for the work of others.....                    | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Being very well off financially.....  | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Helping others who are in difficulty.....   | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Making a theoretical contribution to science.....                                   | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Writing original works (poems, novels, short stories, etc.).....                    | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Creating artistic work (painting, sculpture, decorating, etc.)....                  | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Being successful in a business of my own.....                                       | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Becoming involved in programs to clean up the environment.....                      | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Developing a meaningful philosophy of life.....                                     | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Participating in a community action program.....                                    | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Helping to promote racial understanding.....  | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |
| Becoming an expert on finance and commerce.....                                     | <input type="radio"/>               | <input type="radio"/>                    | <input type="radio"/>                | <input type="radio"/>           |

40. What is your best guess as to the chances that you will: (Mark one for each item)

- |  |                                  |   |                                    |   |
|--|----------------------------------|---|------------------------------------|---|
|  | <input type="radio"/> No Chances | <input type="radio"/> Very Little Chances | <input type="radio"/> Some Chances | <input type="radio"/> Very Good Chances |
| Change major field?.....   | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Change career choice?.....   | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Fail one or more courses?.....   | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Graduate with honors?.....   | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Be elected to a student office?.....                                   | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Get a job to help pay for college expenses?.....                       | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Work full time while attending college?.....                           | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Join a social fraternity, sorority, or club?.....                      | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Play varsity/intercollegiate athletics?.....                           | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Be elected to an academic honor society?.....                          | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Make at least a "B" average?.....                                      | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Need extra time to complete your degree requirements?.....             | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Get tutoring help in specific courses?.....                            | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Have to work at an outside job during college?.....                    | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Seek vocational counseling?.....                                       | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Seek individual counseling on personal problems?.....                  | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Get a bachelor's degree (B.A., B.S., etc.)?.....                       | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Participate in student protests or demonstrations?.....                | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Drop out of this college temporarily (exclude transferring)?....       | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Drop out permanently (exclude transferring)?.....                      | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Transfer to another college before graduating?.....                    | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Be satisfied with your college?.....                                   | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Find a job after college in the field for which you were trained?..... | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Get married while in college? (skip if married).....                   | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |
| Get married within a year after college? (skip if married).....        | <input type="radio"/>            | <input type="radio"/>                     | <input type="radio"/>              | <input type="radio"/>                   |

The Higher Education Research Institute at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their students. If these studies involve collecting follow-up data, it is necessary for the institution to know the students' ID numbers so that follow-up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape?

Yes  No

- |   |
|---|
| 41. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 42. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 46. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 48. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 49. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 50. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |

THANK YOU!

# 1991 FOLLOW-UP SURVEY OF COLLEGE STUDENTS

**IF THE NAME, ADDRESS OR BIRTHDATE IS INCORRECT, PLEASE PRINT THE CORRECT INFORMATION BELOW:**

NAME	FIRST	MIDDLE	LAST	ADDRESS
CITY	STATE	ZIP	BIRTHDATE	MONTH
PHONE	DAY	YEAR		

**DIRECTIONS:**

Your responses will be read by an optical mark reader. Your observance of these few directions will be most appreciated.

- Use only a black lead pencil (No. 2 is ideal).
- Make heavy black marks that fill the oval.
- Erase clearly any answer you wish to change.
- Make no stray markings of any kind.

**EXAMPLE:** Will marks made with a ball-point or felt-tip pen be properly read?

- Yes     No



1. If you could make your college choice over again, would you still choose to enroll at the college you entered as a freshman?
  - Definitely yes     Probably not     Don't know
  - Probably I would     Definitely not
2. Since entering college have you: (Mark all that apply)
  - Enrolled in honors or advanced courses .....
  - Joined a fraternity or sorority .....
  - Got married .....
  - Had a part-time job on campus .....
  - Had a part-time job off campus .....
  - Worked full-time while attending school .....
  - Participated in a study abroad program .....
  - Participated in a college internship program .....
  - Participated in campus protests/demonstrations .....
  - Been elected to a student office .....
  - Taken remedial or developmental courses .....
  - Graduated with honors .....
  - Enrolled in an ethnic studies course .....
  - Enrolled in a women's studies course .....
  - Attended a racial/cultural awareness workshop .....
  - Participated in an ethnic/racial student organization .....
  - Worked on a professor's research project .....
  - Participated in intercollegiate sports .....
  - Had faculty take personal interest in my progress .....
  - Participated in ROTC .....
  - Served as a resident advisor/assistant .....
  - Participated in a leadership class/program .....
  - Was actively involved in a student organization .....
3. Your sex:     Male     Female
4. Please indicate (A) the highest degree you have earned as of June 1991 and (B) the highest degree you plan to complete. (Mark one in each column)
 

None .....	(A)	(B)
Vocational certificate .....	(A)	(B)
Associate (A.A. or equivalent) .....	(A)	(B)
Bachelor's degree (B.A., B.S., etc.) .....	(A)	(B)
Master's degree (M.A., M.S., etc.) .....	(A)	(B)
Ph.D. or Ed.D. ....	(A)	(B)
M.D., D.O., D.D.S., or D.V.M. ....	(A)	(B)
LL.B. or J.D. (Law) .....	(A)	(B)
B.D. or M.Div. (Divinity) .....	(A)	(B)
Other .....	(A)	(B)

5. Which option listed below best describes your enrollment status each year since you entered college?

(Mark one in each column)

	YEAR			
	1	2	3	4
Attended my first college .....	(1)	(2)	(3)	(4)
Attended a different college .....	(1)	(2)	(3)	(4)
Not enrolled .....	(1)	(2)	(3)	(4)

6. Which option listed below best describes where you lived during each year you attended college?

(Mark one in each column)

	YEAR			
	1	2	3	4
With parents or relatives .....	(1)	(2)	(3)	(4)
Other private home, apartment, room .....	(1)	(2)	(3)	(4)
College dormitory .....	(1)	(2)	(3)	(4)
Fraternity or sorority house .....	(1)	(2)	(3)	(4)
Other campus student housing .....	(1)	(2)	(3)	(4)
Other .....	(1)	(2)	(3)	(4)

7. Since entering college as a freshman, have you taken a leave of absence, withdrawn from school, or transferred to another college? (If more than one applies, mark only the most recent!)

- NO → Please go to Question 9.
- Took a leave of absence
- Withdrew from school
- Transferred before completing my program

Please answer Question 8

8. How important were each of the reasons listed below in your decision to take a leave of absence, withdraw from school, or transfer?

(Mark one answer for each reason)

Wanted to reconsider my goals and interests .....	(1)	(2)	(3)	(4)
Changed my career plans .....	(1)	(2)	(3)	(4)
Wanted practical experience .....	(1)	(2)	(3)	(4)
Didn't feel like I "fit in" at my first college .....	(1)	(2)	(3)	(4)
Was bored with my coursework .....	(1)	(2)	(3)	(4)
Wanted to go to a school with a better academic reputation .....	(1)	(2)	(3)	(4)
Wanted a better social life .....	(1)	(2)	(3)	(4)
Wanted to be closer to home .....	(1)	(2)	(3)	(4)
Had a good job offer .....	(1)	(2)	(3)	(4)
Wasn't doing as well academically as I had expected .....	(1)	(2)	(3)	(4)
Family responsibilities .....	(1)	(2)	(3)	(4)
Tired of being a student .....	(1)	(2)	(3)	(4)
Had money problems and could no longer afford to attend college .....	(1)	(2)	(3)	(4)
Wanted to go to a school that offered a wider selection of courses or more major field choices .....	(1)	(2)	(3)	(4)
Took time off to work on school-related projects .....	(1)	(2)	(3)	(4)

9. Please provide the following information about your scores on the tests listed below:

GRE: Verbal       GRE: Quantitative

LSAT      MCAT      GMAT

10. Please rate your satisfaction with the college you entered as a freshman on each of the aspects of campus life listed below.

(Mark one in each row)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Science and mathematics courses	1	2	3	4	5
Humanities courses	1	2	3	4	5
Social science courses	1	2	3	4	5
Courses in your major field	1	2	3	4	5
Relevance of coursework to everyday life	1	2	3	4	5
Overall quality of instruction	1	2	3	4	5
Laboratory facilities and equipment	1	2	3	4	5
Library facilities	1	2	3	4	5
Computer facilities	1	2	3	4	5
Opportunities to take interdisciplinary courses	1	2	3	4	5
Opportunities to discuss coursework outside of class with professors	1	2	3	4	5
Opportunities to participate in extracurricular activities	1	2	3	4	5
Campus social life	1	2	3	4	5
Tutorial help or other academic assistance	1	2	3	4	5
Academic advising	1	2	3	4	5
Career counseling and advising	1	2	3	4	5
Personal counseling	1	2	3	4	5
Student housing	1	2	3	4	5
Financial aid services	1	2	3	4	5
Amount of contact with faculty and administrators	1	2	3	4	5
Opportunities to attend films/concerts	1	2	3	4	5
Job placement services for students	1	2	3	4	5
Campus health services	1	2	3	4	5
Class size	1	2	3	4	5
Interaction with other students	1	2	3	4	5
Ability to find a faculty or staff mentor	1	2	3	4	5
Diversity of the faculty	1	2	3	4	5
Leadership opportunities	1	2	3	4	5
Overall college experience	1	2	3	4	5

11. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

(Mark one in each row)

	Higher 10%	Above Average	Average	Below Average	Lower 10%
Academic ability	1	2	3	4	5
Artistic ability	1	2	3	4	5
Competitiveness	1	2	3	4	5
Drive to achieve	1	2	3	4	5
Emotional health	1	2	3	4	5
Ability to learn a foreign language	1	2	3	4	5
Leadership ability	1	2	3	4	5
Mathematical ability	1	2	3	4	5
Physical health	1	2	3	4	5
Popularity	1	2	3	4	5
Popularity with the opposite sex	1	2	3	4	5
Public speaking ability	1	2	3	4	5
Self-confidence (intellectual)	1	2	3	4	5
Self-confidence (social)	1	2	3	4	5
Writing ability	1	2	3	4	5

12. Please mark your probable career/occupation below:

- Accountant or actuary
- Actor or entertainer
- Architect or urban planner
- Artist
- Business (clerical)
- Business executive (management, administrator)
- Business owner or proprietor
- Business salesperson or buyer
- Clergy (minister, priest)
- Clergy (other religious)
- Clinical psychologist
- College teacher
- Computer programmer or analyst
- Conservationist or forester
- Dentist (including orthodontist)
- Dietitian or home economist
- Engineer
- Farmer or rancher
- Foreign service worker (including diplomat)
- Homemaker (full-time)
- Interior decorator (including designer)
- Interpreter (translator)
- Lab technician or hygienist
- Law enforcement officer
- Lawyer (attorney) or judge
- Military service (career)
- Musician (performer, composer)
- Nurse
- Optometrist
- Pharmacist
- Physician
- School counselor
- School principal or superintendent
- Scientific researcher
- Social, welfare or recreation worker
- Statistician
- Therapist (physical, occupational, speech)
- Teacher or administrator (elementary)
- Teacher or administrator (secondary)
- Veterinarian
- Writer or journalist
- Skilled trades
- Other
- Undecided

13. For the activities listed below, please indicate how often (Frequently, Occasionally, or Not at all) you engaged in each during the past year.

