Shermunda Sherrill, Differences in Satisfaction with Undergraduate Education between African Americans and Caucasians and how it Relates to Retention of African American Students at East Carolina University (Under the direction of Dr. Susan McCammon and Dr. G. Michael Poteat) Department of Psychology, 2012.

This study was designed to assess if there are differences in overall college satisfaction between Black and White graduating seniors using data from a survey of graduating seniors. Sex differences were also investigated. Data collected from the Graduating Senior Survey for the 2009-2010 academic school year yielded responses from 2195 students. Of these, 312 were Black, 1702 were White, 1438 women, and 757 men. The analysis found a significant difference in satisfaction between male and female students among the White students, but not for Black students. White men expressed the most dissatisfaction. In addition, there were significant sex differences observed for White students, but not for Black students on Locus of Control items. Indicators of academic self-esteem measures were analyzed by both race and sex. Students with lower satisfaction with their college experience were more likely to indicate lower levels of internal locus of control and self-esteem. How this information relates to retention is discussed.

Differences in Satisfaction with Undergraduate Education between African Americans

and Caucasians and how it Relates to Retention of African American Students at East

Carolina University

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by

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Chapter I: Introduction

A speople struggle with the effects of the high unemployment rate, more and more people are beginning to realize the importance of getting an adequate education. Just having a high school diploma or GED may not be enough to be competitive in the job market. In the past four decades, rates for enrollment into higher education have increased across racial and ethnic groups. The National Center for Education Statistics reported an overall increase in fall undergraduate enrollment between 1976 and 2008 for each ethnic group (Aud, Fox, & KewalRamani, 2010). In 2008, for people 18 to 24 years old, 44% of Whites, 32% of Blacks, 26% of Hispanics, and 58% of Asians/Pacific Islanders were enrolled in a 2- or 4-year college or university. For Whites, Blacks, and Hispanics, these numbers are up from 28%, 20%, and 16% respectively as indicated in 1980. In addition, the rate of immediate college enrollment, the rate at which high school completers of a given year enroll in a 2 or 4 year college that same year, has increased from 49% to 69% between 1980 and 2008 (Aud et al., 2010).

Despite increased high school graduation rates and college entrance rates of African Americans in the United States, they continue to be far less likely than White Americans to complete and obtain their college degree (Guiffrida, 2005). (Note that for the current study, Black and White were terms used to describe racial groups; however, when reporting on research conducted by others, the terms they used were utilized).

In 2005, only 40% of African Americans who began college graduated as opposed to 61% of White Americans (Guiffrida, 2005). Contributing to disparity rates, African Americans who do graduate from predominately white institutions (PWIs) do so with substantially lower

GPA's than their White counterparts. There has been a long standing idea that college retention disparities between Blacks and White sare due to Black students being underprepared based on their high school education; however, there is evidence that other factors contribute to remarkable differences in academic performance when SAT scores, high school GPAs, and socioeconomic status are controlled (Guiffrida, 2005).

Higher Education of Blacks

Over the last decade, Black student enrollment in higher education has increased each year. It was estimated that by the late 1990's, one million African American students attended predominantly white institutions (PWIs) (Jones & Williams, 2006); however, African Americans continue to lag behind Whites in overall college enrollment. In 2008, the overall participation rates and enrollment into postsecondary education rose to 32 percent from 12 percent in 1980 (Aud et al., 2010). This trend has contributed to a dramatic increase of enrollment in historically Black colleges and universities (HBCUs); however, the majority of black college students enrolled to attend predominantly White institutions (Bourne-Bowie, 2000). On the other hand, statistics in 2009 show only an 8% increase in college enrollment for African Americans from 1990 to 2009 as compared to a 14% increase in White Americans and a similar gain for Hispanics (Kim, 2011).

There are also disparities in graduation rates among racial/ethnic groups. According to an article in the Chronicle of Higher Education, 57% of all students in four year college or university earn a degree within 6 years; however, only 49% of Hispanics and 40% of African Americans contributed to this amount, as compared to 60% of White students (Gonzalez, 2010). In 2006, The Journal for Blacks in Higher Education reported that nationwide, only 42% of African American students graduate from their respective college as compared to 62% of white

students. Black women are graduating from college at higher rates than black men. Between 1998 and 2000, statistics show an overall decline of one percentage point each year in the graduation rates of Black male college students (Anonymous, 2006). However, there is promise that the pattern is changing. Over the past 15 years, black male graduation rates have increased from 28% to 35%, and black women's rates have improved from 34% in 1990 to 46% in 2005 (Anonymous, 2006).

University and college campuses with high black student retention and graduation rates have been shown to incorporate orientations and retention programs to help black students adapt to the culture of a predominately white campus (Anonymous, 2006). Campuses that foster a nurturing environment for Black students increase positive interactions and retention and graduation outcomes. As compared to now, in the 1980's and early 1990's, Black and other non-Asian minority students attending PWI's were less likely to graduate within five years, have lower GPAs, have greater attrition rates, and enroll in graduate programs at a much lower rate than their White counterparts (Thomas et al., 2007).

While this trend indicates good news in regards to Blacks in higher education, research has shown that only one-third to one-half of African-American college students leave their respective institutions with degrees (Bourne-Bowie, 2000). As compared to White college students, African-American college students drop out in more significant numbers even when admission criteria remain constant (Bourne-Bowie, 2000). In a study conducted by Furr and Elling, (2002), African American student attainment fell from 97% after their first semester to 68% as compared to 92% to 72% of White students. In 2001, 87.1% of African American undergraduate students were enrolled at PWIs as compared to 12.9% attending an HBCU (Provasnik & Shafer, 2004). Despite accounting for a larger number of African American

attendees, PWIs accounted for a disproportionately low rate of African American students who were awarded degrees (Provasnik & Shafer, 2004). According to the Twenty-Fourth Status Report of Minorities in Higher Education (Kim, 2011), as of 2009, 18% of African Americans aged 25 to 29 have obtained at least a bachelor's degree compared to 58% of Asian American and 36% of White Americans.

Factors that influence retention rates of Black students

As colleges and universities have become more and more diverse, it has become increasingly important to identify and integrate key factors in helping to recruit and retain minority students. Tinto's model (1987) on student persistence and retention is the most commonly referred to model (Hausmann, Schofield, & Woods, 2007). His claim was that a student's persistence to remain in college or to drop out is based on his or her degree of academic and social integration, as well as, having a commitment to the college and the goal to obtain a college degree. Research has indicated that attending to the financial, social, personal, and academic needs of minority students increases the likelihood of retention and persistence to graduation (Dabney, 2010). Over the years, researchers have looked at different factors, such as social stress, negative effects of stereotyping, underachievement, and institutional climate (Thomas et. al., 2007), related to retention of black students. Some have reported that black students find PWIs as hostile, alienating, and socially isolating, and being less responsive to addressing and attending to their needs. In addition, the concept of being in "culture shock" has been reported for black students who attended predominately black high schools and are now moving to attend a PWI. Black students are also more likely to perceive experiencing negative stereotyping, prejudice, and discrimination that result in mistrust tension, depression, negative self-image, and anger (Greer, 2004).

At a PWI, Rowser (1997) examined African American freshmen orientation surveys as a means of discovering potential implications for increasing retention rates of Black students. The study focused on surveyed areas of academic preparation for college, expected GPA, expected graduation year, personal and social preparation to adapt to a new environment, and areas where help will be needed for success. Ninety percent of the students reported feeling that they were at least adequately prepared for college, more than one third expected to have a GPA of 3.0 or better in their first year, and more than 90% reported expecting to graduate in 5 years or less. Although in this particular study the report sounded promising, Rowser (1997) noted that on average African American college students continue to earn fewer credits than White students during their freshman year, have poorer grades throughout their college career, and have higher attrition rates than White students. Colleges that have had the most success in retaining students of color have adopted strategies that promote equity and high academic achievement (Gonzalez, 2010).

Financial Factors. Furr and Elling, (2002) noted that family income, need for financial aid, intent to work more than 20 hours per week, intent to work once classes began, and inaccurate perception that working does not interfere with academic performance were significant factors that separated persisters and non-persisters. Of the students who were retained after 3 semesters, only 10.1% of them indicated that they had plans of working more than 20 hours per week versus 43.5% of those not retained (Furr & Elling, 2002). In a survey of students who attended high-ranking universities (commonly rated as selective), 69% of African American students stated high student loan debt was a factor in their not completing their college educations as opposed to 43% of white students (Anonymous, 2006). Schools that can offer greater financial aid, produce better retention and graduations rates of African American students

(Anonymous, 2006). In the 2007-2008 school year, middle-income families used 25% of the total household earnings to pay for tuition at a four year college or university (Jefferson, 2008). Additionally, working and poor families pay 40% of their income as compared to 13% in upper-family incomes homes (Jefferson, 2008).

