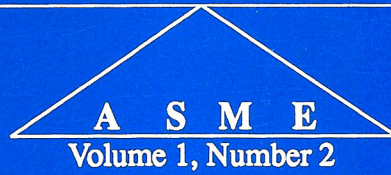


ASSESSMENT OF THE STATUS OF MINORITIES IN EDUCATION



PERCEPTIONS:

CAMPUS RACIAL CLIMATE

BY

Charles E. Morris

Ira L. Neal

A RESEARCH PROJECT AFFILIATED WITH
THE
CENTER FOR HIGHER EDUCATION
ILLINOIS STATE UNIVERSITY

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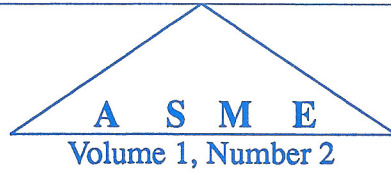
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ACKNOWLEDGEMENTS

In December, 1987 the Illinois Board of Higher Education approved a proposal and a grant for the development of a process and survey instruments (inventories) which could be used for assessing the educational status of minorities in Illinois. The initial work was done by a group consisting of members of the Illinois Committee on Black Concerns in Higher Education (ICBCHE): Dr. Seymour Bryson, Assistant to the President for Affirmative Action, Southern Illinois University, Carbondale; Dr. Stafford Hood, Assistant Professor of Psychology, Northern Illinois University; Dr. Charles E. Morris, Vice President for Administrative Services, Illinois State University; Dr. William Mosley, Chairman of the Department of Special Education, Western Illinois University; Mr. Silas Purnell, Director of Ada S. McKinley Educational Services, Chicago; Dr. Alvin Townsel, Educational Consultant, Illinois State Board of Education; Dr. William Trent, Associate Professor of Educational Policy Studies, University of Illinois, Champaign; and graduate assistants Ms. Francine Clark-Jones (University of Illinois) and Mr. Ira L. Neal (Illinois State University). Others, including Ms. Clara Fitzpatrick, a member of the Illinois Board of Regents, and Dr. Rudolfo Garcia, Associate Vice President for Research, Chicago City-Wide Colleges, provided assistance. Drs. Morris and Trent served as Project Co-Directors. The first use of the Faculty and Administrator inventories was in connection with a workshop conducted at Danville Area Community College in August 1988.

The materials were then revised and augmented, and administered on a pilot basis in the spring of 1989 for the purpose of compiling a data base to support "A Study to Determine the Relationships Between Campus Climate and Institutional, Academic and Student Service Program Characteristics and Minority Student Matriculation." The Study was initiated with the endorsement and enabling support of Illinois State University, the Federation of Independent Illinois Colleges and Universities (FIICU), the United Campus Christian Foundation (UCCF)--of Normal, Illinois-- and the Illinois United Ministries in Higher Education. Donald Fouts, President of the FIICU, Rev. James Pruyne, Director of UCCF, UCCF student interns, and others have provided essential support for the pilot study. Of 14 private institutions in Illinois that have extended cooperation and assistance towards the first initiative of this kind in the State, 6 participated in this phase of the study.

A significant assist to the study was accomplished with the help of LeAnne Slack as partial fulfillment of her Honor's Program Project under the supervision of Dr. Mildred Boaz at Milliken University. Her paper, "Status of Minorities in Higher Education: A Study of Selected Independent Illinois Institutions," provided the basis for the first report arising out of the assessment effort.

The format for collecting retention data was developed and has been used by staff of the Illinois Board of Regents to generate reports on the participation and status of minorities attending institutions in that system.

The Illinois Board of Higher Education has approved funding for further revision of the survey instruments and for conducting a pilot study in public institutions during the academic year 1989-90.

Many thanks are extended to the presidents and faculty, staff and students of the participating institutions, without whose cooperation and assistance this initiative would not have been possible.

Charles E. Morris, Project Administrator
Ira L. Neal, Assistant Project Administrator

October, 1989

OVERVIEW

To achieve equal opportunity and equal success on predominantly white campuses there is a need for the development, implementation, and evaluation of specific programs tailored to fit both minority student needs and the institutional ethos. It is logical that minority students require for their success, the same crucial elements which are recognized as being essential for white student success. Those elements include: (1) a campus climate which is supportive and nurturing, and (2) financial assistance opportunities which do not require students to incur extensive loan obligations. Recent initiatives in Illinois institutions emphasize attention to these areas in order to enhance minority student access and graduation. Systematic and objective review of these programs could assist program personnel, educators, policymakers and legislators as they strive toward program improvement and effectiveness.

The project, "Assessment of the Status of Minorities in Education", affiliated with the Center for Higher Education at Illinois State University, is intended as a concrete response to legislation enacted by the General Assembly of the State of Illinois. The "Study to Determine the Relationships Between Illinois Post-Secondary Campus Climate and Institutional, Academic and Student Service Program Characteristics and Minority Student Matriculation" is a step toward refining the "Assessment" process; the study attempts to identify the attitudes and perceptions of students, faculty, and administrative personnel regarding these relationships. Further, the study is designed to collect data which will facilitate the identification and assessment of programs and strategies that are successful at enhancing the participation and status of minorities.

This is one of a series of reports to be developed from data collected at six predominantly white private institutions in Illinois. The study will eventually encompass public institutions, including community colleges. Campus racial climate, the focus of this report, is examined within the context of the total educational environment of the postsecondary academic setting. This environment is described by academic and social characteristics, and by the extent to which opportunities are provided for all students, faculty, staff and the immediate public to meet and interact in an atmosphere which enhances intellectual, cultural and social growth.

Demographic Trends of the Sample

- Undergraduate minority students were less likely than undergraduate white students to have transferred from a two or four-year postsecondary institution.
- Undergraduate minority students were likely to spend more hours per week on their school work than undergraduate white students.
- Undergraduate minority students were more likely to be dependent on financial aid than undergraduate white students.
- Undergraduate minority students were less likely to be living in private rooms off campus, or in their own homes or apartments, and were more likely to be living on campus than undergraduate white students.

- Undergraduate minority students were more likely to be out-of-state residents than undergraduate white students.
- Undergraduate minority students were more likely to come from urban communities than undergraduate white students.
- Undergraduate minority students were less likely to be attending the institution on a part-time basis than undergraduate students.
- Undergraduate minority students were likely to have lower grade point averages than undergraduate white students.
- Undergraduate minority students were less likely than undergraduate white students to be United States' citizens.

Trends of Campus Racial Climate Perceptions

The respondents were asked to rate the campus racial climate or atmosphere by responding to 11 items on semantic-differential scaling systems. Opposite-pairs of adjectives with a 5-point scale were used for the purpose of student evaluation of campus racial climate.

For black students, both male and female, the means were much higher than those of other groups for each of the racial climate items. For Asian students the differences in the mean responses for the eleven items were not found to be statistically significant for any of the pairwise comparisons. The numbers of Hispanic and Native American students who provided responses were too small to consider those groups as separate categories.

Minority student responses reflected the feeling that the campus environment was uncomfortable for their full and equal participation in the life of the institution. More specifically, minority females gave the strongest indication that the campus racial climate was uncomfortable for their participation and matriculation. The responses of white females strongly reflected the completely opposite point of view, suggesting that their participation and matriculation were least affected by the campus racial climate.

Minority females were most likely to find the campus tense, hostile, competitive, socially separate, insensitive, worsening and racist. More specifically, black females were most likely to perceive the campus racial climate as tense, reserved, exclusive, and insensitive. Minority males were most likely to find the campus indifferent, exclusive and conservative, while black males were most likely to find the campus racial climate as socially separated, worsening, and racist. Asians/Pacific Islanders participating in this report indicated the strongest inclination to perceive the campus racial climate as conservative.

The item reflecting the highest mean for all eleven items was "Socially Integrated to Socially Separated," i.e., the respondents as a group, perceived that their campuses were more socially separated than socially integrated with respect to racial climate. The mean responses of blacks are significantly higher than those of whites for ten of the eleven items (see Graphs 11,12).

Discussion

Minority student perceptions of the campus "racial climate" are significantly different from the perceptions of their white counterparts and minority students perceive that conditions for racial harmony on their campuses are deteriorating. These perceptions appear to be particularly true for younger minority students---students who are usually younger in age and who are classified as freshmen and sophomores.

As a group, minority students who responded to the survey instrument, particularly blacks, perceived the campus racial climate as being a hindrance to their successful matriculation (see Graph 12).

Minority males indicated on all eleven racial climate items that campus racial climate worsens as they persist through the system. This perception is particularly alarming in view of the continued decline of black males' participation in postsecondary education. A more in-depth examination of these perceptions is necessary to determine the probable causes of this effect. Of equal concern and need for attention are the perceptions and comments by black females which reveal that they view the campus racial climate as physically threatening (see Graph 13).

The description of the data contained in this report cannot and should not be generalized to the total population of multiple purpose private institutions. Any such attempt to generalize would be premature and contrary to the purpose of the report, and the intent of its authors. While many of the descriptions and findings contained in this report have been validated and confirmed in reports published by the American Association of University Professors, the American Council on Education, the National Institute Against Prejudice and Violence, and other organizations and research scholars, its scope is limited by the range of factors used to describe campus racial climate. The authors believe that a full investigation into the causes which drive the perceptions of all students regarding campus racial climate must include social, academic, economic and cultural considerations.