(Mark one in each row)

	Frequently	Occasionally	Not at all
Attended a musical recital or concert	1	2	3
Smoked cigarettes	1	2	3
Been lonely or homesick	1	2	3
Socialized with someone of another racial/ethnic group	1	2	3
Felt depressed	1	2	3
Felt overwhelmed by all I had to do	1	2	3
Stayed up all night	1	2	3
Attended a religious service	1	2	3
Used a personal computer	1	2	3
Received career/vocational counseling	1	2	3
Received personal/psychological counseling	1	2	3
Drank beer	1	2	3
Drank wine or liquor	1	2	3
Performed volunteer work	1	2	3
Participated in organized demonstrations	1	2	3

14. During the past year, how much time did you spend during a typical week doing the following activities? (Mark one in each row)

	Hours Per Week					
	None	Less than 1 hour	1-2	3-4	5-10	Over 10
Socializing with friends	1	2	3	4	5	6
Exercising/sports	1	2	3	4	5	6
Reading for pleasure	1	2	3	4	5	6
Using a personal computer	1	2	3	4	5	6
Partying	1	2	3	4	5	6
Working (for pay)	1	2	3	4	5	6
Clubs/groups	1	2	3	4	5	6
Watching TV	1	2	3	4	5	6
Commuting	1	2	3	4	5	6
Religious services/meetings	1	2	3	4	5	6
Hobbies	1	2	3	4	5	6
Classes/labs	1	2	3	4	5	6
Studying/homework	1	2	3	4	5	6
Talking with faculty outside of class	1	2	3	4	5	6

15. What do you plan to be doing in the fall of 1997? (Mark all that apply)

- Attending undergraduate college full-time
- Attending undergraduate college part-time
- Attending graduate or professional school
- Attending a vocational training program
- Working full-time
- Working part-time
- Serving in the Armed Forces
- Traveling, hosteling, or backpacking
- Doing volunteer work
- Staying at home to be with (or start) my family

16. Compared with when you entered college as a freshman, how would you now describe your: (Mark one for each item)

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
General knowledge	1	2	3	4	5
Analytical and problem-solving skills	1	2	3	4	5
Knowledge of a particular field or discipline	1	2	3	4	5
Ability to think critically	1	2	3	4	5
Foreign language ability	1	2	3	4	5
Job-related skills	1	2	3	4	5
Religious beliefs and convictions	1	2	3	4	5
Preparation for graduate or professional school	1	2	3	4	5
Leadership abilities	1	2	3	4	5
Ability to work independently	1	2	3	4	5
Interpersonal skills	1	2	3	4	5
Cultural awareness and appreciation	1	2	3	4	5
Tolerance of persons with different beliefs	1	2	3	4	5
Acceptance of people from different races/cultures	1	2	3	4	5
Confidence in your academic abilities	1	2	3	4	5
Writing skills	1	2	3	4	5
Public speaking ability	1	2	3	4	5
Competitiveness	1	2	3	4	5
Ability to work cooperatively	1	2	3	4	5
Mathematical skills	1	2	3	4	5
Reading speed and comprehension	1	2	3	4	5
Ability to influence others	1	2	3	4	5

17. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	1	2	3	4
Becoming an authority in my field	1	2	3	4
Obtaining recognition from my colleagues for contributions to my special field	1	2	3	4
Influencing the political structure	1	2	3	4
Influencing social values	1	2	3	4
Raising a family	1	2	3	4
Having administrative responsibility for the work of others	1	2	3	4
Being very well off financially	1	2	3	4
Helping others who are in difficulty	1	2	3	4
Making a theoretical contribution to science	1	2	3	4
Writing original works (poems, novels, short stories, etc.)	1	2	3	4
Creating artistic work (painting, sculpture, decorating, etc.)	1	2	3	4
Being successful in a business of my own	1	2	3	4
Becoming involved in programs to clean up the environment	1	2	3	4
Developing a meaningful philosophy of life	1	2	3	4
Participating in a community action program	1	2	3	4
Helping to promote racial understanding	1	2	3	4
Keeping up to date with political affairs	1	2	3	4

18. How would you characterize your political views? (Mark one)

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right

19. Are you: (Mark all that apply)

- White/Caucasian
- Black/African-American
- American Indian
- Asian-American/Oriental
- Mexican-American/Chicano
- Puerto Rican-American
- Other

20. Since entering college, how many faculty have you found that will provide: (Mark one for each item)

	None	One	Two	Three	Four	Five
Advice and guidance about your educational program	1	2	3	4	5	6
Emotional support and encouragement	1	2	3	4	5	6
Sponsorship for special educational programs (e.g., study abroad, independent study, etc.)	1	2	3	4	5	6
A letter of recommendation for a job or graduate school	1	2	3	4	5	6
Help cutting through the "red tape" at your college	1	2	3	4	5	6
Tutorial assistance or help improving your study skills	1	2	3	4	5	6
Honest feedback about your skills and abilities	1	2	3	4	5	6
Intellectual challenge and stimulation	1	2	3	4	5	6
A role model/someone to model yourself after	1	2	3	4	5	6

21. At the college you entered as a freshman, indicate how often (Frequently, Occasionally, or Not at all) you: (Mark one in each row)

	Frequently	Occasionally	Not at all
Studied with someone from a different racial/ethnic group	1	2	3
Dined with someone from a different racial/ethnic group	1	2	3
Heard faculty make inappropriate remarks about minorities	1	2	3
Had a roommate from a different racial/ethnic group	1	2	3
Felt excluded from school activities because of your racial/ethnic background	1	2	3
Dated someone from a different racial/ethnic group	1	2	3
Were insulted or threatened by other students because of your racial/ethnic background	1	2	3
Felt pressure not to socialize with students from other racial/ethnic groups	1	2	3

22. Mark the one oval that best describes your undergraduate g.p.a. average.

- A (3.75-4.0)  B- (2.25-2.74)
- A- (3.25-3.74)  C (1.75-2.24)
- B (2.75-3.24)  C- or less (below 1.75)

23. During the past year, indicate how often (Frequently, Occasionally, or Not at all) you engaged in the following activities. (Mark one for each item)

	Frequently	Occasionally	Not at all
Worked on an independent research project	1	2	3
Took an interdisciplinary course	1	2	3
Discussed course content with students outside of class	1	2	3
Worked on group projects in class	1	2	3
Been a guest in a professor's home	1	2	3
Tutored another student	1	2	3
Participated in intramural sports	1	2	3
Missed classes because of illness	1	2	3
Felt like leaving college	1	2	3
Failed to complete homework on time	1	2	3
Was bored in class	1	2	3
Did extra (unassigned) work for a course	1	2	3
Studied with other students	1	2	3
Overslept and missed a class or appointment	1	2	3
Studied in the library	1	2	3
Participated in an anti-war demonstration	1	2	3





### SUPPLEMENTAL QUESTIONS

PLEASE MARK YOUR ANSWERS TO QUESTIONS 29-48 ON THE QUESTIONNAIRE FORM.

**DO NOT MARK YOUR ANSWERS ON THIS PAGE.**

While we are aware that different individuals use different labels to describe the groups to which they belong, in this survey we will use the term Mexican American/Chicano to refer collectively to people of Mexican origin including those who use such labels as Mexicano or Hispanic. Freshman college is defined as the first college that you attended as an undergraduate.

29. Did you participate in a Mexican American/Chicano or Latino student organization(s) at your freshman college? (Mark only one.)
- A. Yes, I participated.
  - B. No, I chose not to join these student organizations.
  - C. No, these student organizations were not available at my college.

Please skip to question 31 if you answered "No" to question 29.

30. In your opinion, what was the primary purpose of the Mexican American/Chicano or Latino student organization of which you were a member. (If you were a member of several of these organizations, please refer to the one you spent the most time with in answering this question.) (Mark only one.)
- A. *Political*: to address issues impacting the Mexican American/Chicano or Latino community through political pressure and social activism.
  - B. *Cultural*: to promote awareness of Mexican American/Chicano or Latino culture through art (e.g., dance, theater, film.)
  - C. *Professional/Career Development*: to promote the professional/career development of Mexican American/Chicanos or Latinos (e.g., Latino Pre-Med Club, Society of Hispanic Engineers, Latino Pre-Law Society.)
  - D. *Social*: to facilitate Mexican American/Chicano or Latino students' social activities and social support networks.
  - E. All of the above.
31. Did you participate in any non-Hispanic, predominantly white student organizations?
- A. Frequently
  - B. Occasionally
  - C. Not at all

Please indicate the degree to which you agree or disagree with statements #32 - 40 using this scale:

- A. Agree strongly
  - B. Agree somewhat
  - C. Disagree somewhat
  - D. Disagree strongly
32. Any student, regardless of race, has the same opportunities to do well financially after graduating from college.
33. There are times when students should violate the rules or policies of a college or university in order to fight discrimination.
34. I don't like to take part in programs or organizations that are primarily for Mexican American/Chicano students.
35. Discrimination against Mexican American/Chicanos is still a major problem in obtaining jobs after college.
36. The best way to make things better for Mexican American/Chicanos is through political pressure and social action.
37. Colleges and universities provide equal educational opportunities to all students.
38. In order for me to be successful in this society, it is important not to emphasize my ethnicity.
39. To overcome discrimination, Mexican American/Chicano students should focus on changing the policies and procedures of colleges and universities.
40. Compared to Mexican American/Chicano students, white students have an unfair advantage in admission to colleges and universities.

•PLEASE TURN THE PAGE•

Please compare Mexican American/Chicano college students with white college students at your freshman college on the following items: (Mark only one per item).