  Social Factors. Tinto (1987) noted that when minority students feel that they have a supportive environment on campus, they are more likely to achieve academic success. Mentoring programs and Black student organizations that foster a sense of belonging for African-American students have demonstrated some success in increasing retention and graduation rates of African-American students (Anonymous, 2006). Furr and Elling, (2002) showed that students involved in multicultural experiences and who felt valued were more likely to be retained than those who had no knowledge of activities or felt less valued. African-American unions and organizations on PWIs have been shown to offer Black students support and socialization opportunities that are much needed in their success. Other researchers such as, Santos and Reigadas (2002), found a positive correlation between retention and college adjustment, perceived mentor supportiveness, and program satisfaction. Strayhorn and Saddler (2009) studied the effects of faculty-student mentoring relationships on satisfaction with their college experiences. The students in the study who were involved in research with faculty mentors tended to be more satisfied with college than those who did not, or did so infrequently. Jones and Williams (2006) examined the role of an African American Student Center at a PWI as a factor in retention of minority students. Jones and Williams (2006) found that the African American Student Center played a major role in the retention of black students. The participants reported that the center provided them with information, supportive services, and confidence to foster a sense of safety and encouragement.

In addition, the center offered a nurturing environment promoting academic and social development.

Along the lines of mentoring, research has indicated that peer mentoring can help to develop social support networks (Brawer, 1996) and provides support systems that can improve campus climates for minority students (Henriksen, 1995). Good, Halpin, and Halpin (2000) studied academic and interpersonal growth of peers who become student mentors and how this relates to retention of minority students. In their study, minority freshmen and upper-class students of an engineering program were partnered together to help foster support within the program and help to increase retention rates of minority students in the program as well. Over 70% of the student mentors noted some academic growth and 50% reported an increase in study skills, 27% stated increases in critical thinking and problem-solving abilities, and 27% expressed gains in knowledge of overall core concepts of the program. Also, Good et al. (2000) noted that 90% of the mentors in their study reported increases and growth in ease of social interactions as communication, development of responsibility and leadership skills, and a sense of self-satisfaction and belonging. Students reported that their involvement in the program decreased their feelings of isolation and provided them with opportunities of social networking. For this particular set of mentors, 80% were retained in the program and achieved their degree. Merkel and Baker (2002) suggest that mentoring provides intellectual stimulation for the protégé as well.

It has been suggested that having a nurturing environment for black students is almost certain to have a positive impact on black student retention (Anonymous, 2006). As such, schools with predominately white students would have an increased chance of retaining black students by having in place orientation and retention programs to help black students adapt to the culture of the campus (Anonymous, 2006). In addition to ethnic/race differences in satisfaction,

past research has shown differences based on gender. Bean and Vesper (1994) found that contact with advisors, having friends, and living on campus were significant factors contributing to higher satisfaction for females, but not for males. They also found that there were more factors related to satisfaction for women (7 out of 11) than there were for men (5 out of 11).

Psychological Factors. Tinto's(1987) model of student persistence suggests that students who do not become integrated members of their institutions community are more likely to withdraw, thus implying that having a sense of belonging through social and academic integrations plays an influential part in student persistence (Hausmann et al., 2007). Gaertner and Dovidio's 2000 study indicated that students' having feelings of belonging was positively correlated with satisfaction and intentions to finish their degrees. Hausmann et al. (2007) also examined whether students' sense of belonging predicted intentions to persist. They found that a student having a stronger sense of belonging at the beginning of the academic year was often associated with peer-group interactions, interactions with faculty, peer support, and parental support. Also, students who reported more academic and intellectual development also reported increased sense of belonging over time, as opposed to students who reported a decreased sense of belonging with less academic integration. Hausmann et al. (2007) also showed a correlation between initial status of institutional commitment and peer-group interactions, peer support, parental support, and sense of belonging. There was also a positive correlation between sense of belonging and institutional commitment and intention to persist. Students who reported greater sense of belonging or increased institutional commitment reported stronger intentions to persist at the beginning of the school year. When students were compared by their race, African American students showed a more pronounced and positive association between peer support and sense of belonging. As these students reported having more peer support, their sense of

belonging increased, whereas for White students, greater peer support was associated with less sense of belonging.

Black students demonstrated a more defined, positive association between having more parental support and reporting greater sense of belonging than White students. Hausmann et al (2007) found that students' experiences of greater social interactions during their first semester can likely increase their sense of belonging and in turn increase their likelihood of persistence and commitment. Students with above-average academic integration expressed a greater sense of belonging over time when compared to those with below-average academic integration. This suggests that being able to make adjustments to the college academic environment can affect a student's sense of belonging. In addition, Furr and Elling (2002) reported in their study that, 21% of non-returners reported feeling that the university did not value them in comparison to 9% of returners. Along these lines, Thomas et al. (2007) found that the students in their interviews who were identified as "strugglers" reported a strong need to find someone who cared about them, those who would be willing to help them. Those researchers stressed the importance of feelings of connectedness and belonging. Other research, such as studies by Gonzalez (2002) and Hernandez (2002), has supported the idea that when students of color are able to strengthen ties with their families while still attending college, this helps them make transitions needed to be successful at PWIs. Guiffrida (2004) found that students who continued to maintain friendships with peers from home who also attended PWIs, were able to find motivation and support to continue at their institutions. Some students reported peers from home to be emotional supports, providing them with continued connectedness to their communities, and being able to serve as positive role model to others in their home communities.

Academic Self-efficacy and Academic Self-concept. Furr and Elling(2002) found financial responsibilities, campus involvement (social), and academic performance as factors that showed significant differences between African American student persisters and non-persisters from their first through seventh semesters at a PWI. While 97% of African American students were retained after the first semester, only 68% where retained after the fourth semester. In contrast, 92% of White students were retained after the first semester, dropping to 72%after the fourth semester (Furr & Elling, 2002).Robbins, Lauxer, Le, Davis, Langley, and Carlstrom (2004) examined the relationship between college achievement and retention and academic self-efficacy. They found that academic self-concept (one's self-perceived confidence to successfully perform particular academic tasks) to be a consistent predictor of retention. Robbins et al. (2004) also found that retention was strongly affected by academic goals and academic-related skills. In 2000, Cokley conducted a study examining African American college students' academic self-concept. He described academic self-concept as how a student views his or her academic ability when compared with other students (2000). It has been formally defined as "attitudes, feelings, and perceptions relative to one's intellectual or academic skills" (Lent, Brown, & Gore, 1997). Researchers such as Gerardi (1990) have found academic self-concept was a significant predictor of academic success among minority and low-socioeconomic college students. Cokley found that academic self-concept of African American students at HBCUs was not significantly different from those attending PWCUs (2000). Students who attended HBCUs reported more positive student-faculty interactions, higher GPAs, and more positive perceptions about fairness of evaluation of Black student's academic performance (Cokley, 2000). GPA was shown to be the best predictor of academic self-concept for both groups of students in that students with higher GPAs reported higher academic self-concept. The results also showed that better quality student-

faculty relationships and interactions contributed to predicting academic self-concept. It has been reported that students who have positive student-faculty interactions were more likely to be academically successful and persist to graduation (Cokley, 2000). In addition, Guiffrida (2005) found that African Americans students' academic performance greatly improves when faculty provide them with comprehensive academic, career, and personal advising, are actively supportive and advocate for the students at college and at home, and demonstrate beliefs in the students' overall academic abilities. Bean and Vesper (1994) found that for both men and women, "confidence in abilities" and "getting courses and finding them exciting" as significant variables related to academic self-concept.

Self-efficacy and Locus of Control as Factors of Satisfaction and Retention

Self-efficacy. Bandura (1997) explained that people work to exercise control over the events that affect their lives. Those who believe this control is possible and that their actions will have an effect over their lives are said to be more likely to have a stronger incentive to act. He stated that people motivate themselves by forming beliefs about what they can do, planning for possible outcomes, setting goals, and mapping courses of action. In addition, he stated that motivation will be stronger when this belief of being able to attain set goals and make adjustments based on progress is also strong. Bandura called this idea self-efficacy. Self-efficacy refers to the "confidence in one's ability to behave in such a way as to produce a desirable outcome" and it plays a role in how people feel, think, and act (Bandura, 1997 p.15). A person's perceived self-efficacy is an indication of the individual's beliefs in his or her ability to successfully perform a specific task or behavior.