Nevertheless, this report clearly confirms that there are significant differences in the perceptions of white and minority students regarding campus racial climate. These differences cannot be dismissed and/or excused as random chance, given the increase in racist and sexist incidents occurring with alarming frequency on campuses nationwide.

Future reports, based on data collected through other inventories --faculty, administrator, and institutional-- will facilitate a more complete investigation of campus climate and of the subsequent implications for minority students. Because of the apparent increase in frequency and intensity of racially motivated incidents of harassment throughout the nation it is hoped that such reports will help to heighten awareness of the need to create campus climates which will enhance and equalize educational experiences for all students.

This description of campus racial climate is a beginning toward understanding the causes of minority underrepresentation in higher education . However, it is only a small step on a long journey. Much more work and a longitudinal approach will be needed to better understand all the dynamics surrounding this issue.

I. STATEMENT OF PROBLEM AND ITS COMPONENTS

INTRODUCTION

During the Spring of 1984 a Subcommittee on Minority Concerns of the Illinois Senate Committee on Higher Education was formed to assess the educational progress of historically disadvantaged groups in Illinois. Both committees were chaired by Senator Richard Newhouse. An early conclusion of the Subcommittee was that a concerted effort would be required on the part of all segments of the educational community, as well as the legislative and executive branches of State government and the business community, to bridge gaps caused by barriers which have limited the educational access and success of racial minorities.

One of the recommendations of the Subcommittee was that Illinois universities and colleges should promote and sponsor research activities which focus on:

- (1) Identifying the causes for the disproportionate representation of minorities in postsecondary education; and**
- (2) Identifying successful strategies and programs throughout the educational system which foster and enhance the participation and status of minorities.**

During recent sessions of the Illinois General Assembly, legislation has been enacted--notably, Public Acts 84-726, 84-785, and 85-283 and various resolutions--setting in motion state wide, multidimensional efforts to enhance minority participation in education. However, the pace of progress has been slow, prompting the creation of a Joint Committee on Minority Student Access by Senate Joint Resolution No. 72 in June 1987 and its continuation by Senate Joint Resolution No. 130 on July 1, 1988 (both sponsored by Senator Miguel del Valle). Other statewide committees--such as the Joint Committee on Minority Student Achievement and the Task Force on Minority Concerns of the Illinois Community Colleges Trustees Association--have been formed to focus on the same issues.

The project "Assessment of the Status of Minorities in Education," affiliated with the Center for Higher Education at Illinois State University, is intended as a concrete response to the recommendation of the legislative committees. The "Study to Determine the Relationships Between Illinois Postsecondary Campus Climate and Institutional, Academic and Student Service Program Support Characteristics and Minority Student Matriculation" is a step toward refining the "assessment" process; the study attempts to identify the attitudes and perceptions of students, faculty, and administrative personnel regarding these relationships. Further, the study is designed to collect data which will facilitate the identification and assessment of programs and strategies that are successful at enhancing the participation and status of minorities in education (see Appendix A).

The description of the data contained in this report cannot and should not be generalized to the total population of multiple purpose private institutions. Any such attempt to generalize would be premature and contrary to the purpose of the report, and the intent of its authors. While many of the descriptions and findings contained in this report have been validated and confirmed in reports published by the American Association of University Professors, the American Council on Education, the National Institute Against Prejudice and Violence, and other organizations and research scholars, its scope is limited by the range of factors used to describe campus racial climate. The authors believe that a full investigation into the causes which drive the perceptions of all students regarding campus racial climate must include social, academic, economic and cultural considerations.

Nevertheless, this report clearly confirms that there are significant differences in the perceptions of white and minority students regarding campus racial climate. These differences cannot be dismissed and/or excused as random chance, given the increase in racist and sexist incidents occurring with alarming frequency on campuses nationwide.

This report, "Perceptions : Campus Racial Climate," is based on some of the data collected thus far.

Definitions

The following definitions are provided for the terms which have special application for this report.

Illinois postsecondary institutions- Accredited public and private (non-proprietary) institutions which provide education beyond high school.

Campus climate- The totality of factors which constitute the academic/social environment (Resource Allocation Management Program [RAMP],1988).

Institutional Support- Institutional Support consists of those activities carried out to provide for both the day-to-day functioning as well as the long-range viability of the institution as an operating organization. The overall objective of the institutional support program is to provide for the institution's organizational effectiveness and continuity. This objective is accomplished through (a) providing for planning and executive direction, (b) providing for administrative and logistical services, (c) enhancing relationships between and among the institution's constituencies, and (d) providing services and conveniences for the employees of the institution (RAMP, 1988).

Academic Support- Academic Support activities are carried out in direct support of the three primary programs of instruction, organized research and public service. They are to be distinguished from support programs such as student services and institutional support. Student services may contribute indirectly to the university's instructional objectives (such as social and cultural events), but these types of activities are generally considered a supplement to instruction rather than a direct contribution to the objectives of instruction. Academic support includes activities related to the preservation, maintenance, and display of both the stock of knowledge and educational materials (for example, library services and museums), teaching hospitals and clinics, and activities directly related to the administration of academic programs (RAMP, 1988).

Student Service Program- The Student Service Program includes those activities carried out with the objective of contributing to the emotional and physical well-being of the students as well as to their intellectual, cultural, and social development outside the context of the institution's formal instructional activities. The student service program attempts to achieve this objective by 1) expanding the dimensions of the student's educational and social development 2) providing those services and conveniences needed by students as members of an on-campus, resident student body; and (3) assisting students in dealing with personal problems and relationships as well as in making the transition from student to fully contributing member of society and the labor force. In addition to these types of activities, student services also includes student financial assistance activities (RAMP, 1988).

Minority students- Citizens of the United States who are (a) black (non-Hispanic) ; (b) Hispanic (a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race); (c) White (not of Hispanic origin); (d) American Indian or Alaskan Native; or (e) Asian or Pacific Islander.

Full-time students- Students taking 12 or more semester or quarter hours. A student's entire academic load in terms of course work or other activity (such as thesis, research, or required teaching) is counted. Institutions not on a semester or quarter system report students taking at least three quarters of the institutionally defined normal full-time load as full-time students. Time spent by teaching fellows is included only if such teaching is performed as a requirement for a degree, diploma, or certificate. Employment which is not a part of the prescribed activity for professional degree or time spent on work required because of lack of undergraduate background is not counted as time spent on academic requirements (Illinois Board of Higher Education, 1987).

Part-time students- Students taking fewer than 12 semester or quarter hours. Institutions not on a semester or quarter system are to report students taking less than three quarters of the institutional defined normal load as part-time students.

Special Services- Services provided to meet the needs/interests of certain student sub-groups in postsecondary education by providing special intervention programs (Astin, 1982).

Class level- Student status based on total credits accrued.

Freshman- A student who has completed fewer than 30 semester hours (45 quarter hours).

Sophomore- Institutionally defined. Normally a student who has completed at least 30 semester hours (45 quarter hours) but fewer than 60 semester hours (90 quarter hours). Also a student with out a previous degree who has more than 60 semester hours and is continuing to pursue an associate's degree.

Junior- Institutionally defined. Normally a student who has completed fewer than 90 semester hours (135 quarter hours) but at least 60 semester hours (90 quarter hours).

Senior- Institutionally defined. Normally a student who has taken 90 or more semester hours (135 quarter hours) but has not received the bachelor's degree in the designated program major.

Matriculation- Officially enrolled after having previously met entrance requirements and engaged in recognized institutional programs and activities.

RAMP- Resource Allocation and Management Program for Illinois Public Universities.

Limitations

1. The population was limited to six private Illinois postsecondary education institutions .
2. Institutions were selected by their willingness to participate in the study.
3. The size of the sample.
4. Data review is limited to explanation only.
5. The report is descriptive in nature and identifies trends based on data which needs to be augmented before final conclusions can be reached.

Assumptions

1. All responses to the inventories were honest and candid.
2. The perceptions identified in the study will provide useful data for educators, administrators and educational policymakers.
3. The undergraduate students who responded to the inventories were aware of the nature and scope of their campus racial climate.
4. The items used to describe campus racial climate are common and familiar to students at private Illinois postsecondary institutions.

Symbols

In this report the following symbols are used for descriptive purposes:

- X^2 - represents the Chi-square statistic;
- p - represents the probability of an event occurring;
- df - represents the degrees of freedom;
- C - represents the Contingency Coefficient (the degree of association between two categorical variables);
- F - the ratio of two mean squares (the test used to determine whether the population means are equal);
- t - the observed difference minus the hypothesized difference over the standard error of difference;
- r - the correlation (value) between two variables which expresses the nature of their association;
- R^2 - the amount of variance explained by the independent variables;
- b - the slope of the regression equation (the change in y over the change in x).
- B - The standardized regression weight.