41. Financially:
- A. Mexican American/Chicano students are much better-off.
  - B. Mexican American/Chicano students are somewhat better-off.
  - C. Mexican American/Chicano and white students are about the same.
  - D. White students are somewhat better-off.
  - E. White students are much better-off.
42. Access to Jobs After Graduating from College:
- A. Mexican American/Chicano students have much more access.
  - B. Mexican American/Chicano students have somewhat more access.
  - C. Mexican American/Chicano and white students have about equal access.
  - D. White students have somewhat more access.
  - E. White students have much more access.
43. Election to a Campus-wide Student Organization/Position (e.g., student body president, Homecoming Queen/King, campus judicial board):
- A. It is much easier for Mexican American/Chicano students.
  - B. It is somewhat easier for Mexican American/Chicano students.
  - C. There is no difference between Mexican American/Chicano and white students.
  - D. It is somewhat easier for white students.
  - E. It is much easier for white students.
44. Admission to Colleges and Universities:
- A. It is much easier for Mexican American/Chicano students.
  - B. It is somewhat easier for Mexican American/Chicano students.
  - C. There is no difference between Mexican American/Chicano and white students.
  - D. It is somewhat easier for white students.
  - E. It is much easier for white students.
45. Access to Scholarships:
- A. Mexican American/Chicano students have much more access.
  - B. Mexican American/Chicano students have somewhat more access.
  - C. Mexican American/Chicanos and white students have about equal access.
  - D. White students have somewhat more access.
  - E. White students have much more access.
46. While in college, I took individual action (e.g., filed a complaint, wrote a letter to the editor) or participated in activities (e.g., protest or demonstration) which addressed discrimination against Mexican American/Chicanos or other Latinos. (Mark only one).
- A. Frequently
  - B. Occasionally
  - C. Once
  - D. Never
47. When I am asked to identify my ethnicity, I usually respond by saying: (Mark only one).
- A. I am Mexican American/Chicano (or Mexicano, Hispanic or other term referring to people of Mexican origin).
  - B. I am white.
  - C. I consider myself a person or individual and I choose not to use ethnic labels to identify myself.
  - D. I am of mixed origin (e.g., Mexican American/Chicano and White or other).
48. While in college, I socialize(d): (Mark only one).
- A. Exclusively with Mexican Americans/Chicanos (and/or other minorities).
  - B. Mostly with Mexican Americans/Chicanos (and/or other minorities).
  - C. About Equally with Mexican Americans/Chicanos and whites.
  - D. Mostly with whites.
  - E. Exclusively with whites.

Please make sure your answers are recorded on the questionnaire and not on this sheet. Thank you for taking the time to complete this survey!

**APPENDIX C**  
**Complete Regression Tables**

Table C.1 Regression of Participation in Ethnic/Racial Student Organizations on Student Background Characteristics, Institutional Characteristics, and College Experiences (N = 573 Chicanos)

Variable name	Chicano Students													
	Step	Mult. R	Simp. r	Betas at each step										
				1	2	3	4	5	6	7	8	9	10	11
Chances: Part. in Protests	1	.2155	.22	.22	.22	.18	.17	.16	.16	.15	.15	.14	.07 <sup>a</sup>	.05
Mother's Education	2	.2801	-.18	-.18	-.18	-.19	-.21	-.20	-.12	-.12	-.12	-.13	-.09	-.09*
Chances: Elect. Student Club	3	.3278	.21	.17	.17	.17	.15	.14	.14	.14	.13	.12	.07	.07*
Self-Rating: Academic Ability	4	.3494	.14	.11	.15	.13	.13	.13	.14	.14	.13	.12	.08	.08*
# Hrs. Volunteer Work	5	.3637	.15	.13	.12	.10	.10	.10	.11	.11	.11	.10	.08	.08*
Father's Education	6	.3767	-.16	-.16	-.08	-.10	-.12	-.13	-.13	-.14	-.14	-.14	-.13	-.13*
Nonsectarian 4 Yr. College	7	.3926	.11	.09	.10	.10	.10	.10	.11	.11	.14	.12	.09	.09*
Private University	8	.4076	.11	.11	.12	.10	.09	.08	.08	.11	.11	.11 <sup>a</sup>	.07	.07
Peer Mean: Social Activism	9	.4146	.17	.14	.15	.13	.12	.11	.10	.09	.08	.08 <sup>a</sup>	-.00	-.01
Part. Cult/Racial Workshop	10	.5527	.49	.46	.45	.43	.42	.42	.42	.41	.40	.40	.40	.38*
Part. in Campus Protests	11	.5575	.28	.23	.23	.22	.21	.21	.21	.20	.19	.19	.08	.08*
VARIABLES NOT IN EQUATION														
Self-Rating: Public Speaking			.09	.07	10 <sup>a</sup>	.04	.01	.00	.01	.02	.02	.02	-.01	-.01
Self-Rating: Drive to Achieve			.15	.15	16	12 <sup>a</sup>	.08	.08	.08	.08	.07	.06	.03	.03
Self-Confidence (Intellectual)			.03	.01	.04	.01	-.06	-.07	-.06	-.05	-.06	-.06	-.05	-.05
Living on Campus			.08	.06	.08	.06	.05	.04	.05	.05	.04	.03	-.02	-.02
Black College			.07	.06	.08 <sup>a</sup>	.07	.07	.08	.08	.06	.06	.05	.04	.04
Public 4 Yr. College			-.12	-.10	-.10	-.10	-.08	-.08	-.08 <sup>a</sup>	-.07	-.05	-.05	-.04	-.04
Private 2 Yr. College			-.04	-.04	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.03	-.02	-.02
Gender: Female			-.03	-.04	-.05	-.04	-.02	-.03	-.03	-.03	-.03	-.03	-.04	-.04
High School GPA			.10	.11	12 <sup>a</sup>	.09	.04	.04	.04	.04	.01	.01	.01	.01
Degree Aspirations in 1987			.07	.06	.06	.03	.02	.01	.01	.00	-.01	-.02	-.03	-.03
Parental Income			-.12	-.12 <sup>a</sup>	-.05	-.07	-.08	-.08	-.06	-.06	-.06	-.06	-.03	-.03
President 1 or More Student Clubs			.12	.13	13 <sup>a</sup>	.08	.07	.06	.06	.06	.05	.05	.03	.03
Edited a School Publication			.06	.04	.05	.04	.04	.04	.03	.03	.03	.03	.02	.02
Self-Confidence (Social)			.07	.08	.09 <sup>a</sup>	.05	.03	.02	.02	.04	.05	.05	.02	.02
Chances: Elected To Honor Society			.14	.12	.14	.09 <sup>a</sup>	.05	.05	.05	.05	.04	.04	.01	.01
# Hrs. in Student Clubs			.14	.12	12 <sup>a</sup>	.07	.06	.03	.03	.03	.03	.03	-.00	.00
Public University			-.09	-.10	-.11	-.09	-.09	-.09	-.10 <sup>a</sup>	-.06	.02	.01	.00	-.00
Catholic 4 Yr. College			-.06	-.05	-.05	-.05	-.04	-.05	-.04	-.03	-.02	-.01	-.00	-.00
Institutional Selectivity			.14	.12	.13	.11	.09	.08	.08 <sup>a</sup>	.06	.02	-.01	-.06	-.06
Hispanic Enrollment			-.08	-.09	-.10	-.08	-.10	-.10	-.10 <sup>a</sup>	-.07	-.03	-.03	-.03	-.04
Black Enrollment			-.09	-.09	-.10	-.08	-.08	-.08	-.09 <sup>a</sup>	-.06	-.05	-.04	-.04	-.04
Size of Institution			-.10	-.11	-.11	-.10	-.11	-.11	-.11 <sup>a</sup>	-.08	-.05	-.04	-.04	-.04
Peer Mean: Intellectual Self-Esteem			.16	.14	.15	.13	.10	.09	.09	.09 <sup>a</sup>	.05	.02	-.02	-.02
Peer Mean: Materialism & Status			-.12	-.10	-.11	-.10	-.09	-.08	-.08 <sup>a</sup>	-.06	-.05	-.01	.01	.02
Peer Mean: Artist Inclination			.15	.12	.12	.11	.10	.09	.09 <sup>a</sup>	.06	.05	.01	.01	.00
College GPA			.05	.05	.06	.06	.03	.03	.03	.03	.03	.03	.03	.03
Part. in Leadership class/program			.21	.19	.19	.16	.16	.14	.15	.15	.15	.15 <sup>a</sup>	.05	.04
Political Orientation			.07	.02	.03	.05	.06	.05	.06	.04	.05	.05	.02	.01
Public 2 Yr. College			-.03	-.04	-.03	-.03	-.03	-.02	-.03	-.02	-.02	-.02	-.01	-.01
Private 2 Yr. College			-.04	-.04	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.03	-.02	-.02
Protestant 4 Yr. College			.04	.04	.04	.03	.03	.03	.03	.04	.06	.06	.05	.05
Men's College			.05	.06	.06	.06	.05	.05	.06	.05	.05	.04	.03	.03
Women's College			.00	.01	.02	.02	.03	.03	.03	-.01	-.01	-.02	-.05	-.04
Coeducational College			-.02	-.02	-.04	-.04	-.05	-.04	-.04	-.01	-.01	.01	.03	.03
Hispanic Enrollment (Percent)			-.02	-.02	-.04	-.03	-.04	-.04	-.04	-.03	-.03	-.03	-.02	-.02
Black Enrollment (Percent)			.00	.00	-.00	.00	.01	.01	.00	-.01	-.02	-.03	-.02	-.02
Peer Mean: Permissiveness			.16	.06	.06	.06	.05	.05	.05	.03	.04	.02	.01	-.00
Peer Mean: Outside Work			.00	-.01	-.03	-.01	.00	.01	-.01	-.01	.01	-.01	.02	.01
Peer Mean: Scientific Orientation			.03	.01	.01	-.00	-.03	-.03	-.03	-.03	-.02	-.04	-.07	-.07
Part. in ROTC			.03	.03	.03	.02	.03	.03	.03	.03	.03	.03	.04	.04
Part. in Fraternity/Sorority			.00	.02	.04	.02	.02	.02	.02	.03	.03	.03	-.00	-.00

\*= signific. at last step, <sup>a</sup>= signific prior to, but not at last step.  $p \leq .05$

**Table C.2 Means and Standard Deviations for the Regression of Participation in Ethnic/Racial Student Organizations on Student Background, Institutional Characteristics, and College Experiences (N = 573 Chicanos)**

Variable Name	Mean	Standard Deviation
Part. in Ethnic/Racial Organization	1.398	.490
Gender	1.611	.488
High School GPA	6.082	1.501
Living On Campus	1.668	.471
Degree Aspirations in 1987	4.751	.520
Parental Income	7.026	3.105
Father's Education	4.016	2.300
Mother's Education	3.666	2.106
President 1 or More Student Clubs	1.569	.765
Edited a School Publication	1.327	.690
Self-Rating: Academic Ability	4.005	.681
Self-Rating: Drive to Achieve	4.049	.763
Self-Rating: Public Speaking	3.240	1.017
Self-Confidence (Intellectual)	3.758	.841
Self-Confidence (Social)	3.523	.883
Political Orientation	3.169	.786
Chances: Elect. Student Club	2.277	.777
Chances: Part. in Protests	2.352	.875
# Hrs. Volunteer Work	2.111	1.428
# Hrs. in Student Clubs	3.390	1.631
Public University	1.443	.497
Public 4 Yr. College	1.065	.246
Public 2 Yr. College	1.002	.042
Private University	1.236	.425
Black College	1.003	.059
Nonsectarian 4 Yr. College	1.138	.345
Catholic 4 Yr. College	1.049	.216
Protestant 4 Yr. College	1.065	.246
Men's College	1.002	.042
Women's College	1.021	.143
Coeducational College	1.977	.149
Institutional Selectivity	1072.304	117.152
Hispanic Enrollment (Percent)	6.743	4.567
Hispanic Enrollment	725.820	770.322
Black Enrollment (Percent)	5.068	5.710
Black Enrollment	456.368	443.638
Size of Institution	18321.709	15973.355
Peer Mean: Intellectual Self-Esteem	25.568	1.622
Peer Mean: Permissiveness	4.935	.906
Peer Mean: Social Activism	11.400	.453
Peer Mean: Materialism & Status	16.265	.850
Peer Mean: Artistic Inclination	7.457	.447
Peer Mean: Outside Work	4.739	.272
Peer Mean: Scientific Orientation	3.716	.207
College GPA	3.973	.981
Part. in Campus Protests	1.330	.471
Part. Cultural/Racial Workshop	1.351	.478
Part. in ROTC	1.017	.131
Part. in Leadership Class/Program	1.201	.401
Part. in Fraternity/Sorority	1.229	.420