In these terms, having a low sense of self-efficacy can produce feelings of depression and anxiety, inhibit one's ability to deal with more complex cognitive processes, and can impede

motivation and action to perform a specific task (Planty et al., 2009). Those with lower self-efficacy tend to be less likely to set more complex goals, to stick with a certain task, and invest less time and effort in completing a task once started (Planty et al., 2009). They magnify the risk involved in tasks as a means of not doing them and focus on self-doubt instead of thinking of successful ways of performing and see obstacles as "always at the forefront of thought and past failures make them lose faith in themselves because of self-blame" (Bandura, 1997, p. 485). On the other hand, those who have a higher sense of self-efficacy tend to better deal with uncertainty, have higher confidence levels to complete tasks that require more enhanced cognitive processes, and are more motivated to finish things (Planty et al., 2009). In addition, having a higher sense of self-efficacy increases the likelihood of choosing more challenging tasks, setting higher goals and sticking with them, are realistic about outcomes of their actions, invest more time and effort, and are able to recover more quickly and maintain commitment when a setback occurs (Planty et al., 2009). They visualize successful outcomes instead of ruminating over personal deficiencies or ways things might go wrong (Bandura, 1997). Difficult tasks are viewed as opportunities to master new challenges rather than avoidable threats and failure is seen as remediable ignorance, lack of skill, or insufficient effort (Bandura, 1997). Students who have stronger self-efficacy in their ability to succeed are more likely to be able to move forward in their education (Thomas et al., 2007).

These researchers suggested a person's perceived degree of self-efficacy can be raised or lowered by performance accomplishments, vicarious experiences, and emotional arousal. DeWitz and Walsh (2002) studied perceived self-efficacy (college, social, and general) and its relationship with college student satisfaction. They found that all three forms of self-efficacy were significant and positively associated with college satisfaction. Of the three types of

perceived self-efficacy (college, social, and general), college self-efficacy was the strongest predictor of college satisfaction. In addition, the students in this study that scored higher on college self-efficacy reported greater sense of being adequately compensated for their academic work, being happier with their social lives, having more opportunities for making friends, having greater levels of acceptance from faculty and students, enjoying their physical conditions, and experiencing a higher quality of education.

Locus of Control (LOC). Rotter (1966) conceptualized locus of control as a predisposition in the perception of what causes reinforcement. This theory was based on the belief that individuals will perform tasks contingent upon their perceptions of the likelihood of attaining their desired goal or purpose. "LOC falls on a continuum between internal and external ownership of identified factors that lead to a particular outcome" (Cohen, Saylor, & Wood, 2009, p. 291) and is influenced by environmental, cultural, and personal variables (Rotter, 1966). Rotter explained that those who have a more internal LOC have the perception that their own behavior or efforts contributes to personal success or failure. Individuals with a more external LOC orientation believe that outcomes are related more to extenuating circumstances beyond personal control, such as luck, fate, or the will of others. Spector (1983) found that having a more internal LOC was conducive to high achievement, social adjustment, and independent functioning, whereas individuals with a more external LOC were more likely to be vulnerable to external manipulation and more likely to conform to imposed norms and social expectations. Stronger internal LOC has also been associated with higher levels of personal satisfaction, motivation, and satisfaction with academic success (Cohen, Saylor, & Wood, 2009). In contrast, stronger external LOC beliefs have been linked to higher levels of anxiety, dependency on other, and lack of motivation (Cohen, Saylor, & Wood, 2009). Roddenberry & Renk (2010) found that

external LOC correlated with higher levels of general and academic stress and lower levels of self-efficacy. Because externally oriented individual tend to lack perception in the connectedness between their behaviors and consequences, they see themselves as having less control over their academic experiences than individuals who have a more internal LOC (Carden, Bryant, & Moss, 2004).

College Satisfaction of Black Students

Overall, Black students have self-reported lower scores on college satisfaction, when compared to Asians, Hispanics, and Whites (Fischer, 2007). Blacks have been shown to have the highest scores on measures of negative campus racial environment, demonstrating that for every one-point increase there was a 10% greater chance of the student making the decision to leave the college before completion of studies. Students have often reported feelings of isolation, upsetting racial incidents, and discouraging interactions with professors and classmates as some challenges that negatively influence satisfaction and persistence to continue at the respective institution (Thomas et al., 2007). Many Black students experience the social stressors of prejudices and discrimination that can lead to conflicts of identity, especially for students coming from predominately Black high schools and neighborhoods (Thomas et al., 2007). From negative stereotypes, black students have a greater chance of developing mistrust toward faculty and other students of different races, tension, depression, negative self-image and anger (Greer, 2004). When students are able to make connections with peers and especially with their professors, their experiences and satisfaction rates are more positive than with these factors (Fischer, 2007).

As indicated earlier, satisfaction is an important factor students' persistence, in graduation rates, and grade achievement (Einarson & Matier, 2005). When satisfaction is used as a measure of student outcome, it can give an overall view of the educational and college

experiences of the student and give institutions needed information on how to make changes in areas of need. Also, institutions that take into account student satisfaction, have a greater chance to benefit as students who report greater satisfaction are more likely to endorse their college to prospective students (Eimers & Pike, 1997). Satisfaction can be conceptualized as a function of a student's background characteristics, academic integration, social integration, and performance in college (Einarson & Matier, 2005). Research has shown a positive relationship with satisfaction and student's evaluation of the quality of instruction, level of intellectual stimulation in program course, and faculty-student interaction (Eniarson & Matier, 2005). In addition, Thomas and Galambos (2004) found a positive relationship with student's sense of belonging and satisfaction.

However, it is important to note that satisfaction rating differ among students of different ethnicities. There have been a number of studies (Ancis, Sedlacek, & Mohr, 2000; Eimers & Pike, 1997; Umbach & Porter, 2002) that have found significant race differences in satisfaction, but others have not found this difference (Thomas & Galambos, 2004). Feeling that one belongs on a chosen campus and perceptions of racial prejudice may be stronger correlates for satisfaction for minority students than for students in the majority. To address this issue, Einarson & Matier (2005) conducted a study with senior undergraduates of different races on differences and similarities in the correlates of overall educational satisfaction. They found that African Americans and Asian Americans were overall less satisfied with their college than Whites and Latino seniors. There was a greater difference in satisfaction related to campus diversity and reports of achieving lower grades, with African American seniors being the lowest and Latinos having the second lowest grade point average. African American and White students planning to pursue an advanced degree were more satisfied than those that did not. These

researchers also found that for African American, Latino, and Asian American seniors, the quality of instruction was the strongest predictor of overall satisfaction. This factor was significantly stronger for African American seniors than for others races in this study. Also intellectual excitement was a moderate predictor of satisfaction of all races represented. Interestingly, for Asian Americans and Whites only, having increased access to faculty outside of class time was a moderately significant factor of satisfaction. For African Americans only, having a more diverse campus was a significant predictor of satisfaction, but for all races in the study satisfaction with social involvement correlated positively with social integration. Lastly, self-reported grades and perceived gains in intellectual development were significant for all races represented; however, self-development was smaller for African American seniors.

Patitu (2000) conducted research on African American men choosing to attend a PWI and their satisfaction level. She found that 13% were very satisfied, 72.4% satisfied, 10.3% were dissatisfied, and 1.6% were very dissatisfied. Satisfaction rates in this particular study were generally related to academics, relationships, experiences, services and activities, and resources. When student were asked to indicate contributors to their institutional satisfaction, academics were listed by 70%, with 61%, commenting on the quality of educational opportunities. Over 64% of respondents reported that having positive relationships with people, such as professors, friendships, and a support system, contributed to their satisfaction. In addition, 31% of the participants reported that having positive experiences affected their level of satisfaction; 16% of the students stated the importance of having opportunities for different social activities such as multicultural services and athletics; and 18% expressed satisfaction for having general resources, facilities, and financial resources to help in their college experiences.

Several studies have looked at the overall satisfaction in relation to campus demographics and social climate. In general, African American students view race relations as less favorable than do White students (Ancis, Sedlacek, &Mohr, 2000); however, Bonous-Hammarth and Boatsman (1996) found that African American students reported higher ratings of satisfaction with their respective institutions when the overall student body included a high number of Black students. At the Association for the Study of Higher Education Annual Conference, Park (2006) presented a study of satisfaction of campus diversity among students of different ethnicities. She found that African American students were most likely to be dissatisfied (51.0%) with diversity compared to other ethnic groups represented. As such, the percent of students of color at the institution were the strongest predictor for Whites and Asian America students and the second strongest predictor for Blacks and Latino students. Asian Americans reported satisfaction with diversity when paired with a roommate of a different race. Interestingly, for all racial groups except for African Americans, students who reported supporting affirmative action were less likely to be dissatisfied with campus diversity. White and Asian American students that reported growth in learning about different races increase their diversity satisfaction, suggesting that learning and experiences with different cultures and races have a positive impact on satisfaction. Lastly, students in all racial groups who reported higher satisfaction with sense of campus community, interactions with other students, and their overall college experiences also reported higher diversity satisfaction.