CONCEPTUAL FRAMEWORK

The passage of Illinois Public Act 84-726, sponsored by Senator Richard H. Newhouse, (1) required "public institutions of higher education to develop and implement methods and strategies to increase the participation of minorities, women and handicapped individuals who are traditionally underrepresented in education programs and activities," (2) required that the Board of Higher Education "conduct periodic reviews to determine compliance," and (3) "mandates all public institutions of higher education to submit data and information essential to determine compliance." Subsequent legislation, Public Act 85-283, sponsored by Senator Miguel del Valle, requires the Board of Higher Education to, "report to the General Assembly and the Governor annually on or before the second Wednesday of January, beginning in 1989,.....the degree of compliance by each public institution of higher education..."

Today, trends which adversely affect the status of minorities in Illinois education include: (1) underrepresentation in 4-year colleges and universities; (2) overrepresentation in community colleges; (3) tenuous funding of support services for minority students; and (4) fewer opportunities for professional growth and development for minority faculty and staff. For minorities there is a clear pattern of decline in educational status which pervades the educational pipeline (Jackson, 1983).

The reality, economic and otherwise, is that higher education particularly has functioned as the chief instrument of social and economic mobility for every ethnic or racial group in American society, except for those groups that are not white.

The actions by the Illinois General Assembly and the governor require publicly supported institutions in the state to demonstrate greater commitment to the principle of equal access to higher education, to clearly identify the processes employed to actualize that commitment, and to quantify the outputs of various strategies to achieve success. A significant challenge for educators is to translate the vague, imprecise and ambiguous concept of "equal access to higher education" into more operational terms.

There is a need in Illinois, as in every other state, to eliminate as soon as possible the inequities that represent or perpetuate racial and ethnic educational disparities. Educators, policy makers, and legislators should be prepared to strengthen efforts to increase minority recruitment, retention, graduation, placement/employment and advancement.

RATIONALE FOR THE REPORT

It has been asserted that the majority of minority students have been underserved by elementary and secondary school systems. The academic needs of such students in postsecondary education often include the strengthening of basic computational and conceptual skills, the relearning of mechanisms of learning, overcoming language barriers, and the promotion of a positive and active stance toward learning in general (Berrian, 1982).

Recent developments in educational technology promise increased viability of developmental and remedial education programs. The College Board, for example, has developed a new selective admissions model, the purpose of which is to design guidelines for the clarification of such issues as program content, qualifications for college entry, and minimum requirements for maintaining acceptable progress and standards in a given program. Also, the Council for the Advancement of Experimental Learning (CAEL) has developed a process for assessing student potential for the successful completion of college-level work.

According to Abner and Yates (1979) the single most important factor in successful recruitment and retention of minority students is campus climate. A dearth of role models and a perceived lack of institutional concern by minority students contribute to their sense of isolation and impede their adjustment. Astin in 1982 reported that minority students are often uncomfortable in research universities, the reason for this attitude being, twofold. First, in many research universities a critical mass of minorities is lacking in both the undergraduate and graduate student bodies and on the faculty. Second, the organizational structure and size of comprehensive universities often interfere with the implementation of a holistic, university-wide model which facilitates student recruitment, retention, and graduation. Blackwell (1981) contends that the most consistently powerful predictor of enrollment and persistence of minority students at both the undergraduate and graduate levels is the presence of minority faculty and staff. It would seem that in addition to attitudes held and behaviors manifested by all members of the college/university community, the presence and full participation of minorities is a critical factor regarding campus climate.

Availability of financial assistance is another important influence on the decision of young people to attend college and on their persistence once they have enrolled. Evidence is abundant that federal, state, and private financial assistance programs have had an affirmative effect and have led to increases in the enrollment of minorities in higher education. Minority students have a heavier reliance on these programs than white students. They also rely more heavily on college work-study, and their parents contribute more to their college expenses as a percentage of family income. Recent cuts in financial assistance programs, combined with increases in tuition, have resulted in a shift to family income as a greater determinant of college and university attendance. Given the disparate income gap for minority families, minority access to postsecondary education has been adversely and disproportionately affected. Therefore, the study on which this report is based incorporates data about financial aid and student perceptions that relate thereto. There is a need for the development, implementation, and evaluation of specific programs tailored to fit both minority student needs and the institutional ethos. It is logical that minority students require for their success the same crucial elements which are recognized as essential for white student success. Those elements include: (1) a campus climate which is supportive and nurturing, and (2) financial assistance opportunities which do not require students to incur extensive loan obligations. Numerous programs in Illinois institutions emphasize support in these areas in order to enhance minority student access and graduation. Systematic and objective review of existing programs could assist program personnel, educators, policy makers and legislators as they strive toward program improvement and effectiveness. The support programs examined in the study included special services, counseling, financial aid, housing, admission, tutorial assistance, affirmative action, and resource allocation. It is hoped that the research and reports which are derived from the study will stimulate and facilitate appropriate reviews and measurable results.

PURPOSE OF THE REPORT

This is one of a series of reports to be developed from data collected for a "Study to Determine the Relationships Between Illinois Postsecondary Campus Climate and Institutional, Academic, and Student Service Program Support Characteristics and Minority Student Matriculation." Campus climate is examined within the context of the total educational environment of the institution. This environment is described by academic and social characteristics, and by the extent to which opportunities are provided for all students, faculty, staff and the immediate public to meet and interact in an atmosphere which enhances intellectual, cultural, and social growth.

Specific objectives of the report are:

1. to provide a descriptive analysis of selected characteristics of undergraduate students at predominantly white private postsecondary institutions in the State of Illinois;
2. to determine the magnitude and nature of relationships of selected characteristics to perceptions of campus racial climate of undergraduate students at predominantly white private postsecondary institutions in the State of Illinois;
3. to conduct analyses of selected characteristics and to determine to what extent they may describe the perceptions of campus racial climate of undergraduate students at predominantly white private postsecondary institutions in the State of Illinois;
4. to stimulate data collection and research about the relationships between undergraduate students' perceptions of campus racial climate and the variables age, gender, race, and class level.

II. RESEARCH DESIGN AND METHODOLOGY

RESEARCH DESIGN AND METHODOLOGY COMPONENTS

Major Hypothesis: There are relationships between Illinois post secondary campus climate and institutional, academic, and student service program support characteristics and minority student matriculation.

Major Research Questions

1. What are the relationships between undergraduate student demographic characteristics and race at predominantly white private postsecondary institutions.
2. What are the relationships, if any, between undergraduate student characteristics and perceptions of campus racial climate?

Population and Sample

The population selected for this report is limited to undergraduate students from six predominantly white private postsecondary institutions in the State of Illinois. The sample for this report consisted of 546 undergraduate students who were enrolled either on a part-time or full-time basis at six private four-year institutions during the spring of 1989.

Source of Data

At each participating institution the data for this report were collected with assistance from various institutional offices, including the Office of the President, the Office of Admissions and Records, the Office of Student Affairs/Services, and the Office of the Vice President for Academic Affairs. All data from the institutions have been stored on computer tapes and diskettes under conditions of strict confidentiality.

Independent Variables

In this report, the independent variables are gender, age, race, and class level. These have been determined using a backward elimination procedure which starts with all the independent variables in the regression equation and sequentially removes them based on their significance level.

Dependent Variables

In this report, the dependent variables are the 11 items describing how campus racial climate is perceived (see Appendix C).

INSTRUMENTATION

This report is based on one of seven sections--Racial Climate--of an undergraduate student inventory specifically designed to solicit opinions and perceptions about campus racial climate. The Osgood Semantic-Differential scale was used to allow undergraduate students to evaluate their campus racial climate. One major advantage of the semantic-differential scale is that it makes possible the measurement and comparison of various objects by diverse subjects. Secondly, the data-collecting instrument (inventory) is not grossly affected by the nature of the objects/issues being measured or by these persons using the scale. The same form of the instrument was used for all undergraduate students participating in the study, and it consisted of 122 items divided into the following seven sections:

Demographic Characteristics--which contained questions regarding gender, race, student status, grade point average, employment, residence, and financial aid, as well as other demographic characteristics.

Institutional Attractiveness for Minority Students--which consisted of statements about the culture and structure of the institution. Respondents were asked to indicate for each item whether it was (1) not important; (2) of minor importance; (3) important; or (4) very important. Response (5) was used to indicate that there was no basis for response.

Racial Climate--which consisted of items to be rated on semantic-differential scaling systems. Opposite-pair adjectives with a 5-point scale were used for the purpose of student evaluation of campus racial climate. The semantic-differential scale correlates well with other scales but appears more straightforward as an approach for the rating concerns of this study. In addition, the choice of a semantic-differential scale provides greater flexibility in the selection of the items on racial climate to be evaluated by the students (see Appendix C).

Social Climate--which consisted of statements regarding patterns and relationships between minorities and whites. The respondents were asked to describe the degree to which each item was manifested on his or her campus, with responses being (1) not at all, (2) very little, (3) substantial, (4) very substantial, and (5) no basis for response).

Academic Climate--which consisted of statements regarding the level and nature of interaction between faculty and students as well as faculty involvement, and student awareness of requirements for academic success. The respondents were asked to indicate to what extent each item existed on his or her campus with responses being (1) not at all, (2) occasionally, (3) on many occasions, (4) almost all the time, or (5) no basis for response.

Student Life Climate--which consisted of statements regarding the level of concern about social interactions, student leadership, living arrangements, availability of facilities, and racial sensitivity or tolerance. The respondents were asked to indicate to what extent each item is a concern on their campuses with the choices of responses being (1) not a concern, (2) of minor concern, (3) of moderate concern, (4) very concerned, and (5) no basis for response.