Table C.3 Regression of Participation in Ethnic/Racial Student Organizations on Student Background Characteristics, Institutional Characteristics and College Experiences (N = 430 African Americans)

Variable name	African American Students											
	Step	Mult. R	Simp. r	Betas at each step								
				1	2	3	4	5	6	7	8	9
Self-Rating: Public Speaking	1	.1704	.17	17	14	20	19	17	15	14 <sup>a</sup>	08	06
Self-Rating: Drive to Achieve	2	.2012	.15	11	11	16	16	18	17	17	15	15*
Self-Confidence: (Intellectual)	3	.2449	-.01	-11	-16	-16	-17	-16	-17	-17	-17	-15*
Living on Campus	4	.2645	.11	10	10	10	10	08	09 <sup>a</sup>	08	05	03
Black College	5	.4219	-.34	-33	-34	-34	-33	-33	-27	-28	-25	-26*
Public 4 Yr. College	6	.4415	-.27	-26	-26	-26	-26	-15	-15	-15	-12 <sup>a</sup>	-08
Private 2 Yr. College	7	.4588	-.09	-07	-07	-07	-07	-12	-13	-13	-08	-07*
Part. Cult/Racial Workshop	8	.5975	.48	46	46	46	45	42	41	40	40	37*
Part. in Campus Protests	9	.6208	.31	29	28	28	27	27	25	24	18	18*
VARIABLES NOT IN EQUATION												
Chances: Take Part in Campus Protests			.11	09	08	08	08	11	08	07	04	-00
Mother's Education			.10	08	07	09	08	07	06	05	04	04
Chances: Elected to Student Club			.11	07	05	06	06	06	05	04	00	-01
Self-Rating: Academic Ability			.11	08	05	08	06	07	07	06	03	04
# Hrs. Volunteer Work			.07	06	05	05	05	08	07	07	02	01
Father's Education			.11	08	07	09	08	06	05	04	03	04
Nonsectarian 4 Yr. College			.07	07	06	06	06	10	-01	-04	-01	-01
Private University			.11	10	10	09 <sup>a</sup>	09	-00	-01	-02	-03	-04
Peer Mean: Social Activism			-.18	-20	-21	-20	-20	15 <sup>a</sup>	-01	-02	-12	-13
Gender: Female			.04	08	08	07	08	08	08	07	05	04
High School GPA			.12	10 <sup>a</sup>	08	08	06	01	01	-00	-01	-01
Degree Aspirations in 1987			.11	10	08	09	08	10	10	10 <sup>a</sup>	06	06
Parental Income			.10	09	08	09	08	05	04	04	03	03
President 1 or More Student Clubs			.04	01	01	01	02	05	04	03	03	02
Edited School Publication			.05	05	04	05	04	05	04	04	05	05
Self-Confidence: (Social)			-.01	-02	-05	02	03	01	01	01	-04	-06
Chances: Elected to Honor Society			.10	07	04	06	05	10	09	08	04	03
# of Hrs. in Student Clubs			.09	05	05	06	05	09	09	08	04	03
Public University			.06	06	06	07	06	-04	-05	-07	-06	-08
Public 2 Yr. College			.06	08	08	08	09	02	01	00	02	04
Catholic 4 Yr. College			.18	17	18	19	20	11	09 <sup>a</sup>	08	05	07
Protestant 4 Yr. College			.15	14	14	14	14 <sup>a</sup>	07	06	05	05	04
Institutional Selectivity			.28	27	27	27	26 <sup>a</sup>	00	02	-02	-03	-03
Black Enrollment (Percent)			-.34	-33	-33	-33	-32 <sup>a</sup>	-13	-06	-05	03	01
Black Enrollment			-.28	-27	-27	-27	-29 <sup>a</sup>	-11	02	03	02	01
Size of Institution			.03	02	03	03	02	-08	-06	-08	-08	-09 <sup>a</sup>
Peer Mean: Permissiveness			.11	11	11	11	11 <sup>a</sup>	01	00	-02	-01	-03
Peer Mean: Materialism & Status			-.26	-26	-26	-26	-25 <sup>a</sup>	07	-00	02	03	06
Peer Mean: Artistic Inclination			.21	19	19	19	18 <sup>a</sup>	06	01	-01	-03	-05
College GPA			.06	03	01	01	01	04	03	03	01	01
Part. in ROTC			-.13	-14	-13	-13	-12 <sup>a</sup>	-07	-06	-06	-01	-01
Part. in Leadership Class/Program			.22	20	19	18	17	16	17	17	09 <sup>a</sup>	07
Men's College			.02	-01	-01	00	00	07	02	02	01	03
women's College			.08	07	06	05	05	05	01	01	-02	-01
Coeducational College			-.08	-05	-04	-05	-04	-09	-03	-02	01	-01
Hispanic Enrollment (Percent)			.06	06	06	06	07	-08	-08	-02	-02	-02
Hispanic Enrollment			.09	08	08	08	08	-04	-04	-04	-04	-05
Peer Mean: Intellectual Self-esteem			.12	09	08	08	07	03	00	-02	-02	-02
Peer Mean: Outside Work			.03	05	06	06	08	04	-00	00	-03	-04
Peer Mean: Scientific Orientation			-.06	-08	-09	-08	-09	-01	-04	-06	-03	-03
Part. in Fraternity/Sorority			.02	00	00	-01	-01	00	00	00	-04	-05

\*= signific. at last step, <sup>a</sup>= signific. prior to, but not at last step. p ≤ .05

Table C.4 Means and Standard Deviations for the Regression of Participation in Ethnic/Racial Student Organizations on Student Background, Institutional Characteristics, and College Experiences (N = 430 African Americans)

Variable Name	Mean	Standard Deviation
Part. in Ethnic/Racial Club	1.393	.489
Gender	1.635	.482
High School GPA	5.079	1.645
Living on Campus	1.777	.417
Degree Aspirations in 1987	4.790	.468
Parental Income	6.791	3.251
Father's Education	4.583	2.115
Mother's Education	4.850	1.996
President 1 or More Student Clubs	1.509	.719
Edited School Publication	1.289	.626
Self-Rating: Academic Ability	3.732	.683
Self-Rating: Drive to Achieve	4.035	.758
Self-Rating: Public Speaking Ability	3.207	.982
Self-Confidence (Intellectual)	3.845	.830
Self-Confidence (Social)	3.599	.906
Political Orientation	3.194	.705
Chances: Elect. to Student Office	2.404	.843
Chances: Elect to Honor Society	2.739	.813
Chances: Part. in Campus Protests	2.332	.873
# Hrs. Volunteer Work	1.980	1.364
# Hrs. Student Clubs	3.224	1.570
Public University	1.049	.216
Public 4 Yr. College	1.495	.501
Public 2 Yr. College	1.019	.135
Private University	1.042	.201
Black College	1.635	.482
Private 2 Yr. College	1.012	.107
Nonsectarian 4 Yr. College	1.305	.461
Catholic 4 Yr. College	1.051	.221
Protestant 4 Yr. College	1.028	.165
Men's College	1.053	.225
Women's College	1.084	.277
Coeducational College	1.863	.344
Institutional Selectivity	879.658	156.924
Hispanic Enrollment (Percent)	1.286	3.715
Hispanic Enrollment	47.740	162.074
Black Enrollment (Percent)	57.194	42.299
Black Enrollment	1811.107	1702.487
Size of Institution	5023.314	6220.444
Peer Mean: Intellectual Self-Esteem	24.244	1.401
Peer Mean: Permissiveness	4.235	.675
Peer Mean: Social Activism	12.042	.834
Peer Mean: Materialism & Status	17.123	.903
Peer Mean: Artist Inclination	6.986	.388
Peer Mean: Outside Work	4.582	.310
Peer Mean: Scientific Orientation	3.684	.155
College GPA	3.662	.989
Part. in Campus Protests	1.309	.463
Part. in Cult/Racial Workshops	1.486	.500
Part. in ROTC	1.058	.234
Part. in Leadership/Class Program	1.226	.418
Part. in Fraternity/Sorority	1.226	.418

Table C.5 Regression of Leadership Development on Student Background Characteristics, Institutional Characteristics, and College Experiences (N = 565 Chicanos)