Purpose of study

Researchers have recommended that when programs and services are being developed to successfully retain African American students, student survey data can provide useful information (Rower, 1997). The purpose of this study was to examine the differences in satisfaction with higher education between students of different racial groups and how it relates to retention of Black students at East Carolina University (ECU). The study also explored differences in factors of satisfaction between women and men. Based on past research, I hypothesized that student responses will indicate that Black students are less satisfied with their overall college experiences when compared to White and other students. Secondly, women and men will differ in overall satisfaction with their college experience at ECU, with women being more satisfied then men. Lastly, I expected that Black and White students will differ in the factors of locus of control and self-esteem as contributors to their overall satisfaction. I anticipated that Black students with more external locus of control would be less satisfied. I hypothesized that Black students would report higher self-esteem than White students, but had no hypothesis regarding how this would relate to their satisfaction. I planned to examine whether there were sex differences for locus of control and academic self-esteem, but had no hypothesis as to how they relate to satisfaction with their college experience at ECU.

Chapter II: Methods

Racial and ethnic groups

As defined by the Merriam-Webster dictionary, race refers to "a class or kind of people unified by shared interest, habits, or characteristics; a category of humankind that shares certain distinctive physical traits" (www.merriam-webster.com). In the United States, there are six identified racial categories; White, American Indian and Alaska Native, Asian, Black or African American, Native Hawaiian and Other Pacific Islander, and people of two or more races. Hispanic or Latino is classified as composing of different races within that ethnicity. There is also an unofficial race called "Some other race" to identify people of two or more races. The United States 2010 Census categorizes White as "a person having origins in any of the original peoples of Europe, the Middle East, or North Africa", Black or African American as "a person having origins in any of the Black racial groups of Africa", American Indian or Alaska Native as "a person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment," Asian as "a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent," Native Hawaiian or other Pacific Islander as "a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands," and Some other Race as "all other responses not included in the White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or other Pacific Islander race categories" (Humes, Jones, & Ramiez, 2011). In this study, information regarding race is categorized by the institution into three separate groups; White, Black, or Other.

Participants

　　Participants involved East Carolina University (ECU) undergraduate seniors for the summer and fall 2009 and spring and summer 2010 academic school year who completed their Graduating Senior Survey. ECU is a PWI; undergraduate enrollment in the fall of 2009was 2% Asian, 13.9% Black, 2% Hispanic, 0.7% Native American, 75.7% White, and 5.6% Other. All undergraduate graduating seniors are invited to participate in the survey. In the 2009-2010 academic year, 2195 of 3708 graduating seniors at East Carolina University responded for a response rate of 59.2%. The total sample was comprised of Asian-43, Black-312, Hispanic-48, Native American-19, White-1702, Other-63, Missing data-7,and of this 1438 were women and 757 men.

Measures

　　The Graduating Senior Survey (Appendix B) was administered online to graduating seniors in the semester in which they would graduate. It assessed students' overall evaluation of the institution's performance. The survey is administered to all 16 campuses of the University of North Carolina system with additional questions that specifically pertain to the university that the student is attending. In this study, these additional questions pertain only to East Carolina University students. There are 11 different sections with five sections having additional subsections that address areas of how well faculty members in the student's major contributed to their college experience, academic advising in their major, resources such as library services, technology services, and career services, how their education contributed to their knowledge, skills, and personal growth, their attitudes regarding financial, food, health, and business services, campus living and opportunities for recreation, extra-curricular activities, and community service projects, development of leaderships skills, and their plans for the next year.

For the purpose of this study, overall satisfaction with their ECU experience was measured by question, "If you could start over again, would you still choose to attend this institution?" (response choices were yes, not sure, or no). LOC was assessed by two items: "Hard work is more important than good luck for success" (strongly agree, agree, slightly agree, slightly disagree, disagree, strongly disagree) and, "My life is determined by my own actions." In the analysis of these items, the mean of the two items was calculated for each student. Group means were then calculated using these individual mean ratings .Academic Self-esteem was assessed by two questions: "People like me have a good chance to reach our goals," and, "Overall, my experiences at ECU have increased my self-confidence so I can be successful in life." During data analysis, the mean of the two items was calculated for each student. Group means were then calculated using these individual mean ratings.

Procedure

The ECU Office of Institutional Planning, Assessment, and Research provided the existing data sets for the study. The data set drew from student admission records which provided student self-classification of race and sex which was matched to student survey responses. Identifying information was removed. The study proposal for the use of the de-identified was reviewed by the University and Medical Center Institutional Review Board (see Appendix A for certification of Exempt status).

Data were analyzed for Black students and compared with White students. This study used John Sall's Mac Program (JMP) statistical program to compute descriptive statistics and chi-square tests to compare the scores of racial groups, men, and women for each selected item from the survey (Lehman, O'Rourke, Hatcher, & Stepanski, 2005).

Chapter III: Results

The data obtained from the Graduating Senior Survey were analyzed to determine if there were significant differences in whether men and women students of the specified racial groups would choose to attend ECU if they could start over again. The response options were "no," "not sure," or "yes." While over three quarters (78.58%) of students said they would choose again to attend ECU, there was variation by race and sex. The first hypotheses evaluated were the predicted relationships between race and satisfaction with the ECU experience. The responses for students self-identified as either Black or White are presented in Table 1. Because of the small number of students answering "no," we made the decision to combine "no" and "not sure" together into a response category labeled "no/not sure."

Table 1

Numbers of Students Who Would Choose ECU Again By Race and Sex

Sex	Black				White		
	No	Not Sure	Yes		No	Not Sure	Yes
Women	15	29	185		55	147	876
Men	7	11	56		42	119	442

The results of a chi-square analysis are presented in Table 2 containing the observed and expected frequencies, along with the percent of respondents in each cell. The table shows that the number of Black men and White men answering "yes" was lower than expected given the

hypothesis that race and sex were not related to choice. The number of Black and White women answering "yes" was higher than expected under the null hypothesis of no relationship. The value of the resulting Chi-Square was 15.624 which was significant ($p < .001$). Although the relationship was significant, the strength of the relationship was small (Cramer's $V = .09$).

Table 2

Group Chi-Square analysis for Choosing ECU Again

Group	No/Not Sure Observed Row % Expected	Yes Observed Row % Expected	Total
Black Men	18 24.32% 15.8518	56 75.68% 58.1482	74
Black Women	44 19.21 49.0549	185 80.79 179.945	229
White Men	161 26.70 129.171	442 73.30 473.829	603
White Women	202 18.74% 230.922	876 81.26% 847.078	1078
Total	425 21.42%	1559 78.58%	1984

Satisfaction by Race

      A chi-square test was performed to examine race and satisfaction. The 2 x 2 contingency table for this analysis is presented in Table 3. This relationship is not significant, Chi Square = 0.196 (df = 1 and N = 1984), p = 0.66.

Table 3

Chi-Square analysis for Choosing ECU Again by Race

Race	No/Not Sure Observed Row % Expected	Yes Observed Row % Expected	Total
Black	62 20.46% 64.9068	241 79.54% 238.093	303
White	363 21.59% 360.093	1318 78.41% 1320.91	1681
Total	425 21.24%	1559 78.58%	1984

Satisfaction by Sex

Another chi-square analysis (summarized in Table 4) was employed to assess if there was an effect by sex. This indicates that women participating in this survey were more satisfied with their overall experiences at ECU than men, $\chi^2(1, N = 1984) = 15.378$. This is a relatively strong relationship with a phi $= .88$. The odds ratio (odds of answering "no/not sure" given the person is a man compared to the odds of answering "no/not sure" given the person is a woman) is 1.55.

Table 4

Chi-Square analysis for Choosing ECU Again by Sex

Sex	No/Not Sure Observed Row % Expected	Yes Observed Row % Expected	Total
Women	246 18.82% 279.977	1061 81.18% 1027.02	1307
Men	179 26.44% 145.023	498 73.56% 531.977	677
Total	425 21.24%	1559 78.58%	1984

In addition, a logit analysis was conducted to investigate the effect of race, sex, and a possible interaction between race and sex. In the saturated model, the Race x Sex effect fell short of statistical significance, $z = .780$, $p = .44$. Accordingly, the Race x Sex term was eliminated from the model. The reduced model did fit the data well, $\chi^2(1, N = 1984) = 0.211$, $p = .65$. Yes

responses were significantly more frequent (78.6%) than were "no/not sure" responses (21.4%), $z = 15.776$, $p < .001$. Women were significantly more likely to answer "yes" (81.2%) than were men (73.6%), $z = 3.880$, $p < .001$. Race was not significantly related to answers, $z = 0.103$, $p = .92$.

Satisfaction by Locus of Control

On the locus of control items, "Hard work is more important than good luck for success" and "My life is determined by my own actions," the respondents scored in the direction of internal locus of control. (Mean scores could range from 1 to 6, with lower scores indicating external locus of control and higher scores indicating internal locus of control). Mean scores on locus of control are presented in Table 5.