Faculty and Classroom Behavior--which consisted of statements regarding academic endeavors and faculty interaction in the classroom with minority students. The respondents were asked to indicate to what extent each item existed on their campus with responses being (1) not at all, (2) occasionally, (3) on many occasions, (4) almost all the time, and (5) no basis for response.

While the only section of the undergraduate instrument described in this report is Racial Climate, a reliability test, specifically Cronbach's Alpha, was performed to test the internal consistency of the instrument. The reliability coefficients are displayed in Table 1.

TABLE 1
ALPHA RELIABILITY COEFFICIENTS
OF SIX SECTIONS
OF THE UNDERGRADUATE STUDENT INVENTORY

Section	Reliability Scale Coefficient
Institutional Attractiveness	.92
Racial Climate	.90
Social Climate	.77
Academic Climate	.81
Student Life Climate	.86
Faculty and Classroom Behavior	.91

III. DATA COLLECTION, ANALYSIS AND FINDINGS

Data Collection

Each of the six predominantly white private institutions participating in this phase of the study provided a complete listing of all undergraduate students enrolled. The lists were then numbered by institution and by class level, and a random sample was drawn from each institution using a computer program which generates random numbers.

Prior to requesting the lists of students enrolled at the participating institutions, letters were mailed to the presidents at the institutions soliciting cooperation and support for implementing the study. Next, prepared letters were mailed to the randomly selected students, detailing the date, time and location of the testing site on their individual campuses. On the selected day a member of the study support staff met the students as prescribed and proctored the administration of the inventories. Students who failed to make the assigned test date were mailed a letter and on inventory. The host institution agreed to collect and return these inventories. Nine and one-half weeks after the first administration, 546 questionnaires had been received. Of the undergraduate students who were selected for the sample, 17% responded.

Table 2
Distribution of Students by Race at the Multiple Purpose Private Institutions in the Study and the Distribution of the Sample Population

Enrollment Categories	Columns							
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
White	108,783	78.6%	444	81.3%	9135	93.8%	2741	82.7%
Black	12,360	8.9%	50	9.2%	262	2.7%	268	8.1%
Am. Ind.	280	0.2%	1	0.2%	19	0.2%	19	0.6%
Asian	6,139	4.4%	26	4.8%	159	1.6%	159	4.8%
Hispanic	5,548	4.0%	15	2.7%	95	1.0%	105	3.2%
Non-Res. Ali	4,720	3.4%	2	0.4%	74	0.8%	22	0.7%
No Indication	552	0.4%	8	1.5%	0	0.0%		
Minority	24,327	17.6%	92	16.8%	550	5.6%	550	16.6%
Total	138,382	100.0%	546	100.0%	9744	100.0%	3314	100.0%

Columns

- (1) Total Enrollment All Multipurpose Private Institutions - Fall 1988
- (2) Percentage Enrollments for All Multipurpose Private Institutions
- (3) Sample Breakdown By Race - Spring 1989
- (4) Sample Percentages - Spring 1989
- (5) Total Enrollments of Participating Institutions
- (6) Enrollment Percentages of Participating Institutions
- (7) Potential Sample Totals
- (8) Potential Sample Percentages

The undergraduate inventory was administered at the end of the semester in spring of 1989. Table 2 displays the distribution of students by race at the multiple purpose private institutions in the study as well as the distribution of the sample population.

Data Analysis

For the purpose of the study, institutions are clustered according to similar characteristics such as types of degrees awarded. A frequency distribution of the demographic variables is used to examine, describe, and summarize the demographic characteristics of the students in the sample. A chi-square analysis was performed on the demographic variables to determine whether the demographic characteristics of minority and majority students differ.

The third statistical analysis used was multiple regression. Multiple regression was performed on the dependent variable racial climate for each of the 11 items contained under the Racial Climate section of the undergraduate inventory. To use categorical variables in the multiple regression analysis, the method of dummy coding was applied. In this method, each categorical variable generates $k-1$ vectors (k is the number of categories of that variable). One category of each variable was chosen by the researcher to be omitted. In a dummy coded vector, membership in the category was assigned the value 0 while nonmembership was assigned the value 1. A vector was treated in the regression procedure as an individual variable. The categorical variables that were dummy coded were gender, class level and race.

The fourth statistical analysis used was a one-way analysis of variance to determine whether the differences in perceptions of campus racial climate among undergraduate students were significant statistically; Scheffe's LSD procedure was used as a follow-up test for pairwise differences where the F -statistic was found to be significant.

The Pearson correlation statistic was used to describe the strength of the association between selected characteristics measured as continuous variables, and campus racial climate.

Relationships. The categorical characteristics of the undergraduate students at the predominantly white private institutions were the independent variables age, gender, race, and class level. The racial climate items are RC1- (Relaxed to Tense), RC2- (Friendly to Hostile), RC3- (Cooperative to Competitive), RC4- (Socially integrated to Socially separated), RC5- (Communicative to Reserved), RC6- (Concerned to Indifferent), RC7- (Inclusive to Exclusive), RC8- (Sensitive to Insensitive), RC9- (Liberal to Conservative), RC10- (Improving to Worsening), and RC11- (Harmonious to Racist). The undergraduate students at the private institutions were students who were enrolled on either a full-time or a part-time basis.

Table 3 displays the relationships between each of the independent variables. The magnitudes of these relationships are exceptionally low.

TABLE 3
CORRELATION OF INDEPENDENT VARIABLES
FOR
RACIAL CLIMATE ITEMS

VARIABLES:	AGE	GENDER	RACE	CLASS LEVEL
AGE	---	.091	-.060	-.345
GENDER	.091	---	-.012	-.011
RACE	-.060	-.012	---	.083
CLASS LEVEL	-.345	-.011	.083	---

As seen in Table 4 Correlation of Independent and Dependent Variables for Racial Climate Items, age of the undergraduate students was negatively related to all 11 racial climate items. Gender was negatively related to all racial climate class items except RC1. Gender was positively related to RC1. Race was positively related to all racial climate items. Class level was positively related to RC1, RC3, RC4, RC6, RC7, RC8, RC9 RC10 and negatively related to RC2 and RC11.

TABLE 4

Correlation of Independent and Dependent Variables for Racial Climate Items

VARIABLES:	AGE	GENDER	RACE	CLASSLEV	RC1	RC2	RC3	RC4	RC5	RC6	RC7	RC8	RC9	RC10	RC11
AGE															
GENDER	.091														
RACE	-.060	-.012													
CLASSLEV	-.345	-.011	.083												
RC1	-.080	.033	.224	.033											
RC2	-.080	-.033	.166	-.029	.719										
RC3	-.147	-.025	-.202	-.000	.599	.637									
RC4	-.180	-.035	.219	.059	.493	.488	.464								
RC5	-.146	-.041	.126	.068	.450	.494	.491	.640							
RC6	-.092	-.081	.140	.014	.301	.343	.273	.383	.487						
RC7	-.081	-.038	.130	.042	.426	.441	.450	.591	.554	.442					
RC8	-.054	-.035	.169	.013	.373	.469	.42	.439	.482	.561	.520				
RC9	-.052	-.014	.107	.018	.356	.343	.336	.396	.434	.330	.377	.385			
RC10	-.059	-.062	.124	.017	.391	.466	.387	.421	.419	.337	.394	.432	.369		
RC11	-.057	-.035	.233	-.009	.584	.566	.470	.518	.452	.362	.480	.510	.388	.555	

Table 5 displays a correlation matrix containing all dependent variables.

TABLE 5
Correlation of Dependent Variables to Dependent Variable
For
Racial Climate Items

	<u>RC1</u>	<u>RC2</u>	<u>RC3</u>	<u>RC4</u>	<u>RC5</u>	<u>RC6</u>	<u>RC7</u>	<u>RC8</u>	<u>RC9</u>	<u>RC10</u>
RC1										
RC2	.7194									
RC3	.599	.6365								
RC4	.4933	.4880	.4642							
RC5	.4497	.4938	.4913	.6399						
RC6	.3012	.3431	.2727	.3827	.4869					
RC7	.4257	.4410	.4507	.5910	.5540	.4423				
RC8	.3725	.4686	.4200	.4385	.4819	.5606	.5197			
RC9	.3559	.3429	.3355	.3964	.4342	.3296	.3765	.3850		
RC10	.3909	.4656	.3874	.4214	.4191	.3370	.3936	.4321	.3694	
RC11	.5841	.5664	.4702	.5182	.4523	.3624	.4798	.5096	.3882	.5546

* * * * *

The simple correlations are generally moderate and do not present an apparent problem. Responses to all items were coded and analyzed using the Statistical Package for the Social Sciences (SPSS/PC+). The study is intended to be longitudinal and of a descriptive nature, determining the perceptions of undergraduate respondents.

FINDINGS

Demographic Characteristics of Sample

Of the 546 undergraduate students who completed the inventories, 77.3% (476) were between 17 and 23 years of age, 10.6% (55) were between 24 and 39, and 12.1% (15) were more than thirty-nine years old. Thirty-five percent (190) were male and 65.1% (355) were female. Most of the undergraduate students responding indicated they were single (90.1% [491]) and 9.5% (52) were married.