Variable name	Chicano Students														
	Step	Mult. R	Simp. r	Betas at each step											
				1	2	3	4	5	6	7	8	9	10	11	12
Self-Rating: Leadership 1987	1	.5560	.56	.56	.42	.39	.35	.35	.35	.32	.32	.31	.31	.30	.30*
Self-Rating: Public Speaking	2	.5790	.48	.21	.21	.18	.17	.16	.16	.13	.14	.14	.14	.15	.15*
Chances: Elect. Stud. Club	3	.5914	.36	.16	.13	.13	.13	.11	.11	.11	.11	.10	.09 <sup>a</sup>	.07	.07
Self-Rating: Drive to Achieve	4	.5989	.35	.13	.12	.11	.11	.11	.10	.10	.11	.11	.11	.09	.08*
# Hrs. Volunteer Work	5	.6040	.17	.11	.10	.08	.08	.08	.09	.08	.08	.08	.08 <sup>a</sup>	.04	.04
Gender: Male	6	.6096	-.14	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.07	-.06	-.07*
Self-Confidence (Social)	7	.6142	.38	.15	.10	.10	.09	.09	.09	.09	.09	.09	.10	.10	.11*
Protestant 4 Yr. College	8	.6189	.08	.07	.08	.07	.08	.08	.08	.08	.08	.07	.07 <sup>a</sup>	.06	.05
Hispanic Enrollment (Percent)	9	.6237	-.07	-.07	-.08	-.07	-.08	-.08	-.08	-.09	-.08	-.08	-.08	-.08	-.07*
Peer Mean: Outside Work	10	.6280	-.16	-.11	-.10	-.10	-.09	-.09	-.08	-.08	-.08	-.08	-.08 <sup>a</sup>	-.06	-.06
Part. in Leadership Class	11	.6551	.29	.23	.23	.22	.21	.20	.20	.20	.20	.20	.19	.19	.19*
Joined Fraternity/Sorority	12	.6590	.17	.12	.12	.11	.10	.10	.10	.11	.10	.09	.09	.07	.07*
VARIABLES NOT IN EQUATION															
Part. Ethnic/Racial Club			.16	.09	.09	.07 <sup>a</sup>	.06	.05	.05	.05	.05	.05	.05	.02	.03
Public 2 Yr. College			.01	.01	.00	.00	.00	.01	.01	.01	.01	.02	.02	.02	.02
Catholic 4 Yr. College			-.04	-.00	-.01	-.00	.01	.00	.00	.00	.01	-.00	-.00	.00	.01
Part in Cult/Racial Workshop			.21	.14	.13	.11	.10	.10	.10	.10	.10	.09	.09 <sup>a</sup>	.04	.04
College GPA			.07	-.00	-.02	-.02	-.02	-.03	-.02	-.01	-.01	-.02	-.01	-.03	-.03
Part. in ROTC			.07	.09	.09	.08	.08	.08	.07	.07	.07	.07 <sup>a</sup>	.06	.03	.03
High School GPA			.13	.01	.01	.00	-.03	-.03	-.02	-.01	-.01	-.02	-.03	-.04	-.04
Living on Campus			.10	.04	.05	.04	.03	.02	.01	.03	.02	.00	.00	-.02	-.02
Degree Aspirations in 1987			.06	-.01	-.02	-.03	-.05	-.05	-.05	-.04	-.04	-.04	-.05	-.04	-.04
Parental Income			.11	.04	.02	.02	.01	.02	.01	.01	.01	.01	.00	.01	.00
Father's Education			.12	.05	.03	.03	.02	.02	.02	.02	.03	.02	.01	.01	-.00
Mother's Education			.07	.01	-.00	.00	.00	.00	.00	.00	.01	-.00	-.01	-.00	-.01
President 1 + Student Clubs			.30	.12	.10	.08 <sup>a</sup>	.07	.06	.06	.06	.07	.06	.05	.05	.05
Edited a School Publication			.01	-.03	-.04	-.04	-.04	-.04	-.03	-.02	-.02	-.02	-.02	-.03	-.03
Self-Rating: Acad. Ability			.21	.03	.01	.01	-.03	-.03	-.03	-.03	-.03	-.03	-.04	-.04	-.04
Self-Confidence (Intellectual)			.34	.12 <sup>a</sup>	.07	.07	.05	.06	.04	.01	.01	.00	.00	.00	.00
Political Orientation in 1987			-.03	-.02	-.02	-.01	-.00	-.01	-.01	-.00	-.01	-.01	-.00	-.01	.00
Chances: Elect.To Honor Soc.			.17	.05	.03	-.00	-.03	-.03	-.03	-.03	-.02	-.03	-.03	-.04	-.04
Chances: Part Campus Protest			.08	.03	.02	-.01	-.00	-.01	-.00	.01	.01	.01	.01	-.00	.00
# Hrs. in Student Clubs			.19	.05	.04	.00	.00	-.02	-.01	-.00	-.01	-.00	-.01	-.03	-.03
Public University			-.08	-.08	-.08	-.07	-.07	-.07	-.07	-.08 <sup>a</sup>	-.06	-.06	-.05	-.04	-.04
Public 4 Yr. College			-.00	.02	.02	.02	.02	.03	.02	.02	.03	.03	.03	.00	-.01
Private University			.11	.05	.05	.04	.04	.04	.04	.04	.05	.05	.04	.05	.05
Nonsectarian 4 Yr. College			-.02	.00	.00	-.01	-.02	-.01	-.02	-.01	.00	-.00	-.01	-.01	-.01
Hispanic Enrollment			-.03	-.08	-.09	-.07	-.08	-.08	-.07	-.09	-.07 <sup>a</sup>	-.05	-.05	-.04	-.04
Size of Institution			-.02	-.08	-.08	-.06	-.07	-.07	-.06	-.07 <sup>a</sup>	-.05	-.04	-.04	-.03	-.03
Part. in Campus Protests			.13	.10	.08	.07	.07 <sup>a</sup>	.06	.06	.07	.07	.07	.07	.04	.05
Black College			.08	.04	.03	.03	.02	.03	.03	.03	.03	.02	.02	.02	.02
Private 2 Yr. College			-.08	-.04	-.05	-.04	-.05	-.05	-.05	-.05	-.05	-.02	-.01	.00	-.00
Men's College			.06	.03	.02	.02	.02	.02	.02	.01	.02	.01	.01	.01	.01
Women's College			-.01	.02	.01	.01	.01	.01	.02	.02	.02	.01	.01	.01	.01
Coeducational College			-.00	-.02	-.01	-.01	-.01	-.01	-.02	-.02	-.02	-.01	-.01	-.01	-.01
Black Enrollment (Percent)			.02	.02	.02	.02	.02	.02	.02	.02	.03	.03	.04	.04	.03
Black Enrollment			-.01	-.04	-.04	-.02	-.03	-.03	-.03	-.03	-.01	-.00	.01	.02	.01
Peer Mean: Intellectual Self Esteem			.17	.04	.03	.02	.00	-.00	-.01	-.00	.00	.00	-.01	-.01	-.01
Peer Mean: Permissiveness			-.00	-.02	-.03	-.03	-.03	-.04	-.03	-.03	-.02	-.01	-.00	-.00	.01
Peer Mean: Social Activism			.06	.02	.00	-.01	-.02	-.03	-.03	-.02	-.02	-.02	-.00	-.01	-.01
Peer Mean: Materialism & Status			-.07	-.05	-.04	-.03	-.02	-.02	-.02	-.03	-.01	-.00	-.01	.00	-.01
Peer Mean: Artistic Inclination			.02	-.02	-.03	-.04	-.04	-.05	-.05	-.04	-.04	-.04	-.02	-.03	-.02
Peer Mean: Scientific Orientation			.07	-.01	-.02	-.02	-.03	-.03	-.04	-.04	-.03	-.03	-.03	-.03	-.03

\*= signific at last step, <sup>a</sup>= signific prior to, but not at last step. Decimals omitted from Beta coefficients. p≤.05



Table C.6 Means and Standard Deviations for the Regression of Leadership Development on Student Background, Institutional Characteristics, and College Experiences (N = 565 Chicanos)

Variable Name	Means	Standard Deviation
Self-Rating: Leadership in 1991	3.742	.861
Self-Rating: Leadership in 1987	3.722	.884
Gender	1.612	.488
High School GPA	6.082	1.501
Living On Campus	1.669	.471
Degree Aspirations in 1987	4.748	.522
Parental Income	7.028	3.104
Father's Education	4.022	2.303
Mother's Education	3.665	2.106
President 1 or More Student Clubs	1.568	.764
Edited a School Publication	1.324	.687
Self-Rating: Academic Ability	4.007	.676
Self-Rating: Drive to Achieve	4.057	.758
Self-Rating: Public Speaking	3.242	1.016
Self-Confidence (Intellectual)	3.762	.838
Self-Confidence (Social)	3.523	.885
Political Orientation	3.171	.784
Chances: Elect. Student Club	2.271	.768
Chances: Elected to Honor Society	2.549	.773
Chances: Part. in Protests	2.348	.873
# Hrs. Volunteer Work	2.106	1.411
# Hrs. in Student Clubs	3.382	1.629
Public University	1.446	.498
Public 4 Yr. College	1.064	.244
Public 2 Yr. College	1.002	.042
Private University	1.232	.422
Black College	1.004	.059
Private 2 Yr. College	1.004	.059
Nonsectarian 4 Yr. College	1.140	.347
Catholic 4 Yr. College	1.050	.244
Men's College	1.002	.042
Women's College	1.021	.144
Coeducational College	1.977	.150
Institutional Selectivity	1072.977	117.026
Hispanic Enrollment (Percent)	6.718	4.572
Hispanic Enrollment	725.598	772.562
Black Enrollment (Percent)	5.066	5.729
Black Enrollment	457.903	445.589
Size of Institution	18349.149	16007.950
Peer Mean: Intellectual Self-Esteem	25.570	1.617
Peer Mean: Permissiveness	4.933	.910
Peer Mean: Social Activism	11.401	.456
Peer Mean: Materialism & Status	16.263	.851
Peer Mean: Artistic Inclination	7.457	.450
Peer Mean: Outside Work	4.740	.273
Peer Mean: Scientific Orientation	3.716	.208
Part. Ethnic/Racial Club	1.398	.490
College GPA	3.975	.987
Part. in Campus Protests	1.331	.471
Part. Cultural/Racial Workshop	1.350	.478
Part. in ROTC	1.018	.132
Part. in Leadership Class/Program	1.200	.400
Part. in Fraternity/Sorority	1.230	.421



**Table C.8 Means and Standard Deviations for the Regression of Leadership Development on Student Background, Institutional Characteristics, and College Experiences (N = 427 African Americans)**

Variable Names	Means	Standard Deviations
Self-Rating: Leadership in 1991	3.763	.874
Self-Rating: Leadership in 1987	3.645	.877
Gender	1.635	.482
High School GPA	5.088	1.634
Living On Campus	1.778	.416
Degree Aspirations in 1987	4.791	.468
Parental Income	6.780	3.258
Father's Education	4.588	2.114
Mother's Education	4.852	1.997
President 1 or More Student Clubs	1.513	.721
Edited a School Publication	1.291	.628
Self-Rating: Academic Ability	3.737	.683
Self-Rating: Drive to Achieve	4.038	.759
Self-Rating: Public Speaking	3.208	.978
Self-Confidence (Intellectual)	3.842	.828
Self-Confidence (Social)	3.598	.906
Political Orientation	3.195	.704
Chances: Elect. Student Club	2.406	.842
Chances: Elected to Honor Society	2.742	.814
Chances: Part. in Protests	2.341	.869
# Hrs. Volunteer Work	1.987	1.366
# Hrs. in Student Clubs	3.228	1.571
Public University	1.049	.216
Public 4 Yr. College	1.496	.501
Public 2 Yr. College	1.019	.136
Private University	1.042	.201
Black College	1.635	.482
Private 2 Yr. College	1.012	.108
Nonsectarian 4 Yr. College	1.302	.460
Catholic 4 Yr. College	1.052	.221
Protestant 4 Yr. College	1.028	.165
Men's College	1.054	.226
Women's College	1.084	.278
Coeducational College	1.862	.345
Institutional Selectivity	880.480	156.364
Hispanic Enrollment (Percent)	1.294	3.726
Hispanic Enrollment	48.063	162.597
Black Enrollment (Percent)	57.160	42.304
Black Enrollment	1817.560	1705.331
Size of Institution	5050.297	6233.641
Peer Mean: Intellectual Self-Esteem	24.249	1.405
Peer Mean: Permissiveness	4.241	.673
Peer Mean: Social Activism	12.041	.834
Peer Mean: Materialism & Status	17.122	.906
Peer Mean: Artistic Inclination	6.986	.389
Peer Mean: Outside Work	4.580	.309
Peer Mean: Scientific Orientation	3.683	.155
Part. Ethnic/Racial Club	1.393	.489
College GPA	3.662	.993
Part. in Campus Protests	1.309	.463
Part. Cultural/Racial Workshop	1.487	.500
Part. in ROTC	1.059	.235
Part. in Leadership Class/Program	1.227	.419
Part. in Fraternity/Sorority	1.227	.419