Table 5

Locus of Control by Race and Sex

	Sex						
	Women Mean of Locus of Control Items				Men Mean of Locus of Control Item		
Race	N	Mean	Std Dev		N	Mean	Std Dev
Black	229	5.56	0.51		72	5.5	0.54
White	1071	5.56	0.56		598	5.45	0.60

Independent *t*-tests were used to examine mean differences in level of satisfaction. Table 6 reports the LOC means and standard deviations reported by level of satisfaction (choosing ECU again).

Table 6

Locus of Control Means and Standard Deviations by Choosing ECU Again

_____

Choose	N	Mean	Std Dev
No/not sure	418	5.40	0.63
Yes	1546	5.56	0.54

_____

There was a significant difference in the mean ratings of locus of control items between students answering "no/not sure" and "yes" on the satisfaction question, $t(1962) = 4.98, p < .001$. The effect size was small(Cohen's $d = .21$).

Race. LOC analyses by race are shown in Tables 7 and 8 followed by the results of the *t*-test analysis.

Table 7

Locus of Control by Choosing ECU Again for Blacks

_____

Choose	N	Mean	Std Dev
No/not sure	60	5.48	0.54
Yes	238	5.56	0.50

_____

The relationship between LOC and choosing EDU again was not significant for Black students, $t(296) = 1.20, p = .28$.

Table 8

Locus of Control by Choosing ECU Again for Whites

Choose	N	Mean	Std Dev
No/not sure	358	5.39	0.65
Yes	1308	5.55	0.55

The relationship between LOC and choosing ECU again was significant for White students, $t(1664) = 4.90$, $p < .001$. However the effect size was small (Cohen's $d = .22$).

Sex. The following analyses examined LOC by sex. A *t*-test revealed a significant difference in locus of control by satisfaction when analyzing by sex. For all women, the "no/not sure" group ($M = 5.44$, $SD = .64$) (less satisfied group) had a more external locus of control than those in the "yes" group ($M = 5.58$, $SD = .52$), $t(1294) = 3.57$, $p < .001$. Results for men in the "no/not sure" group ($M = 5.34$, $SD = .63$) also reported a more external locus of control than the "yes" group ($M = 5.50$, $SD = .57$), $t(666) = 3.00$, $p < .0028$. Tables 9-12 show comparisons of mean LOC for the two levels of satisfaction for each demographic group.

Table 9

Locus of Control by Choosing ECU Again for Black Women

Choose	N	Mean	Std Dev
No/not sure	43	5.49	0.58
Yes	184	5.57	0.50

There was no significant relationship for Black Women between choosing ECU again and the LOC scores, $t(225) = 0.83$, $p = .41$.

Table 10

Locus of Control by Choosing ECU Again for Black Men

Choose	N	Mean	Std Dev
No/not sure	17	5.47	0.41
Yes	54	5.55	0.51

There was also no relationship between choosing ECU again and the LOC items for Black Men, $t(69) = 0.56$, $p = .58$.

Table 11

Locus of Control by Choosing ECU Again for White Women

Choose	N	Mean	Std Dev
No/not sure	199	5.43	0.65
Yes	870	5.59	0.53

The relationship between choosing ECU again and LOC was statistical significant for White Women, $t(1067) = 3.50$, $p < .001$. However, the effect size was small (Cohen's $d = .20$).

Table 12

Locus of Control by Choosing ECU Again for White Men

Choose	N	Mean	Std Dev
No/not sure	159	5.33	0.64
Yes	438	5.50	0.58

The relationship between choosing ECU again and LOC was significant for White men, $t(595) = 2.94$, $p < .001$. However, again the effect size was small (Cohen's $d = .21$).

Satisfaction by Academic Self-esteem

On the academic self-esteem items, "People like me have a good chance to reach our goals," and, "Overall, my experiences at ECU have increased my self-confidence so I can be successful in life," the respondents scored in the direction of higher academic self-esteem. (Mean scores could range from 1 to 6, with lower scores indicating lower academic self-esteem and higher scores indicating higher level of academic self-esteem). Mean scores on academic self-esteem are presented in Table 13.

Table 13

Academic Self-esteem by Race and Sex

	Sex					
	Women Mean of H3 and H5			Men Mean of H3 and H5		
Race	N	Mean	Std Dev	N	Mean	Std Dev
Black	224	5.40	0.68	72	5.38	0.60
White	1068	5.46	0.62	593	5.35	0.65

Independent *t*-tests were used to examine mean differences in level of satisfaction. Table 14 reports the academic self-esteem means and standard deviations reported by level of satisfaction (choosing ECU again).

Table 14

Academic Self-Esteem Means and Standard Deviation sby Choosing ECU Again

_____

Choose	N	Mean	Std Dev
No/not sure	417	4.99	0.76
Yes	1534	5.54	0.53

_____

There was a significant difference in the mean ratings of academic self-esteem between student answering "no/not sure" and "yes" on the satisfaction question. The $t(1949) = 17.52$, $p < .001$. For this relationship, the effect size is large (Cohen's $d = .75$).

Race. Academic self-esteem varied by race and sex among the satisfied and unsatisfied students. Academic Self-esteem analyses by race are shown in Tables 15 and 16, followed by the results of the t-test analysis.

Table 15

Academic Self-Esteem by Choosing ECU Again by Blacks

_____

Choose	N	Mean	Std Dev
No/not sure	60	5.01	0.81
Yes	233	5.50	0.57

_____

The relationship between Academic Self-Esteem and choosing ECU again was significant for Black students $t(291) = 5.36$, $p < .001$ and the effect size was moderate to large (Cohen's $d = .62$).

Table 16

Academic Self-Esteem by Choosing ECU Again by Whites

_____

Choose	N	Mean	Std Dev
No/not sure	357	4.96	0.75
Yes	1301	5.47	0.53

The relationship between Academic Self-Esteem and choosing ECU again was significant for White students, $t(1656) = 16.80$ $p < .001$ and the effect size was large (Cohen's $d = .77$).

Sex. The following analyses examined academic self-esteem by sex. A *t*-test revealed a significant difference in academic self-esteem when the groups were divided by sex. Women in the "no/not sure" group ($M = 4.96$, $SD = .77$), reported lower levels of self-esteem, as compared to the women in the "yes" group ($M = 5.56$, $SD= .53$), $t(1286) = 14.45$, $p < .001$. This difference was large, (Cohen's $d =.79$). Men in the "no/not sure" group ($M = 4.98$, $SD = .75$) were likely to have lower self-esteem than the "yes" group ($M = 5.50$, $SD= .54$), $t(661) = 9.65$, $p < .001$. This difference was moderate, (Cohen's $d = .66$). Tables 17-20 show comparisons of mean academic self-esteem for the two levels of satisfaction for each demographic group.

Table 17

Academic Self-Esteem by Choosing ECU Again for Black Women

_____

Choose	N	Mean	Std Dev
No/not sure	43	4.97	0.86
Yes	179	5.50	0.58

The relationship between Academic Self-Esteem and choosing ECU again was significant for Black women, $t(220) = 4.88$, $p < .001$ and the effect size was moderate (Cohen's $d = .67$).

Table 18

Academic Self-Esteem by Choosing ECU Again for White Women

_____

Choose	N	Mean	Std Dev
No/not sure	199	4.96	0.75
Yes	867	5.57	0.52

The relationship between Academic Self-Esteem and choosing ECU again was significant for White women, $t(1064) = 13.74$, $p < .001$. The effect size was large (Cohen's $d = .82$).

Table 19

Academic Self-Esteem by Choosing ECU Again for Black Men

_____

Choose	N	Mean	Std Dev
No/not sure	17	5.12	0.65
Yes	54	5.48	0.55

The relationship between Academic Self-Esteem and choosing ECU again was significant for

Black men, $t(69) = 2.28$, $p = .03$ and the effect size was small to moderate (Cohen's $d = .48$).

Table 20

Academic Self-Esteem by Choosing ECU Again for White Men

_____

Choose	N	Mean	Std Dev
No/not sure	158	4.96	0.76
Yes	434	5.49	0.54

The relationship between Academic Self-Esteem and choosing ECU again was significant for

White men $t(590) = 9.38$, $p < .001$, and the effect size was moderate (Cohen's $d = .68$).

Chapter IV: Discussion

This study examined differences in satisfaction with students' overall college experience between Black and White graduating seniors at East Carolina University. In addition, sex differences were examined. Satisfaction was assessed by using students' responses to the question, "If you could start over again, would you still choose to attend this institution?" on the Graduating Senior Survey.

Results from the current study revealed that there are sex differences in satisfaction with overall college experiences at East Carolina University, but no significant difference for race. These results on sex differences fall along the same lines as past research (Bean and Vesper, 1994; Strayhorn and Saddler, 2009) indicating that different factors influence satisfaction for women and men. However, finding no significant differences between Black and White students in whether or not they would choose to attend ECU if they had it to do over again contradicts past research findings of satisfaction differences between Black and White students at PWIs.