Of the undergraduate students completing the inventories, 4.8% (26) were Asian /Pacific Islander, .2% (1) was American Indian/Alaskan Native, 9.2% (50) were black (non-Hispanic), 2.7% (15) were Hispanic, .4% (2) were Non-Resident Aliens, and 81.5% (444) were white (non-Hispanic). Ninety-four percent (513) of the students indicated that they were citizens of the United States, 2.9% (16) that they were resident aliens, and 2.9% (16) indicated other citizenship status. Ninety-four percent (510) of the undergraduate students responding indicated English as being their primary language.

Most of the undergraduate students (95% [518]) were enrolled full-time. Seventy-three percent were first-time enrollees. Of the 25% (137) who were transfers, 15% (83) were transfers from two-year public institutions, 2% (13) were transfers from two-year private institutions, 7% (38) were transfers from four-year public institutions, and 3.7% (13) were transfers from four-year private institutions. The undergraduate students who had transferred indicated that the amount of transfer credit ranged between 50 and 68 credit hours.

Of the students responding to the questionnaire, 21.8% (119) were freshmen, 24.2% (132) were sophomores, 29.5% (161) were juniors, and 24.5% (134) were seniors. When asked to respond to a question on grade point average based on a 4.0 scale (4.0 = A, 3.0 = B, 2.0 = C, 1.0 = D), 1.5% (8) indicated below 2.0, 20.7% (113) between 2.0 and 2.5, 33.8% (184) between 2.51 and 3.0, and 44% (240) above 3.0. Twelve percent of the respondents indicated that they held an associates degree, while 4% indicated they held a bachelors degree. Thirty-nine percent (215) of the respondents indicated that the highest degree they expected to complete is a bachelor's; 0.9% (5), an associate's; 37% (200), a master's; 0.5% (3) a specialist's; 7.3% (40), a professional, 12% (65), a doctorate; and 3% other.

Thirteen percent (69) indicated that they spent less than 20 hours per week on school work, 30% (163) spent 20-29 hours per week, 32% (172) spent 30-39 hours per week, 18% (96) spent 40-49 hours per week, and 8% (45) spent 50 hours or more per week. Seventy-three percent (397) were employed either full-time or part-time, 27% (148) were not employed. Of those completing the inventories, 34.9% (190) worked on-campus, and 37% (204) worked off campus. Most respondents (68 % [370]) indicated that his or her institution was their first choice. The students responding indicated that they enjoyed college, (86% or 470). However, only 69% indicated that they would start over at the same institution, while 31% responded that they were neutral or would not start over at the same institution. Most undergraduate students, 64% (349), responded that they were not recruited by their institution, and 35% (192) were recruited by the institution. Ninety percent of the students responding agreed that students who wish to benefit from the higher education experience must take the initiative. Seventy percent of the students responding received some type of financial aid. Sixty percent (326) lived in campus housing, 14% (74) lived at home with parents, 9% (52) lived off campus not with parents, 3% (14) lived in private rooms off campus, 13% (69) lived in own home or apartment, and 2% (11) lived in other forms of housing.

Research Question One:

What are the relationships between undergraduate student demographic characteristics and race at predominantly white private postsecondary institutions.

A chi-square analysis was used to determine whether differences in the demographic characteristics of the undergraduate students were statistically related at the .05 level. The chi-square test is based on a comparison between the frequencies that are observed in the cells of the cross-classification table and those that we would expect to observe if the null hypothesis of independence were true (Agregti and Finlay, 1986). The variables used in the chi-square analysis were school transferred from hours spent working on school work, first choice institution, types of financial aid received, current living arrangements, state residence, community type, student status, grade point average, English as primary language, and citizenship status.

SCHOOL TRANSFERRED FROM - Undergraduate minority students were less likely than undergraduate white students to have transferred from a two- or four-year postsecondary institution to one of the private institutions included in this report. The relationship between type of school from which student transferred and race was found to be statistically significant: $\chi^2 = 21.14$, $p < .05$, $df = 5$. The association was further reflected by $C = .19$.

HOURS SPENT ON SCHOOL WORK - Undergraduate minority students were likely to spend more hours per week on their school work than undergraduate white students. The relationship between hours spent on school work and race was found to be statistically significant: $\chi^2 = 9.60$, $p < .05$, $df = 4$. The association was further reflected by $C = .13$.

FIRST CHOICE INSTITUTION - Undergraduate minority students were less likely to be attending the institution of their first choice for obtaining a postsecondary education than undergraduate white students. The relationship between first choice institution for obtaining a postsecondary education and race was found to be statistically significant: $\chi^2 = 11.04$, $p < .05$, $df = 1$. The association was further reflected by $C = .14$.

TYPES OF FINANCIAL AID RECEIVED - Undergraduate minority students were more likely to be dependent on financial aid than undergraduate white students. The relationship between financial aid and race was found to be statistically significant: $\chi^2 = 50.49$, $p < .05$, $df = 24$. The association was further reflected by $C = .29$.

CURRENT LIVING ARRANGEMENTS - Undergraduate minority students were less likely to be living in private rooms off campus--or in their own homes or apartments--and were more likely to be living on campus than undergraduate white students in this report. The relationship between housing and race was statistically significant: $\chi^2 = 10.89$, $p < .05$, $df = 5$. The association was further reflected by $C = .14$.

STATE RESIDENCE OF RESPONDENT - Undergraduate minority students were more likely to be out-of-state residents than undergraduate white students at the six private institutions included in this report. The relationship between state residence of undergraduate students and race was found to be statistically significant: $\chi^2 = 11.41$, $p < .05$, $df = 1$. The association was further reflected by $C = .17$.

COMMUNITY TYPE OF RESPONDENT - Undergraduate minority students were more likely to come from urban communities than undergraduate white students. The relationship between type of community and race was statistically significant: $\chi^2 = 22.13$, $p < .05$, $df = 2$. The association was further reflected by $C = .21$.

STUDENT STATUS - Undergraduate minority students were less likely to be attending the institution on a part-time basis than undergraduate white students. The relationship between student status and race was statistically significant: $\chi^2 = 4.70$, $p < .05$, $df = 1$. The association was further reflected by $C = .10$.

GRADE POINT AVERAGE - Undergraduate minority students were likely to have lower grade point averages than undergraduate white students in the sample population. The relationship between grade point average and race was statistically significant: $\chi^2 = 18.40$, $p < .05$, $df = 3$. The association was further reflected by $C = .18$.

ENGLISH AS PRIMARY LANGUAGE - Undergraduate minority students were likely to have lower grade point averages than undergraduate white students in the sample population. The relationship between English as a primary language and race was found to be statistically significant: $\chi^2 = 63.68$, $p < .05$, $df = 1$. The association was further reflected by $C = .33$.

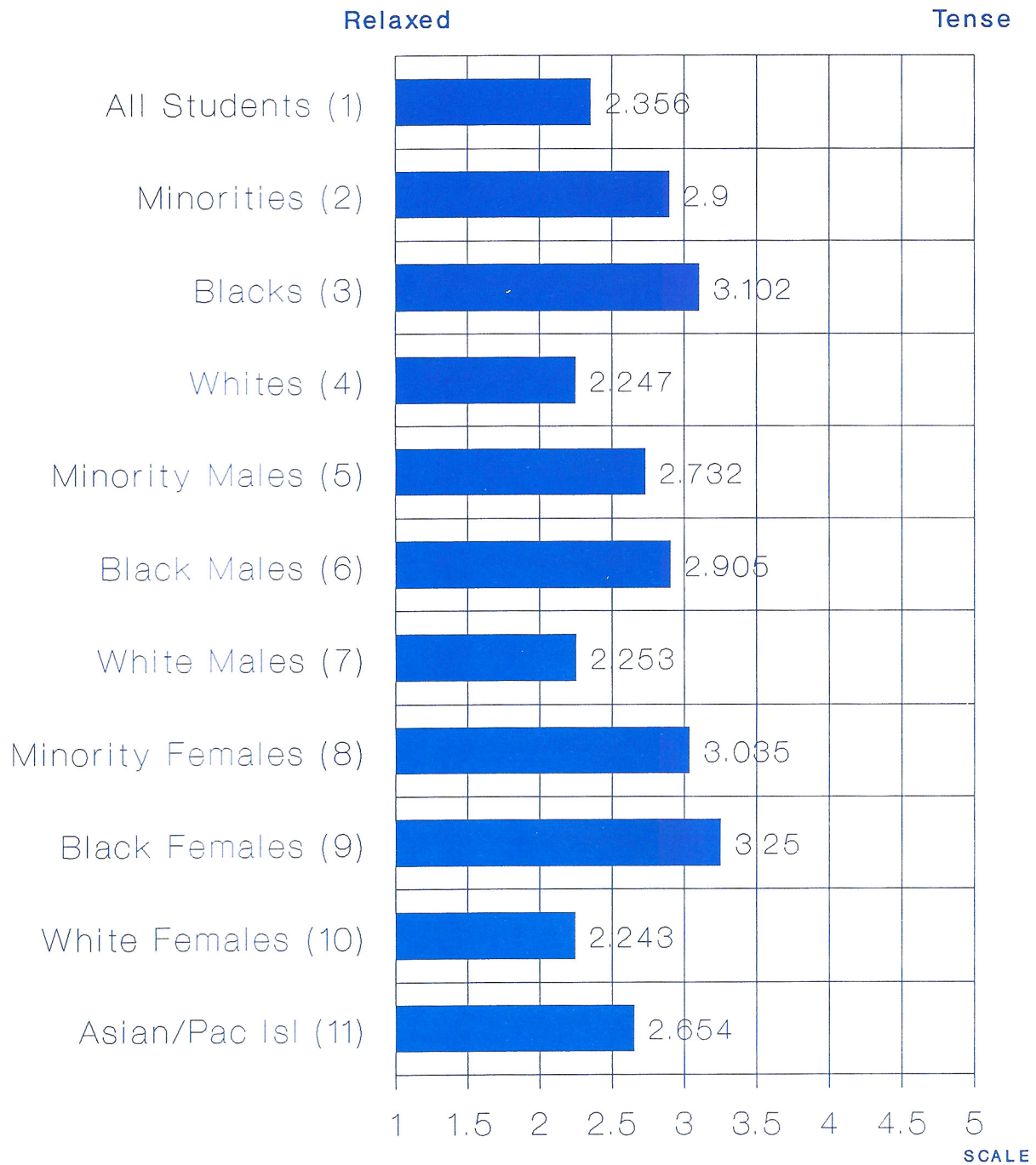
CITIZENSHIP STATUS - Undergraduate minority students were less likely than undergraduate white students to be United States citizens in the sample population. The relationship between citizenship status and race was found to be statistically significant: $\chi^2 = 83.14$, $p < .05$, $df = 2$. The association was further reflected by $C = .36$.