Table C.9 Regression of Retention on Student Background Characteristics, Institutional Characteristics, and College Experiences (N = 517 Chicano Students)

Variable name	Chicano Students			Betas at each step					
	Step	Mult. R	Simp. r	1	2	3	4	5	6
High School GPA	1	.1616	.16	16	14	13	09	10 <sup>a</sup>	04
Self-Confidence (Intellectual)	2	.1860	.13	10	10	09	10	09 <sup>a</sup>	08
Degree Aspirations in 1987	3	.2045	.11	09	09	09 <sup>a</sup>	06	06	08
Public University	4	.3255	-.28	-26	-26	-26	-26	-19	-19*
Black Enrollment	5	.3471	-.24	-24	-23	-23	-14	-14	-13*
College GPA	6	.3903	.23	20	20	21	19	19	19*
VARIABLES NOT IN EQUATION									
Part. in Ethnic/Racial Student Club			.08	08	08	07	05	04	04
Chances: Drop Out Permanently			-.07	-06	-06	-05	-06	-07	-08
Self-Rating: Drive to Achieve			.10	06	03	02	03	04	03
Father's Education			.04	03	02	02	00	-01	-02
Self-Rating: Leadership Ability			.08	05	02	01	01	02	01
Peer Mean: Permissiveness			-.00	01	00	-01	06	06	05
Enrolled: Women's Studies Class			.06	06	06	06	07	07	06
Gender: Female			.05	05	07	07	10	09	08
Parental Income			.00	-00	-02	-02	-02	-02	-03
Mother's Education			.05	05	04	03	02	01	00
Self-Rating: Academic Ability			.09	02	-03	-04	-03	-03	-06
Self-Rating: Public Speaking			.07	05	01	00	00	01	-01
Self-Confidence (Social)			.06	06	01	01	04	04	05
Public 4 Yr. College			-.03	-02	-01	-01	-07	-06	-07
Private University			.16	13	13	12	-01	03	05
Black College			-.01	-01	-02	-02	-04	-02	-01
Living On Campus			.14	12	11	11 <sup>a</sup>	07	08	07
Nonsectarian 4 Yr. College			.11	11	12	11 <sup>a</sup>	02	00	-01
Catholic 4 Yr. College			.04	06	06	06	01	-01	-01
Protestant 4 Yr. College			.10	10	10	10 <sup>a</sup>	05	03	03
Institutional Selectivity			.12	08	07	06	03	04	05
Hispanic Enrollment (Percent)			-.08	-08	-08	-08 <sup>a</sup>	-04	-03	-02
Hispanic Enrollment			-.23	-23	-24	-24	-12 <sup>a</sup>	-06	-03
Black Enrollment (Percent)			-.06	-07	-07	-06	-12	-07	-06
Size of Institution			-.26	-26	-27	-27	-17 <sup>a</sup>	-09	-05
Peer Mean: Intellectual Self-Esteem			.07	01	-01	-02	-05	-01	03
Peer Mean: Social Activism			.07	06	05	04	03	01	01
Peer Mean: Materialism/Status			-.10	-08	-08	-07	01	03	03
Peer Mean: Artistic Inclination			-.05	04	04	03	01	01	-00
Peer Mean: Outside Work			-.06	-04	-03	-03	00	02	-00
Peer Mean: Scientific Orientation			-.05	-08	-10	-10	-03	-03	-01
Part. in Honors Program			.20	18	17	16	13	12 <sup>a</sup>	09
Enrolled in Ethnic Studies Course			.06	07	07	06	06	06	05
Men's College			-.04	-05	-04	-05	-06	-04	-03
Women's College			.03	03	03	03	00	-01	-01
Coeducational College			-.02	-01	-01	-02	02	02	02

\*= significant at last step, <sup>a</sup>= significant prior to, but not at last step. Decimals omitted from Beta coefficients.  $p \leq .05$

**Table C.10 Means and Standard Deviations for the Regression of Retention on Student Background, Institutional Characteristics, and College Experiences (N = 517 Chicano Students)**

Variable Name	Means	Standard Deviations
Achieved B. A. in 4 Yrs.	2.754	1.634
Chances: Student Will Drop Out of College	1.617	.487
High School GPA	6.155	1.473
Living On Campus	1.679	.467
Degree Aspirations in 1987	4.774	.474
Parental Income	7.083	3.085
Father's Education	4.072	2.304
Mother's Education	3.664	2.110
Self-Rating: Academic Ability	4.023	.579
Self-Rating: Drive to Achieve	4.081	.753
Self-Rating: Leadership Ability in 1987	3.739	.882
Self-Rating: Public Speaking	3.248	1.015
Self-Confidence (Intellectual)	3.761	.842
Self-Confidence (Social)	3.512	.893
Public University	1.429	.495
Public 4 Yr. College	1.062	.241
Private University	1.242	.429
Black College	1.004	.062
Nonsectarian 4 Yr. College	1.149	.356
Catholic 4 Yr. College	1.050	.219
Protestant 4 Yr. College	1.068	.251
Men's College	1.002	.044
Women's College	1.023	.151
Coeducational College	1.975	.157
Institutional Selectivity	1079.066	117.380
Hispanic Enrollment (Percent)	6.516	3.979
Hispanic Enrollment	705.141	768.021
Black Enrollment (Percent)	5.027	5.765
Black Enrollment	450.621	445.824
Size of Institution	18045.861	16008.381
Peer Mean: Intellectual Self-Esteem	25.647	1.632
Peer Mean: Permissiveness	4.954	.910
Peer Mean: Social Activism	11.410	.463
Peer Mean: Materialism & Status	16.219	.861
Peer Mean: Artistic Inclination	7.470	.459
Peer Mean: Outside Work	4.735	.275
Peer Mean: Scientific Orientation	3.718	.210
Part. Ethnic/Racial Club	1.400	.490
College GPA	4.003	.976
Part. in Honors Program	1.300	.459
Part. in Ethnic Studies Course	1.416	.493
Part. in Women's Studies Course	1.261	.440

**Table C.11 Regression of Retention on Student Background Characteristics, Institutional Characteristics, and College Experiences (N = 371 African American Students)**

Variable name	Step	African American Students		Betas at each step						
		Mult. R	Simp. r	1	2	3	4	5	6	7
Self-Rating: Drive to Achieve	1	.1606	.16	16	14	19	16	16	12	11*
Father's Education	2	.1955	.14	11	11	13	11 <sup>a</sup>	10	08	08
Self-Confidence (Intellectual)	3	.2216	-.01	-.09	-.12	-.12	-.17	-.17	-.16	-.16*
Self-Rating: Leadership Ability	4	.2505	.14	10	07	14	14	14	12	12*
Peer Mean: Permissiveness	5	.2704	.12	11	10	10	10	10	10 <sup>a</sup>	07
College GPA	6	.3692	.29	27	27	27	26	26	26	25*
Enrolled: Women's Studies Class	7	.3851	.16	15	14	14	14	12	11	11*
<b>VARIABLES NOT IN EQUATION</b>										
Part. in Ethnic/Racial Student Club			.14	12	11	10 <sup>a</sup>	09	08	07	06
Chances: Drop Out Permanently			-.01	00	02	01	00	-.00	02	03
High School GPA			.14	11 <sup>a</sup>	10	10	09	08	-.00	-.01
Living On Campus			-.02	-.04	-.05	-.05	-.05	-.04	-.05	-.05
Public University			-.07	-.07	-.08	-.07	-.07	-.09	-.08	-.08
Black Enrollment			-.06	-.06	-.05	-.05	-.03	-.01	-.02	01
Gender: Females			.00	01	03	02	04	04	04	02
Degree Aspirations in 1987			-.01	-.04	-.05	-.04	-.05	-.05	-.06	-.06
Parental Income			.09	08	03	03	02	02	01	01
Mother's Education			.08	06	-.01	00	00	-.01	-.03	-.03
Self-Rating: Academic Ability			.15	11	08	11 <sup>a</sup>	10	10	04	04
Self-Rating: Public Speaking			.11	08	06	11	07	07	04	04
Self-Confidence (Social)			.07	02	02	10	06	06	09	08
Public 4 Yr. University			-.08	-.07	-.06	-.06	-.04	-.02	-.01	02
Private University			.07	07	06	06	05	03	03	01
Black College			-.04	-.05	-.04	-.04	-.04	-.00	-.03	-.00
Nonsectarian 4 Yr. College			.08	06	05	05	04	02	02	-.00
Catholic 4 Yr. College			-.00	00	00	01	01	04	04	03
Protestant 4 Yr. College			.04	04	04	04	03	02	00	01
Women's College			.09	08	06	06	05	04	03	-.00
Institutional Selectivity			.12	11 <sup>a</sup>	09	09	09	05	07	05
Hispanic Enrollment (Percent)			-.00	-.02	-.02	-.02	-.02	-.03	-.03	-.05
Hispanic Enrollment			-.06	-.08	-.08	-.07	-.07	-.10	-.10	-.11
Black Enrollment (Percent)			-.08	-.08	-.07	-.07	-.06	-.04	-.05	-.02
Size of Institution			-.07	-.07	-.07	-.07	-.06	-.08	-.08	-.08
Peer Mean: Intellectual Self-Esteem			.11	09	06	06	04	03	01	-.00
Peer Mean: Social Activism			.03	02	02	02	00	02	-.01	-.01
Peer Mean: Materialism & Status			-.08	-.09	-.08	-.07	-.07	-.04	-.05	-.03
Peer Mean: Artist Inclination			.13	13	11	11	10 <sup>a</sup>	06	06	03
Peer Mean: Outside Work			-.10	-.09	-.07	-.07	-.08	-.10	-.10	-.10
Peer Mean: Scientific Orientation			-.01	-.03	-.05	-.04	-.04	-.04	-.05	-.05
Part in an Honors Program			.06	04	03	03	02	03	-.05	-.06
Enrolled in Ethnic Studies Course			.11	10	09	09	06	05	02	-.02
Men's College			-.00	-.02	-.04	-.02	-.03	-.04	-.06	-.05
Coeducational College			-.07	-.06	-.03	-.04	-.02	-.01	01	03

\*= signific at last step, <sup>a</sup>= signific prior to, but not at last step. Decimals omitted from Beta coefficients. p ≤ .05

**Table C.12 Means and Standard Deviations for the Regression of Retention on Student Background, Institutional Characteristics, and College Experiences (N = 371 African American Students)**