The hypothesis that Black Students are less satisfied with their overall experiences when compared to White students was not supported by this study, as Black and White students indicated a similar response with their experience at ECU; whether Black (80%) or White (78%), most were satisfied. It is likely that students who are more satisfied stayed to complete their degree and less satisfied students left the institution. White men in this study responded "no/not sure" at a higher percentage (27%), followed by Black men (24%), Black woman (19%), and White women (18.7%), indicating that White men were the most dissatisfied and less likely to choose to attend this institution if they had to start over their college experience.

The hypothesis that women and men would differ in overall satisfaction was supported by this study. In general, men were more dissatisfied than women, with 26% of men responding "no/not sure" they would choose ECU again, compared to 19% of women. This finding of sex differences falls along the same lines as past research by Bean and Vesper (1994), who found that women were more satisfied with being students than men, and had more factors that related to their satisfaction than did men. Past researchers suggest that Black men and Black women experience college differently. Chavous et al., (2004) found that gender differences do affect how Black students experience and respond to their college environment. Social/recreational factors, specifically contact with advisors, having friends, and living on campus have been found to have a greater effect on women than men. For men, major and occupational certainty and related interactions were more important (Bean & Vesper, 1994). Past research has shown that African American men leave college prematurely more often due to academic dismissal opposed to leaving because of dissatisfaction for women (Brown, 2000). Women were more likely to be influenced by emotional support and utilize university-based instruction than men. Men in Brown's study reported resource use related to university-based instructional support, but women were more likely to use resources within and outside of the university. Rower (1997) found more than one half of the African American women and men reported believing that they would need assistance with their study skills; however, women were almost three times as likely to report needing tutoring. Based on findings that Black men do not seek assistance and utilize college resources as effectively and as often as women, Rower suggested that tutoring programs could be offered with the start of classes as a means to helping students keep up instead of catching up and minimize the idea being stigmatized for needing the assistance.

I hypothesized that locus of control would be related to choosing EDU again. Mean scores on locus of control items for Whites showed that external Locus of Control was related to lower satisfaction. But for Blacks, locus of control was not related to their satisfaction. That findings were different by race supported part of the hypothesis that Black and White students would differ in what factors contribute to satisfaction. Since locus of control was not an influence on satisfaction for Black students, this may suggest that Blacks students may not see their amount of effort as the main determinant for their college outcomes. Prior research showed that African American students reported satisfaction with their college experiences in spite of feeling that their effort was not always rewarded (Cokley, Komarraju, King, Cunningham, and Muhammad, 2003). Whites in the Cokley et al. (2003) study felt doubt to their ability to perform academically whereas African Americans attributed success or failure to their academic preparedness. The researchers noted that African American students may have negative expectations about academic performance, but these expectations are separated from their belief about their efforts and overall satisfaction.

Academic self-esteem items were related to satisfaction for all comparison groups. Higher academic self-esteem was related to students saying that they would choose to attend ECU if they had to do it over again, with little variability across racial and sex groups.

Since academic self-esteem was related to satisfaction for Whites and Blacks, it makes sense for programs designed to retain students to focus on interventions that would increase this variable. Allen (1992) found that boosts in self-confidence and self-esteem, feelings of psychological comfort, and a sense of empowerment as key psychological factors for success and satisfaction for African American college students. Higher levels of self-esteem can be associated with other important factors that influence greater levels of college satisfaction, such

as feelings of belongingness, having a formal relationship with instructors, feelings of being respected and valued, and positive interactions with peers (Booker, 2007). Boosting self-esteem through programs that stress hard work, strategizing, and persistence may provide students with the confidence that they need to promote good performance as well as serve as a reward and increase learning (Forsyth, Lawrence, Burnette, & Baumeister, 2007).

One way to increase college self-efficacy is through college mentoring programs (Hetherington, 2002). Peer mentoring has been shown to help develop social support networks (Brawer, 1996) and provide African American students with role models and leadership (Good et al., 2000). These programs have the potential for being beneficial for both the mentee and the mentor. Good et al (2000) found that African American student mentors in an engineering program reported increased motivation to succeed academically, while the mentees reported increased learning strategies, study habits, and other academic gains. Black students have also reported that establishing mentoring relationships that are research focused with faculty increased their college satisfaction (Strayhorn & Terrell, 2007). Strayhorn & Saddler (2009) found that regardless of gender, Black college students benefited from formal, structured, goal oriented research-focused mentoring relationships. The quality of student interactions has been shown to be positively correlated with academic self-concept for African American students (Thomas et al., 2007). Students who reported higher academic self-concept also reported higher GPAs and quality of student-faculty relationship (Cokley, 2000).

Implications

Although more and more Black students enter into higher education at increased rates than in the past, there continue to be disparities in the number of students that complete their degrees. As noted, only one-third to one-half of African-American college students leave their

respective institutions with degrees (Bourne-Bowie, 2000) compared to 61% of White American students (Guiffrida, 2005). Based on these statistics, it has become increasingly important to examine factors that contribute to the retention and persistence to graduation for Black students.

The current study focused on factors related to Locus of Control and Self-esteem as they related to satisfaction. Scores on the Self-esteem factors were significant and related to Black students' overall satisfaction this ECU. It would likely be beneficial for institution to implement programs and resources to provide methods of increasing self-esteem in Black students. Along the same lines, having programs that encourage mentoring relationships between upper class and freshman minority students (Good et al, 2000) can provide a network of social support role models, and leadership and offer an opportunity for minority students to witness success of those that are like them. Although Locus of Control was not a significant influence on satisfaction of Black students in this study, further investigation may provide insight into patterns of responses on this variable. ECU has a black cultural center (Ledonia Wright Cultural Center) which offers multicultural student activities, but this researcher is unaware of any formal mentoring programs offered. Attending to efforts to increase academic self-esteem, has the potential to increase and enhance other financial, academic, social, and psychological factors that have been identified as correlating positively with Black student retention.

Limitations and Future research

For this study, it is important to address limitations. While the concepts of locus of control and self-esteem were relevant to the satisfaction of student respondents, there concepts were measured using locally drafted items. To study these concepts in more depth, the use of standardized measures would strengthen the analysis.

Only factors pertaining to locus of control and self-esteem were examined as they affected satisfaction. Based on this it would likely be beneficial to examine other aspects of the college experience addressed on the survey to get a more in-depth look at what other factors relating to ECU campus contributed to satisfaction and to what extent. That type of information could be used to assist in not only putting resources in place to enhance high satisfaction factors, but highlight areas that need attention and improvement.

This sample only consisted of graduating seniors and did not assess satisfaction of students in other stages of their college career. Assessing students earlier in their college experience would be valuable. Gathering information from such students could give some insight into what factors are the most crucial at a given level. It is standard university practice to survey sophomores; linking the sophomores and graduating senior surveys would permit analysis of factors that are related to student retention. Also, gathering information from students that have dropped out would provide insight into the factors that contributed to attrition rates and provide ideas for developing plans of how to address them.

The number of Black students was much smaller than the number of White students participating in this survey, so there may have been insufficient power to detect a difference if it were subtle. Another limitation and suggestion for future research would be to include other minority groups. There has been limited research of factors that are related to increased satisfaction with college for minorities. Understanding what factors contribute to satisfaction of other groups would assist in increasing overall retention of students, by being able to address the specific needs of students of difference races and backgrounds.

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APPENDIX A
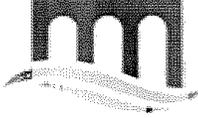
Date: June 7, 2010

Principal Investigator: Shermunda Sherrill
Dept./Ctr./Institute: 401 Paladin Dr., Apt I
Mailstop or Address: Greenville, NC 27834

RE: **Exempt Certification** *१८१८*
UMCIRB#   **10-0298**
Funding Source: unfunded

Title: "Differences in satisfaction with undergraduate education between African American and Caucasians and how it relates to retention of African American students at ECU"

Dear Shermunda:

On 6.4.10, the University & Medical Center Institutional Review Board (UMCIRB) determined that your research meets ECU requirements and federal exemption criterion #4 which includes research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. *NOTE: 1) This information must be existing on the date this IRB application is submitted. 2) The data collection tool may not have an identifier or code that links data to the source of the information.*

It is your responsibility to ensure that this research is conducted in the manner reported in your Internal Processing Form and Protocol, as well as being consistent with the ethical principles of the Belmont Report and your profession.

This research study does not require any additional interaction with the UMCIRB unless there are proposed changes to this study. Any change, prior to implementing that change, must be submitted to the UMCIRB for review and approval. The UMCIRB will determine if the change impacts the eligibility of the research for exempt status. If more substantive review is required, you will be notified within five business days.