Mean Responses of the Sample

Graphs 1 through 11, display the means of responses for selected student categories. For black students, both male and female, the means were much higher than those of other groups for each of the racial climate items. For Asian students the differences in the mean responses for the eleven items were not found to be statistically significant for any of the pairwise comparisons. A one-way analysis of variance was used to determine whether the sample means for minority and majority students on perceptions of campus racial climate differ significantly for the 11 dependent variables. Scheffe's LSD procedure was used as a follow-up test for pairwise differences where the F -statistic was found significant.

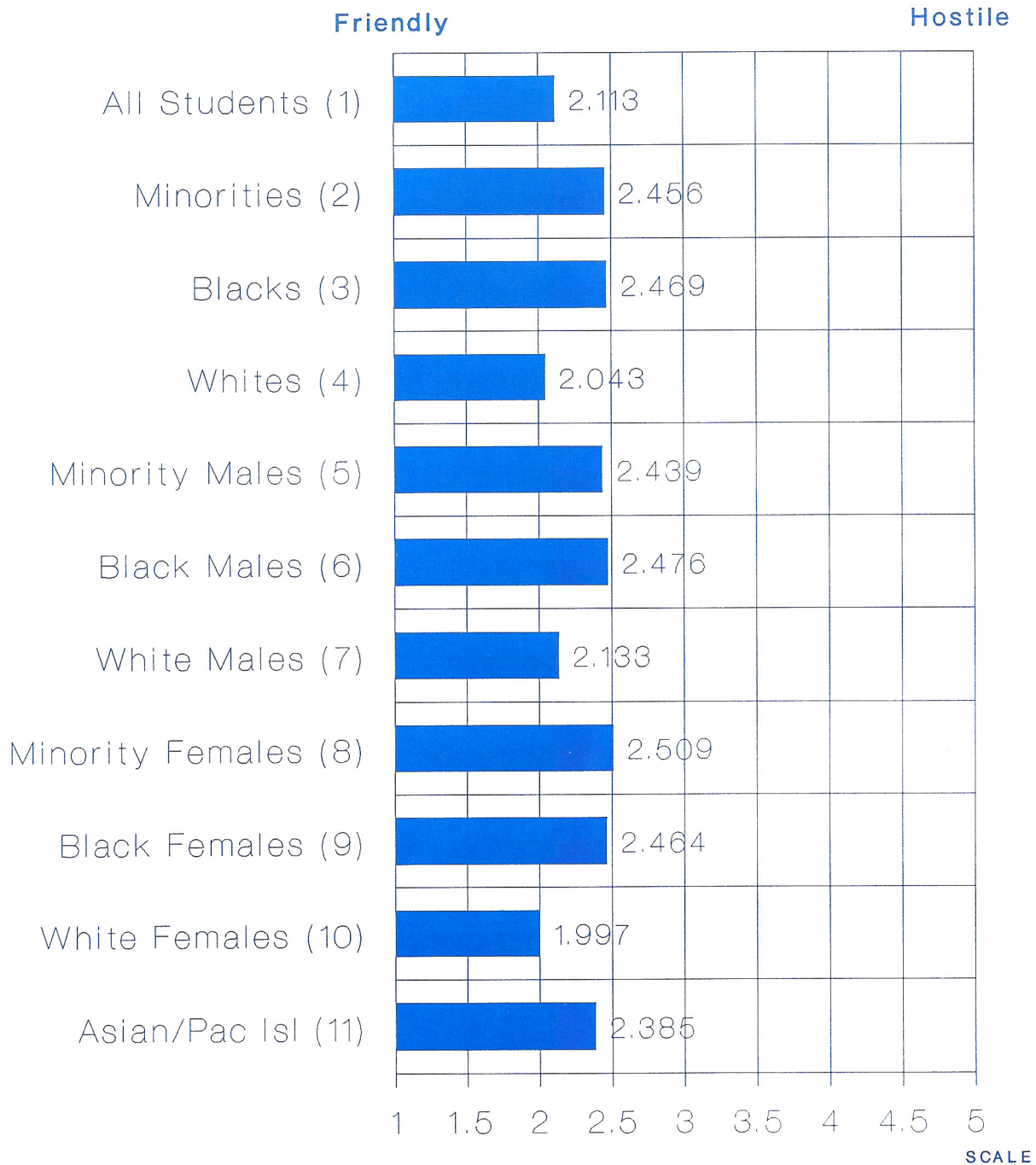
Summary data for all 11 racial climate scales are shown in graph 12 (for minorities, whites, Asians/Pacific Islanders, white males, white females, black males and black females) and graph 13 (for blacks, whites, black males, black females, white males, white females, minority males and minority females).

Graph 1
Means of Student Respondents by Selected Categories
 Spring 1989



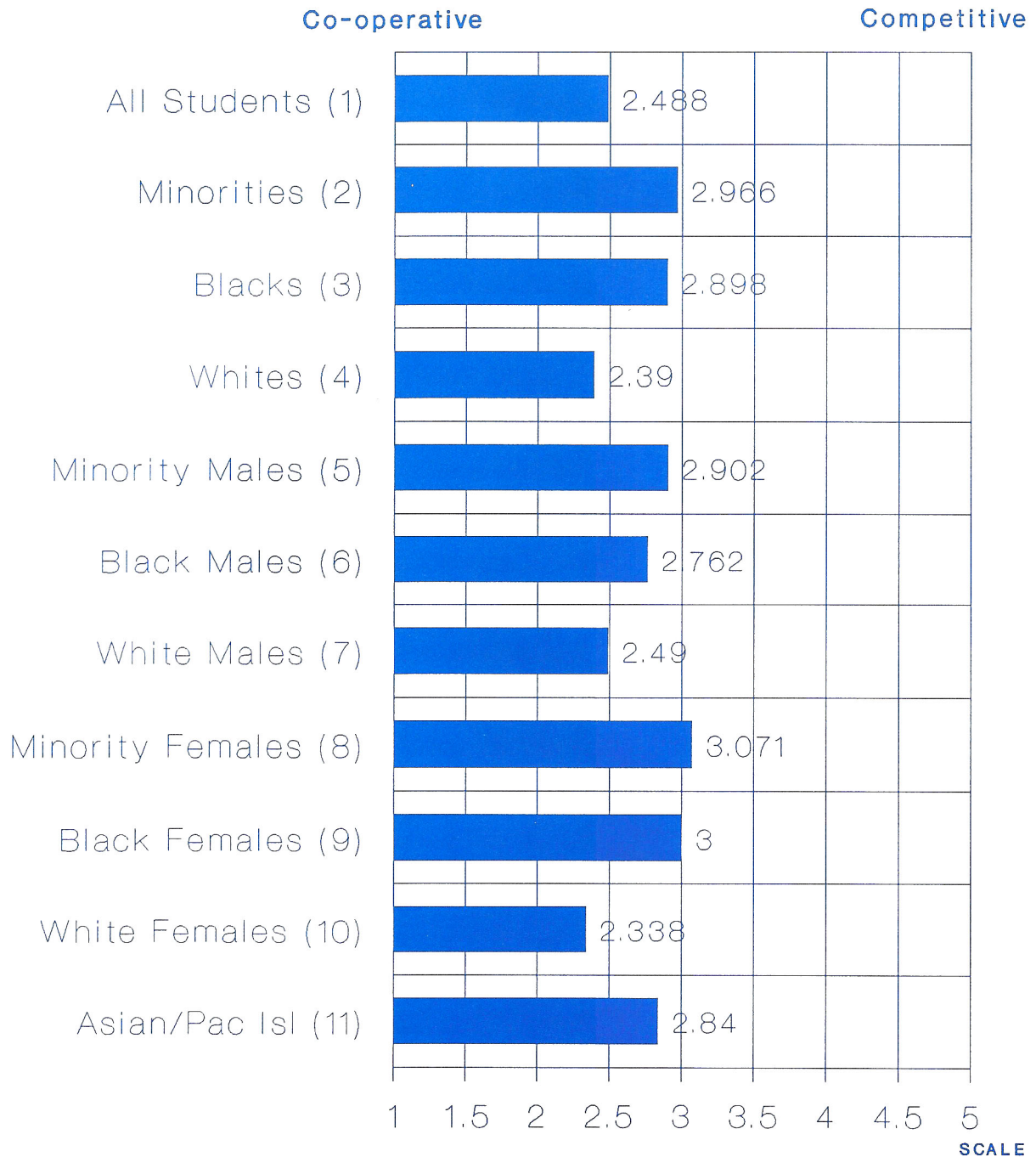
FOLLOW-UP PAIRWISE COMPARISONS BETWEEN RACE AND THE RACIAL CLIMATE SCALE: RELAXED TO TENSE. In each comparison the mean response of the first group was significantly higher than the mean response of the second group. (8) and (7); (8) and (10); (3) and (4); (9) and (7) and (9) and(10); (6) and (7); (6) and (10).