Variable Names	Means	Standard Deviations
Achieved B.A. in 4 Yrs.	2.760	1.793
Chances: Student Will Drop Out of College	1.203	.483
Gender	1.639	.481
High School GPA	5.217	1.610
Living On Campus	1.787	.410
Degree Aspirations in 1987	4.798	.465
Parental Income	6.925	3.263
Father's Education	4.679	2.105
Mother's Education	4.932	2.023
Self-Rating: Academic Ability	3.792	.684
Self-Rating: Drive to Achieve	4.073	.755
Self-Rating: Leadership Ability in 1987	3.705	.871
Self-Rating: Public Speaking	3.264	.988
Self-Confidence (Intellectual)	3.883	.848
Self-Confidence (Social)	3.627	.915
Public University	1.049	.215
Public 4 Yr. College	1.496	.501
Private University	1.049	.215
Black College	1.644	.479
Nonsectarian 4 Yr. College	1.323	.468
Catholic 4 Yr. College	1.054	.226
Protestant 4 Yr. College	1.030	.170
Men's College	1.054	.226
Women's College	1.094	.293
Coeducational College	1.852	.356
Institutional Selectivity	886.027	161.819
Hispanic Enrollment (Percent)	1.153	2.431
Hispanic Enrollment	50.571	172.130
Black Enrollment (Percent)	57.379	42.317
Black Enrollment	1831.208	1713.229
Size of Institution	5205.232	6448.039
Peer Mean: Intellectual Self-Esteem	24.370	1.409
Peer Mean: Permissiveness	4.255	.679
Peer Mean: Social Activism	12.078	.820
Peer Mean: Materialism & Status	17.112	.929
Peer Mean: Artistic Inclination	7.002	.400
Peer Mean: Outside Work	4.566	.312
Peer Mean: Scientific Orientation	3.689	.157
Part. Ethnic/Racial Club	1.410	.492
College GPA	3.730	1.001
Part. in Honors Program	1.318	.466
Part. in Ethnic Studies Course	1.399	.490
Part. in Women's Studies Course	1.162	.369

**Table C.13 Regression of Participation in a Chicano Student Organization on Student Background Characteristics, Institutional Characteristics, College Experiences, and Social Identity Factors (N = 399 Chicano Students)**

Variable name	Step	Chicano Students								
		Mult. R	Simp. r	Betas at each step						
				1	2	3	4	5	6	7
<b>BACKGROUND CHARACTERISTICS</b>										
Father's Education	1	.1906	-.19	-19	-19	-21	-21	-23	-23	-18*
Chances: Part. in Campus Protests	2	.2611	.18	18	18	16	15	13 <sup>a</sup>	05	02
Self-Rating: Academic Ability	3	.2815	.09	13	11	11	11	11 <sup>a</sup>	07	07
# Hrs. Volunteer Work	4	.2974	.11	12	10	10	10	10 <sup>a</sup>	06	05
<b>ENVIRONMENTAL CHARACTERISTICS</b>										
Nonsectarian 4 Yr. College	5	.3226	.12	14	12	12	13	13	12	11*
<b>COLLEGE EXPERIENCES</b>										
Part. in Cult/Racial Workshop	6	.4503	.37	38	35	35	34	33	33	28*
<b>SOCIAL IDENTITY FACTORS</b>										
Sense of Group Belonging	7	.5046	.37	34	32	32	31	31	24	24*
<b>VARIABLES NOT IN EQUATION</b>										
SIT Factor: Awareness of Discrimination			.25	23	20	20	19	19	13 <sup>a</sup>	07
SIT Factor: Student Activism			.21	20	16	17	16	17	10 <sup>a</sup>	03
Mother's Education			-.13	-03	-03	-03	-03	-03	-02	01
Chances: Elect. to Student Club			.09	11 <sup>a</sup>	07	06	04	05	01	02
Private University			.03	03	03	02	01	04	01	03
Peer Mean: Social Activism			.10	10 <sup>a</sup>	07	06	04	03	-04	-07
Part. in Campus Protests			.24	25	21	21	20	19 <sup>a</sup>	10	04

\*= significant at last step, <sup>a</sup>= significant prior to, but not at last step. Decimals omitted from Beta coefficients.  
 $p \leq .05$



**Table C.14 Means and Standard Deviations for the Regression of Participation in a Chicano Student Organization on Student Background, Institutional Characteristics, College Experiences, and Social Identity Factors (N = 399 Chicano Students)**

<b>Variable Names</b>	<b>Means</b>	<b>Standard Deviations</b>
Part. in Chicano Student Organization	1.446	.498
Chances: Part. in Protests	2.367	.872
Mother's Education	3.546	2.085
Father's Education	3.880	2.293
Chances: Elect. Student Club	2.242	.763
Self-Rating: Academic Ability	3.995	.687
# Hrs. Volunteer Work	2.077	1.393
Nonsectarian 4 Yr. College	1.120	.326
Private University	1.253	.435
Peer Mean: Social Activism	11.399	.440
Part. in Campus Protests	1.333	.472
Part. in Cultural/Racial Workshop	1.353	.479
Awareness of Discrimination	27.479	5.113
Student Activism	8.388	1.891
Sense of Group Belonging	10.198	2.435

**APPENDIX D**

**Regression Tables:**

**Racial Conflict and Emphasis on Diversity**

Table D.1 Racial Conflict, Emphasis on Diversity, and Participation in Ethnic/Racial Student Organizations

Variable name	Chicano Students (N=434)		Betas at each step								
	Step	Mult. R	Simp. r								
				1	2	3	4	5	6	7	8
<b>BACKGROUND CHARACTERISTICS</b>											
Chances: Part. in Campus Protests	1	.2168	.22	.22	.20	.20	.17	.16	.16	.15	.08*
# Hrs. Volunteer Work	2	.2763	.19	.17	.17	.17	.17	.15	.15	.14	.11*
Father's Education	3	.3227	-.17	-.17	-.17	-.17	-.21	-.21	-.22	-.22	-.18*
Self-Rating Academic Ability	4	.3671	.16	.13	.13	.18	.18	.16	.15	.15	.10*
Chances: Elect. to Student Club	5	.3837	.19	.16	.13	.14	.12	.12	.11	.10*	.05
<b>ENVIRONMENTAL CHARACTERISTICS</b>											
Public University	6	.3963	-.12	-.12	-.11	-.13	-.11	-.10	-.10	-.12 <sup>a</sup>	-.06
Catholic 4 Yr. University	7	.4063	-.11	-.10	-.08	-.08	-.08	-.07	-.09	-.09 <sup>a</sup>	-.07
<b>COLLEGE EXPERIENCES</b>											
Part. Cult/Racial Workshop	8	.5457	.48	.45	.44	.43	.41	.40	.40	.39	.39*
<b>VARIABLES NOT IN EQUATION</b>											
Faculty Mean: Racial Conflict			-.00	-.02	-.02	-.02	-.02	-.01	.09	.08	.05
Faculty Mean: Diversity Emphasis			.13	.09 <sup>a</sup>	.07	.06	.05	.06	.04	.03	-.03
Gender			-.04	-.06	-.07	-.07	-.05	-.04	-.04	-.05	-.07
High School GPA			.07	.07	.07	.09	-.01	-.01	-.04	-.05	-.05
Living on Campus			.08	.06	.04	.06	.05	.04	.02	.02	-.02
Degree Aspirations in 1987			.04	.04	.03	.03	.01	-.01	-.02	-.02	-.03
Parental Income			-.13	-.13	-.12 <sup>a</sup>	-.07	-.07	-.08	-.08	-.09	-.04
Mother's Education			-.16	-.17	-.15 <sup>a</sup>	-.08	-.09	-.09	-.10	-.11	-.07
President 1 or More Student Clubs			.12	.12	.09	.09	.07	.04	.04	.03	.01
Edited School Publication			.04	.03	.03	.02	.02	.02	.01	.01	.01
Self-Rating: Drive to Achieve			.17	.16	.15	.17	.11 <sup>a</sup>	.08	.08	.07	.05
Self-Rating: Public Speaking Ability			.07	.06	.04	.07	.02	-.02	-.01	-.01	-.04
Self-Confidence (Intellectual)			.02	.00	-.01	.02	-.08	-.10	-.10	-.10	-.08
Self-Confidence (Social)			.04	.05	.04	.05	.03	-.01	.01	.01	-.01
Political Orientation			.05	.01	-.01	.00	.01	.03	.03	.02	-.01
Chances: Elect. to Honor Society			.10	.08	.07	.10 <sup>a</sup>	.04	.01	.01	.01	-.01
# Hrs. in Student Clubs			.17	.14	.10	.11 <sup>a</sup>	.08	.05	.04	.03	.00
Public 4 Yr. College			-.04	-.02	-.03	-.02	-.01	-.02	-.04	-.05	-.03
Private University			.09	.10	.10	.11	.09	.08	.03	.01	.02
Black College			.08	.07	.08	.10	.09	.09	.08	.08	.05
Nonsectarian 4 Yr. College			.09	.07	.07	.08	.07	.07	.04	.03	.00
Protestant 4 Yr. College			.04	.05	.05	.03	.04	.03	.00	-.01	-.00
Men's College			.05	.06	.07	.08	.08	.07	.07	.07	.04
Women's College			-.03	-.04	-.04	-.03	-.03	-.02	-.04	-.03	-.06
Coeducational College			.00	.01	.01	-.00	-.00	-.00	.01	.00	.04
Institutional Selectivity			.11	.08	.06	.07	.03	.03	-.00	-.02	-.08
Hispanic Enrollment (Percent)			.01	.01	.00	-.00	-.03	-.03	.00	-.00	-.04
Hispanic Enrollment			-.11	-.12	-.10	-.11	-.12	-.11 <sup>a</sup>	-.08	-.08	-.07
Black Enrollment (Percent)			.08	.08	.08	.09	.07	.07	.06	.05	.05
Black Enrollment			-.08	-.08	-.07	-.08	-.08	-.07	-.03	-.03	-.01
Size of Institution			-.15	-.15	-.13	-.13	-.13	-.12 <sup>a</sup>	-.10	-.12	-.07
Peer Mean: Intellectual Self-Esteem			.12	.10	.09	.11 <sup>a</sup>	.06	.05	.02	-.01	-.06
Peer Mean: Permissiveness			.06	.02	.01	.01	.00	.01	.04	.03	-.01
Peer Mean: Social Activism			.19	.15	.13	.13	.11	.10	.09 <sup>a</sup>	.08	.01
Peer Mean: Materialism & Status			-.10	-.07	-.05	-.05	-.04	-.03	.02	.03	.08
Peer Mean: Artist Inclination			.15	.10	.08	.08	.06	.05	.04	.03	.00
Peer Mean: Outside Work			.05	.02	.02	-.00	.02	.03	.04	.04	.05
Peer Mean: Scientific Orientation			.05	.04	.03	.04	.00	-.01	.02	.00	-.07
College GPA			.06	.05	.04	.06	.02	.03	.02	.02	.03
Part. in Campus Protests			.27	.23	.22	.21	.20	.20	.19	.19	.06
Part. in ROTC			.04	.05	.04	.04	.04	.04	.04	.04	.04
Part. in Leadership Class/Program			.24	.22	.20	.20	.19	.18	.17	.16 <sup>a</sup>	.06