The UMCIRB Office will hold your exemption application for a period of five years from the date of this letter. If you wish to continue this protocol beyond this period, you will need to submit an Exemption Certification Request at least 30 days before the end of the five year period.

Sincerely,

Chairperson, University & Medical Center Institutional Review Board

Cc: Susan McCammon, PhD

APPENDIX B

Graduating Senior Survey

Dear Applicant for Graduation,

Congratulations on your upcoming graduation! As you approach this event, we ask that you take a few minutes to help us evaluate ECU's performance. Please complete this survey form and submit your responses online. You should see a Thank You message, if your submission was successful.

This evaluation form contains questions that are being asked of all applicants for graduation at all 16 campuses of the University of North Carolina system so that we can compare the responses across campuses. It also contains some ECU-specific questions. Your answers to all questions are very important. Look for them to be summarized in one of more campus publications and/or on the ECU website. Be assured, however, that your individual answers will never be released to the public in a form that would permit anyone to identify you. We would really appreciate your completing the survey--it is your chance to tell us what we have done well and where we need to make improvements.

Thank you for helping us to evaluate ECU's services to students.

Sincerely,

Chuck Rich, PhD, Associate Director, Office of Institutional Assessment

INDICATE YOUR RESPONSE BY CLICKING ON THE APPROPRIATE CIRCLE AFTER EACH STATEMENT.

Section A - Faculty Contribution

Please evaluate how well faculty members in your major department do each of the following:

1. Set high expectations for you to learn.

　　Excellent Good Fair Poor

2. Respect the diverse talents and ways of learning of you and your classmates.

　　Excellent Good Fair Poor

3. Encourage you to be an actively involved learner.

Excellent Good Fair Poor

4. Encourage student-faculty interaction, in and out of the classroom.

Excellent Good Fair Poor

5. Give you frequent and prompt feedback.

Excellent Good Fair Poor

6. Encourage you to devote sufficient time and energy to your coursework.

Excellent Good Fair Poor

7. Develop opportunities for you to learn cooperatively with fellow students.

Excellent Good Fair Poor

8. Care about your academic success and welfare.

Excellent Good Fair Poor

9. In general, how would you evaluate your instructors on these eight measures?

Excellent Good Fair Poor

Section B1 - Help Outside the Classroom - Academic advising in your major:

Based on your last two years on this campus, how would you evaluate each of the following? (If you have not had enough experience with a service to evaluate it, please click "Don't know/Did not use" and then skip to the next service.)

a. Access to advisor

Don't Know Excellent Good Fair Poor

b. Sufficient time with advisor

Don't know Excellent Good Fair Poor

c. Accurate information about degree requirements and course sequencing.

Don't Know Excellent Good Fair Poor

d. Knowledge of campus policies and procedures.

Don't know Excellent Good Fair Poor

e. Academic advising services overall.

Don't Know Excellent Good Fair Poor

Section B2 - Help Outside the Classroom - Library services:

Based on your last two years on this campus, how would you evaluate each of the following? (If you have not had enough experience with a service to evaluate it, please click "Don't know/Did not use" and then skip to the next service.)

a. Hours of operation

> Don't Know Excellent Good Fair Poor

b. Staff responsiveness

> Don't know Excellent Good Fair Poor

c. Access to databases and collections

> Don't Know Excellent Good Fair Poor

d. Library services overall

> Don't know Excellent Good Fair Poor

Section B3 - Help Outside the Classroom - Technology services:

Based on your last two years on this campus, how would you evaluate each of the following? (If you have not had enough experience with a service to evaluate it, please click "Don't know/Did not use" and then skip to the next service.)

a. Access to the internet

> Don't Know Excellent Good Fair Poor

b. Hours of operation for computer center, labs, and help desks

> Don't know Excellent Good Fair Poor

c. Access to up-to-date facilities

> Don't Know Excellent Good Fair Poor

d. Access to trained staff for help

> Don't know Excellent Good Fair Poor

e. Technology training classes

> Don't know Excellent Good Fair Poor

f. Technology services overall

   Don't know Excellent Good Fair Poor

Section B4 - Help Outside the Classroom - Career-related services:

Based on your last two years on this campus, how would you evaluate each of the following? (If you have not had enough experience with a service to evaluate it, please click "Don't know/Did not use" and then skip to the next service.)

a. Opportunity for career assistance

   Don't Know Excellent Good Fair Poor

b. Information on internships, co-op, or other career-related experiences

   Don't know Excellent Good Fair Poor

c. Resources available to explore career options

   Don't Know Excellent Good Fair Poor

d. Information available through computers/Internet and other technology

   Don't know Excellent Good Fair Poor

e. Career-related services overall

   Don't know Excellent Good Fair Poor

Section B5 - Help Outside the Classroom - Employment search assistance:

Based on your last two years on this campus, how would you evaluate each of the following? (If you have not had enough experience with a service to evaluate it, please click "Don't know/Did not use" and then skip to the next service.)

a. Resume' preparation

   Don't Know Excellent Good Fair Poor

b. Interview preparation and skills

   Don't know Excellent Good Fair Poor

c. Access to employment opportunities (e.g., career fairs, interviews, job listings, etc..)

   Don't Know Excellent Good Fair Poor

d. Employment search assistance overall

       Don't know Excellent Good Fair Poor

Section C1 - Knowledge, Skills, and Personal Growth

To what extent do you think your college education contributed to your knowledge, skills, and personal

development in each of the following areas?

a. Writing skills

       Don't Know Very Much Somewhat Very Little Not at all

b. Listening skills

       Don't Know Very Much Somewhat Very Little Not at all

c. Speaking skills

       Don't Know Very Much Somewhat Very Little Not at all

d. Comprehension skills(written information)

       Don't Know Very Much Somewhat Very Little Not at all

e. Using mathematics skills

       Don't Know Very Much Somewhat Very Little Not at all

f. Applying scientific methods of inquiry

       Don't Know Very Much Somewhat Very Little Not at all

g. Enhancing analytic skills

       Don't Know Very Much Somewhat Very Little Not at all

h. Developing computer skills

       Don't Know Very Much Somewhat Very Little Not at all

i. Ability to function as part of a team

       Don't Know Very Much Somewhat Very Little Not at all

j. Ability to work with people from diverse backgrounds

       Don't Know Very Much Somewhat Very Little Not at all

k. Recognizing and acting on ethical principles

Don't Know Very Much Somewhat Very Little Not at all

l. Appreciating racial equity

Don't Know Very Much Somewhat Very Little Not at all

m. Appreciating gender equity

Don't Know Very Much Somewhat Very Little Not at all

n. Personal growth

Don't Know Very Much Somewhat Very Little Not at all

2a. Did you major include a co-op, internship, practicum, student teaching, or other field experience?

Yes No

b. If yes, how would you evaluate this experience in terms of its contribution to your personal and professional growth?

Excellent Good Fair Poor

Section D1 - OTHER OFFICES THAT SERVE YOU - Registration process

Based on your last two years on this campus, how would you evaluate each of the following services? (If you have not had enough experience with a service to evaluate it, please mark "N/A" (Don't know/Did not use), then skip to the next service.) For those services that require interaction with university offices or units (secretaries, tutors, counselors, office workers, etc..), please rate how responsive the staffs in those offices or units were to your needs.

1a. Registration process

Don't Know/Did not use

1b. Evaluation of Service Area

Excellent Good Fair Poor

1c. Evaluation of Staff Responsiveness

Excellent Good Fair Poor

Section D2 - OTHER OFFICES THAT SERVE YOU - Financial aid services

Based on your last two years on this campus, how would you evaluate each of the following services? (If you have not had enough experience with a service to evaluate it, please mark "N/A" (Don't know/Did not use), then skip to the next service.) For those services that require interaction with university offices or

units (secretaries, tutors, counselors, office workers, etc..), please rate how responsive the staffs in those offices or units were to your needs.

2a1. Financial aid services - Application/award process:

Don't Know/Did not use

2b1. Evaluation of Service Area

Excellent Good Fair Poor

2c1. Evaluation of Staff Responsiveness

Excellent Good Fair Poor

2a2. Financial aid services - Disbursement process:

Don't Know/Did not use

2b2. Evaluation of Service Area

Excellent Good Fair Poor

2c2. Evaluation of Staff Responsiveness

Excellent Good Fair Poor

Section D3 - OTHER OFFICES THAT SERVE YOU - Campus food services

Based on your last two years on this campus, how would you evaluate each of the following services? (If you have not had enough experience with a service to evaluate it, please mark "N/A" (Don't know/Did not use), then skip to the next service.) For those services that require interaction with university offices or units (secretaries, tutors, counselors, office workers, etc..), please rate how responsive the staffs in those offices or units were to your needs.