Graph 2
Means of Student Respondents by Selected Categories
Spring 1989



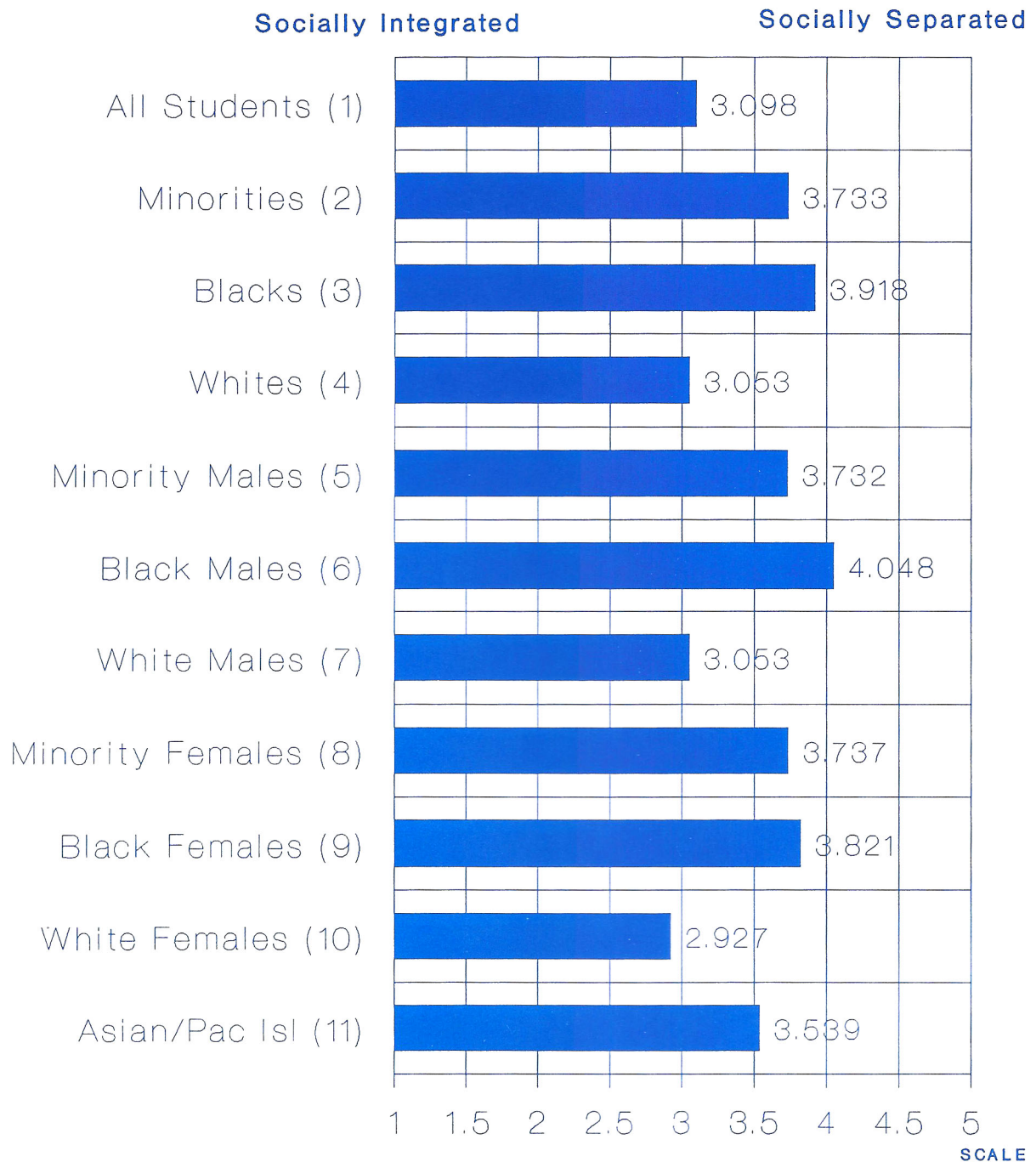
FOLLOW-UP PAIRWISE COMPARISONS BETWEEN RACE AND THE RACIAL CLIMATE SCALE: FRIENDLY TO HOSTILE. In each comparison the mean response of the first group was significantly higher than the mean response of the second group. (5) and (10); (8) and (10); (3) and (4); (6) and (7) and (6) and(10); (9) and (7); (9) and (10).

Graph 3
Means of Student Respondents by Selected Categories
 Spring 1989



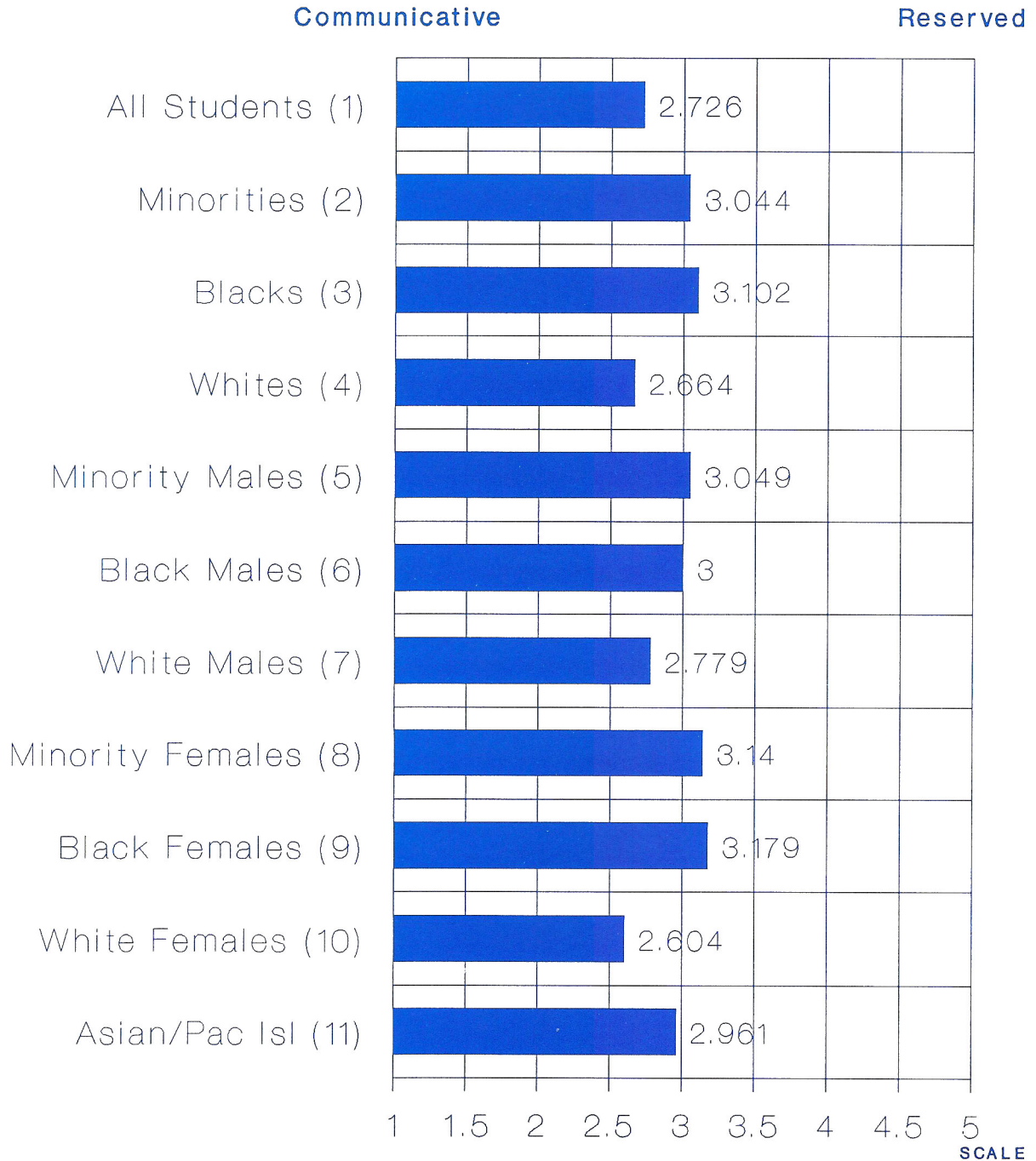
FOLLOW-UP PAIRWISE COMPARISONS BETWEEN RACE AND THE RACIAL CLIMATE SCALE: CO-OPERATIVE TO COMPETITIVE. In each comparison the mean response of the first group was significantly higher than the mean response of the second group. (5) and (10); (8) and (10); (3) and (4); (8) and (7) and ; (9) and (10).