\*= signific at last step, <sup>a</sup>= signific prior to, but not at last step. Decimals omitted from Beta coefficients.  $p \leq .05$

**Table D.2 Means and Standard Deviations for Racial Conflict, Emphasis on Diversity, and Participation in Ethnic/Racial Student Organizations (N=434 Chicano Students )**

<b>Variable Names</b>	<b>Means</b>	<b>Standard Deviations</b>
Part. Ethnic/Racial Club	1.401	.491
Gender	1.618	.487
High School GPA	6.166	1.492
Living On Campus	1.696	.461
Degree Aspirations in 1987	4.777	.509
Parental Income	7.115	3.117
Father's Education	3.989	2.283
Mother's Education	3.679	2.101
President 1 or More Student Clubs	1.580	.776
Edited a School Publication	1.326	.687
Self-Rating: Academic Ability	4.048	.680
Self-Rating: Drive to Achieve	4.085	.744
Self-Rating: Public Speaking	3.245	1.045
Self-Confidence (Intellectual)	3.807	.834
Self-Confidence (Social)	3.555	.904
Political Orientation	3.152	.777
Chances: Elect. Student Club	2.270	.795
Chances: Elect. to Honor Society	2.547	.775
Chances: Part. in Protests	2.356	.895
# Hrs. Volunteer Work	2.143	1.404
# Hrs. in Student Clubs	3.467	1.644
Public University	1.567	.496
Public 4 Yr. College	1.032	.177
Private University	1.226	.419
Black College	1.005	.068
Nonsectarian 4 Yr. College	1.101	.302
Catholic 4 Yr. College	1.018	.135
Protestant 4 Yr. College	1.055	.229
Men's College	1.002	.048
Women's College	1.016	.126
Coeducational College	1.982	.135
Institutional Selectivity	1089.300	116.310
Hispanic Enrollment (Percent)	6.536	3.349
Hispanic Enrollment	868.629	814.924
Black Enrollment (Percent)	4.545	5.281
Black Enrollment	502.295	453.252
Size of Institution	21588.099	16111.252
Peer Mean: Intellectual Self-Esteem	25.848	1.601
Peer Mean: Permissiveness	5.002	.928
Peer Mean: Social Activism	11.432	.477
Peer Mean: Materialism & Status	16.208	.803
Peer Mean: Artistic Inclination	7.471	.382
Peer Mean: Outside Work	4.747	.272
Peer Mean: Scientific Orientation	3.738	.198
Faculty Mean: Racial Conflict	1.768	.637
Faculty Mean: Diversity Emphasis	12.588	1.342
College GPA	3.960	1.002
Part. in Campus Protests	1.334	.472
Part. Cultural/Racial Workshop	1.373	.484
Part. in ROTC	1.021	.143
Part. in Leadership Class/Program	1.203	.403
Part. in Fraternity/Sorority	1.219	.414

Table D.3 Racial Conflict, Emphasis on Diversity, and Participation in Ethnic/Racial Student Organizations

Variable name	African American Students (N = 295)									
	Step	Mult. R	Simp. r	Betas at each step						
				1	2	3	4	5	6	7
<b>BACKGROUND CHARACTERISTICS</b>										
Self-Rating: Drive to Achieve	1	.1748	.17	17	13	14	13	12	10 <sup>a</sup>	09
Self-Rating: Public Speaking	2	.2135	.17	13	13 <sup>a</sup>	10	07	04	02	02
<b>ENVIRONMENTAL CHARACTERISTICS</b>										
Black College	3	.3908	-.34	-34	-33	-33	-34	-28	-27	-27*
Coeducational College	4	.4088	-.12	-10	-08	-13	-13 <sup>a</sup>	-06	-06	-06
<b>COLLEGE EXPERIENCES</b>										
Part. Cult/Racial Workshop	5	.5506	.45	44	43	39	38	38	34	32*
Part. in Campus Protests	6	.5853	.33	31	30	28	27	21	21	19*
Part. in Leadership Class/Program	7	.5942	.25	23	22	20	20	14	11	11*
<b>VARIABLES NOT IN EQUATION</b>										
Faculty Mean: Racial Conflict			.25	25	24 <sup>a</sup>	00	00	-06	-10	-09
Faculty Mean: Diversity Emphasis			-.00	00	00	05	04	01	-01	00
Gender			-.00	00	03	03	04	03	03	04
High School GPA			.13	09	08	00	-02	-01	-01	-03
Living on Campus			.08	09	09	05	05	04	02	00
Degree Aspirations in 1987			.13	11	10	12	11	07	06	05
Parental Income			.09	08	07	05	02	01	03	03
Father's Education			.10	09	06	05	02	02	03	02
Mother's Education			.10	08	07	06	03	01	02	02
President 1 or More Student Clubs			.06	04	01	03	02	-01	-02	-03
Edited School Publication			.05	03	03	03	04	05	04	04
Self-Rating: Academic Ability			.13	09	07	05	05	02	03	02
Self-Confidence (Intellectual)			.02	-06	-12	-12	-12	-14	-14	-12
Self-Confidence (Social)			.08	03	-00	-00	-01	-04	-08	-07
Political Orientation			.08	08	06	04	02	01	-03	-04
Chances: Elect. to Student Club			.10	06	02	03	01	-01	-03	-03
Chances: Elect. to Honor Society			.10	04	02	05	04	01	01	01
Chances: Part. in Campus Protests			.04	01	-01	02	-00	-02	-08	-08
# Hrs. Volunteer Work			.11	10	09	09	08	03	02	01
# Hrs. in Student Clubs			.03	02	-01	02	03	-01	-03	-03
Public University			.09	10	09	-03	-02	-05	-06	-06
Public 4 Yr. College			-.26	-25	-24 <sup>a</sup>	-11	-05	-03	01	-01
Public 2 Yr. College			-.04	-02	-01	-04	-05	-03	-02	-02
Private University			.12	12 <sup>a</sup>	10	-01	00	-02	-03	-02
Private 2 Yr. College			.04	-04	-04	-07	-07	-04	-04	-04
Nonsectarian 4 Yr. College			.12	11	09	11	05	07	03	04
Catholic 4 Yr. College			.11	12	12 <sup>a</sup>	04	04	02	04	05
Protestant 4 Yr. College			.08	08	08	01	01	02	04	03
Men's College			.03	02	00	08	01	02	01	-00
Women's College			.12	10	09	09	-01	-02	-02	00
Institutional Selectivity			.28	27	26 <sup>a</sup>	00	-02	-03	-05	-05
Hispanic Enrollment (Percent)			.22	22	21 <sup>a</sup>	-00	01	01	01	01
Hispanic Enrollment			.10	09	08	-04	-02	-03	-04	-03
Black Enrollment (Percent)			-.33	-32	-31 <sup>a</sup>	-10	04	08	07	03
Black Enrollment			-.30	-30	-29 <sup>a</sup>	-10	-01	-03	-01	-02
Size of Institution			.06	07	06	-06	-03	-07	-07	-07
Peer Mean: Intellectual Self-Esteem			.18	15	14	05	00	00	-01	-01
Peer Mean: Permissiveness			.15	15	13	01	-02	-03	-06	-05
Peer Mean: Social Activism			-.14	-16	-18	15 <sup>a</sup>	04	01	-04	-02
Peer Mean: Materialism & Status			-.26	26	-26 <sup>a</sup>	07	01	-00	04	02
Peer Mean: Artist Inclination			.25	25	23 <sup>a</sup>	06	01	01	-01	-01
Peer Mean: Outside Work			.04	05	05	-00	-02	-04	-06	-04
Peer Mean: Scientific Orientation			-.03	-05	-07	-05	-07	-04	-05	-05
College GPA			.06	02	01	04	03	01	03	02
Part. in ROTC			-.14	-13	-13 <sup>a</sup>	-08	-07	-02	-03	-04

\*= signific. at last step, <sup>a</sup>= signific. prior to, but not at last step. Decimals omitted from Beta coefficients.  $p \leq .05$

**Table D.4 Means and Standard Deviations for Racial Conflict, Emphasis on Diversity, and Participation in Ethnic/Racial Student Organizations (N = 295 African American Students )**

Variable Names	Means	Standard Deviations
Part. Ethnic/Racial Club	1.373	.484
Gender	1.658	.475
High School GPA	5.208	1.697
Living On Campus	1.834	.373
Degree Aspirations in 1987	4.834	.353
Parental Income	6.922	3.182
Father's Education	4.680	2.117
Mother's Education	4.906	1.980
President 1 or More Student Clubs	1.544	.742
Edited a School Publication	1.296	.637
Self-Rating: Academic Ability	3.779	.682
Self-Rating: Drive to Achieve	4.075	.757
Self-Rating: Public Speaking	3.218	.976
Self-Confidence (Intellectual)	3.836	.829
Self-Confidence (Social)	3.572	.911
Political Orientation	3.207	.664
Chances: Elect. Student Club	2.386	.844
Chances: Elected to Honor Society	2.771	.826
Chances: Part. in Protests	2.384	.884
# Hrs. Volunteer Work	1.931	1.346
# Hrs. Student Clubs	3.246	1.579
Public University	1.054	.227
Public 4 Yr. College	1.508	.501
Public 2 Yr. College	1.003	.058
Private University	1.054	.227
Black College	1.685	.465
Private 2 Yr. College	1.003	.058
Nonsectarian 4 Yr. College	1.332	.472
Catholic 4 Yr. College	1.024	.152
Protestant 4 Yr. College	1.020	.141
Men's College	1.078	.269
Women's College	1.105	.307
Coeducational College	1.817	.387
Institutional Selectivity	897.447	157.315
Hispanic Enrollment (Percent)	.909	1.792
Hispanic Enrollment	48.858	186.803
Black Enrollment (Percent)	59.962	41.831
Black Enrollment	2167.498	1814.783
Size of Institution	5609.576	6490.435
Peer Mean: Intellectual Self-Esteem	24.481	1.462
Peer Mean: Permissiveness	4.311	.641
Peer Mean: Social Activism	12.101	.786
Peer Mean: Materialism & Status	17.142	.949
Peer Mean: Artistic Inclination	6.991	.417
Peer Mean: Outside Work	4.519	.265
Peer Mean: Scientific Orientation	3.690	.153
Faculty Mean: Racial Conflict	.446	.722
Faculty Mean: Diversity Emphasis	12.508	1.167
College GPA	3.757	.948
Part. in Campus Protests	1.305	.461
Part. Cultural/Racial Workshop	1.488	.501
Part. in ROTC	1.051	.220
Part. in Leadership Class/Program	1.234	.424
Part. in Fraternity/Sorority	1.214	.411