3a. Campus food services

Don't Know/Did not use

3b. Evaluation of Service Area

Excellent Good Fair Poor

3c. Evaluation of Staff Responsiveness

Excellent Good Fair Poor

Section D4 - OTHER OFFICES THAT SERVE YOU - Campus health services

Based on your last two years on this campus, how would you evaluate each of the following services? (If you have not had enough experience with a service to evaluate it, please mark "N/A" (Don't know/Did not use), then skip to the next service.) For those services that require interaction with university offices or units (secretaries, tutors, counselors, office workers, etc..), please rate how responsive the staffs in those offices or units were to your needs.

4a. Campus health services

      Don't Know/Did not use

4b. Evaluation of Service Area

      Excellent Good Fair Poor

4c. Evaluation of Staff Responsiveness

Excellent Good Fair Poor

Section D5 - OTHER OFFICES THAT SERVE YOU - Campus counseling (not career) services

Based on your last two years on this campus, how would you evaluate each of the following services? (If you have not had enough experience with a service to evaluate it, please mark "N/A" (Don't know/Did not use), then skip to the next service.) For those services that require interaction with university offices or units (secretaries, tutors, counselors, office workers, etc..), please rate how responsive the staffs in those offices or units were to your needs.

5a. Campus counseling (not career) services

      Don't Know/Did not use

5b. Evaluation of Service Area

      Excellent Good Fair Poor

5c. Evaluation of Staff Responsiveness

      Excellent Good Fair Poor

Section D6 - OTHER OFFICES THAT SERVE YOU - Business services/cashier/student accounts

Based on your last two years on this campus, how would you evaluate each of the following services? (If you have not had enough experience with a service to evaluate it, please mark "N/A" (Don't know/Did not

use), then skip to the next service.) For those services that require interaction with university offices or units (secretaries, tutors, counselors, office workers, etc..), please rate how responsive the staffs in those offices or units were to your needs.

6a. Business services/cashier/student accounts

       Don't Know/Did not use

6b. Evaluation of Service Area

       Excellent Good Fair Poor

6c. Evaluation of Staff Responsiveness

       Excellent Good Fair Poor

Section D7 - OTHER OFFICES THAT SERVE YOU - Campus residence life programs for students living in university-owned housing

Based on your last two years on this campus, how would you evaluate each of the following services? (If you have not had enough experience with a service to evaluate it, please mark "N/A" (Don't know/Did not use), then skip to the next service.) For those services that require interaction with university offices or units (secretaries, tutors, counselors, office workers, etc..), please rate how responsive the staffs in those offices or units were to your needs.

7a. Campus residence life programs for students living in university-owned housing

       Don't Know/Did not use

7b. Evaluation of Service Area

       Excellent Good Fair Poor

7c. Evaluation of Staff Responsiveness

       Excellent Good Fair Poor

Section D8 - OTHER OFFICES THAT SERVE YOU - Opportunities to participate in campus recreational and other extra-curricular or co-curricular activities

Based on your last two years on this campus, how would you evaluate each of the following services? (If you have not had enough experience with a service to evaluate it, please mark "N/A" (Don't know/Did not use), then skip to the next service.) For those services that require interaction with university offices or units (secretaries, tutors, counselors, office workers, etc.), please rate how responsive the staffs in those offices or units were to your needs.

8a. Opportunities to participate in campus recreational and other extra-curricular or co-curricular activities

       Don't Know/Did not use

8b. Evaluation of Service Area

       Excellent Good Fair Poor

Section D9 - OTHER OFFICES THAT SERVE YOU - Opportunities to participate in community service projects

Based on your last two years on this campus, how would you evaluate each of the following services? (If you have not had enough experience with a service to evaluate it, please mark "N/A" (Don't know/Did not use), then skip to the next service.) For those services that require interaction with university offices or units (secretaries, tutors, counselors, office workers, etc..), please rate how responsive the staffs in those offices or units were to your needs.

9a. Opportunities to participate in community service projects

       Don't Know/Did not use

9b. Evaluation of Service Area

       Excellent Good Fair Poor

Section D10 - OTHER OFFICES THAT SERVE YOU - Opportunities to develop leadership skills

Based on your last two years on this campus, how would you evaluate each of the following services? (If you have not had enough experience with a service to evaluate it, please mark "N/A" (Don't know/Did not use), then skip to the next service.) For those services that require interaction with university offices or units (secretaries, tutors, counselors, office workers, etc..), please rate how responsive the staffs in those offices or units were to your needs.

10a. Opportunities to develop leadership skills

      Don't Know/Did not use

10b. Evaluation of Service Area

      Excellent Good Fair Poor

Section E1 - Your Conclusions

1. All things considered, how would you characterize the intellectual environment on this campus?

      Very Strong Strong Weak Very Weak

2a. All things considered, how would you evaluate the quality of instruction: In your major?

      Excellent Good Fair Poor

2b. All things considered, how would you evaluate the quality of instruction: Overall?

      Excellent Good Fair Poor

3. All things considered, how would you evaluate the overall education that you are receiving at this institution?

      Excellent Good Fair Poor

4. Would you recommend this institution to a friend considering college?

      Yes Not Sure No

5. If you could start over again, would you still choose to attend this institution?

      Yes Not Sure No

6. If you are earning your degree through an off-campus degree program, how likely is it that you would have obtained this degree on a UNC campus if the off-campus program had not been available?

      Very likely Probably Probably Not Not likely

Section F - YOUR PLANS FOR NEXT YEAR

Please indicate the best description of your primary plans following graduation by clicking on the ONE most appropriate response:

I don't know yet

I have accepted a full-time paid job related to my field of study

I have accepted a full-time paid job, not related to my field of study

I have accepted a part-time paid job

I will continue in my current paid job

I will be going to graduate or professional school full-time next year

I will be going to graduate or professional school part-time and working part-time next year

I will take more undergraduate courses next year

I am currently seeking, or plan to seek, paid employment

I am neither seeking employment nor planning on attending school next year

I will be entering or continuing military service

I will be engaged in volunteer activity (e.g., Peace Corps)

I will be starting or raising a family

Other (If "Other", Please specify:)

Section G - ADDITIONAL COMMENTS

1. Please elaborate on any answers that require it.

Section H - PERSONAL DEVELOPMENT

Please indicate the extent of your agreement or disagreement with the statements below. There are no right or wrong answers.

1. Hard work is more important than good luck for success.

    Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

2. My life is determined by my own actions.

    Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

3. People like me have a good chance to reach our goals.

    Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

4. I believe my program of study at ECU is preparing me well for my chosen career.

    Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

5. Overall, my experiences at ECU have increased my self-confidence so I can be successful in life.

    Strongly Agree Agree Slightly Agree Slightly Disagree Disagree Strongly Disagree

Section I - COMPUTER USAGE

1. Do you have a computer at your local residence?

    Yes No

2. How frequently do you use university computers?

    a. In the classroom

        Daily Weekly Monthly Rarely Never

    b. In computing labs

        Daily Weekly Monthly Rarely Never

    c. In dormitories

        Daily Weekly Monthly Rarely Never

    d. In libraries

        Daily Weekly Monthly Rarely Never

3. How frequently do you use the ECU kiosks?

> Daily Weekly Monthly Rarely Never

4. How frequently do you check your email?

> Daily Weekly Monthly Rarely Never

Section J - Instructional Methods/ Library Usage

In the questions below please select the option which best describes your experience.

1a. If most of the instruction in your ECU major/degree courses was face-to-face, where were most of these classes located?

> On-Campus (Greenville)

> Off-Campus (outside of Greenville)

> Does not apply to me

1b. If most of the instruction in your ECU major/degree courses was web-based (or delivered via any other non-face-to-face method), where were you most often physically located when receiving this instruction?

> On-Campus (Greenville)

> Off-Campus (outside of Greenville)

> Does not apply to me

1c. How many courses in your ECU major/degree did you have that were primarily web-based or taught by another form of non-face-to-face instruction?

> None 1 2 3 4 5 6 7-10 11-15 16 or more

1d. Did most of the ECU courses which you took in your major/degree use web-based, 2-way video, or other non-face-to-face instruction at least 25% of the time?

> Yes No Does not apply

2a. Which ECU library facility have you used (including both physical and on-line visits)?

> Primarily Joyner Library (including the Music Library)

> Primarily Laupus (the Health Sciences Library)

> Both used about the same

> Did not use these libraries

2b. What percentage of your library work at ECU involved the use of the virtual (electronic) library?

      None 1-25% 26-50% more than 50%

Section K - PLEASE IDENTIFY THE PERSON AT ECU

Who made the most significant positive contribution to your education:

      . Name

      . Dept./Office

      . May we inform this person that you identified them?

         Yes No

Submit Survey

- Once you have completed the above survey, click the submit button to record your responses.
- Remember, your responses are not saved until you click the submit button and receive the resulting response stating your responses have been recorded.

East Carolina University

East Fifth Street Security | Use Policies | Contact Us

Greenville, NC 27858-4353 USA

252.328.6131