Graph 4
Means of Student Respondents by Selected Categories
Spring 1989



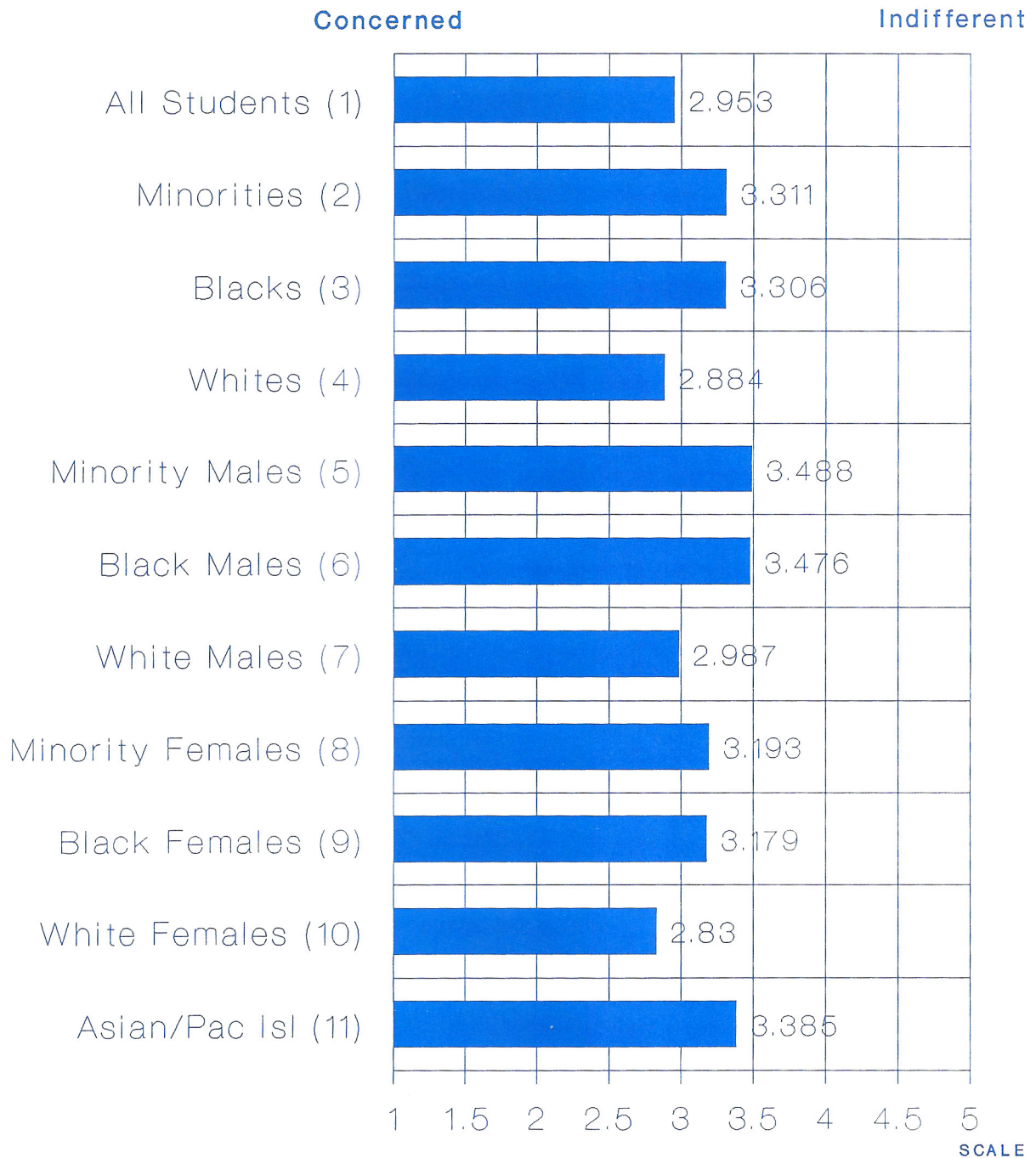
FOLLOW-UP PAIRWISE COMPARISONS BETWEEN RACE AND THE RACIAL CLIMATE SCALE: SOCIALLY INTEGRATED TO SOCIALLY SEPARATED. In each comparison the mean response of the first group was significantly higher than the mean response of the second group. (5) and (7); (5) and (10); (8) and (7); (8) and (10) and (3) and(4); (6) and (7); (6) and (10) ; (9) and (10); (9) and (7).

Graph 5
Means of Student Respondents by Selected Categories
Spring 1989



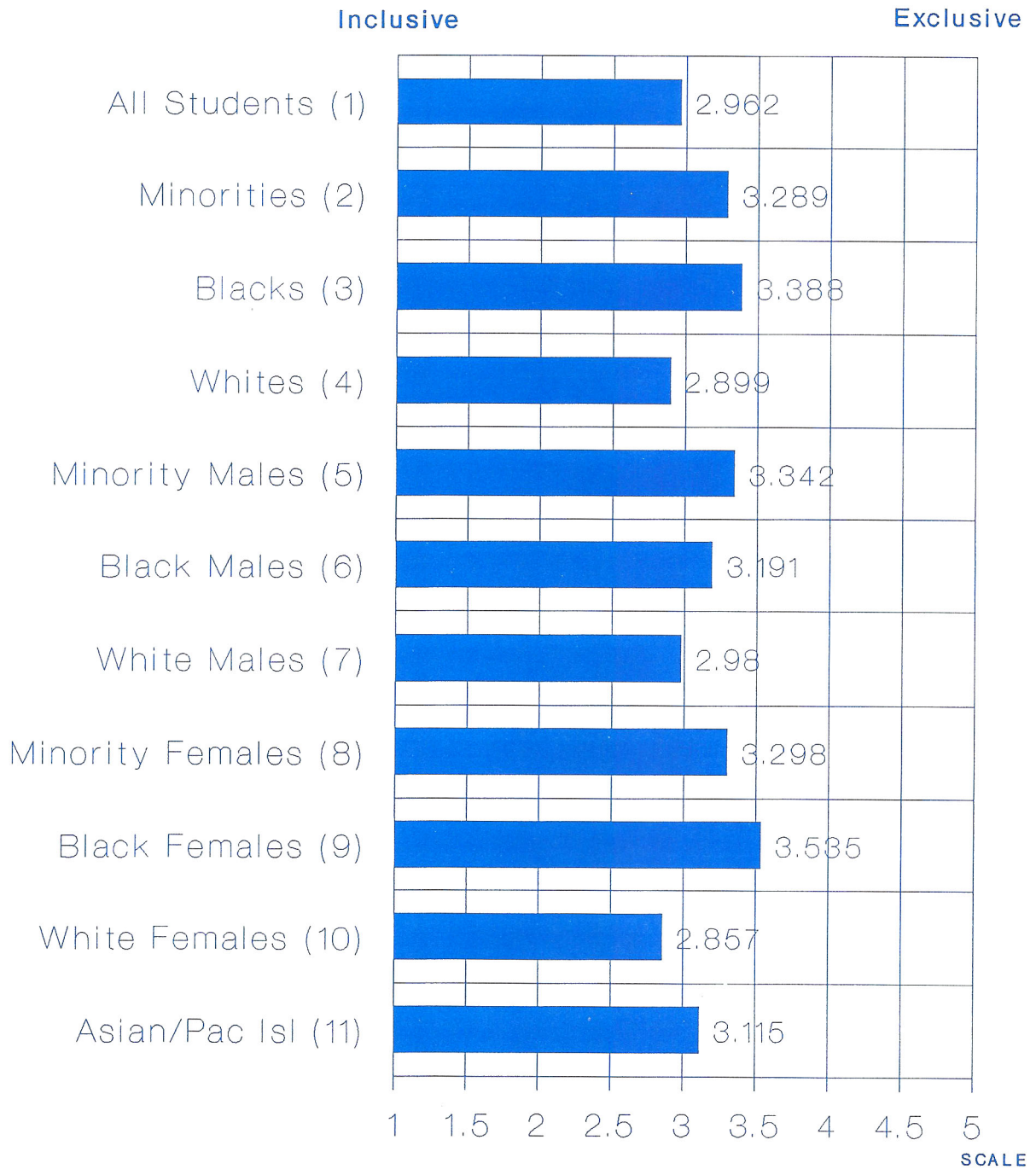
FOLLOW-UP PAIRWISE COMPARISONS BETWEEN RACE AND THE RACIAL CLIMATE SCALE: COMMUNICATIVE TO RESERVE. In each comparison the mean response of the first group was significantly higher than the mean response of the second group. (8) and (10); (3) and (4).

Graph 6
Means of Student Respondents by Selected Categories
 Spring 1989



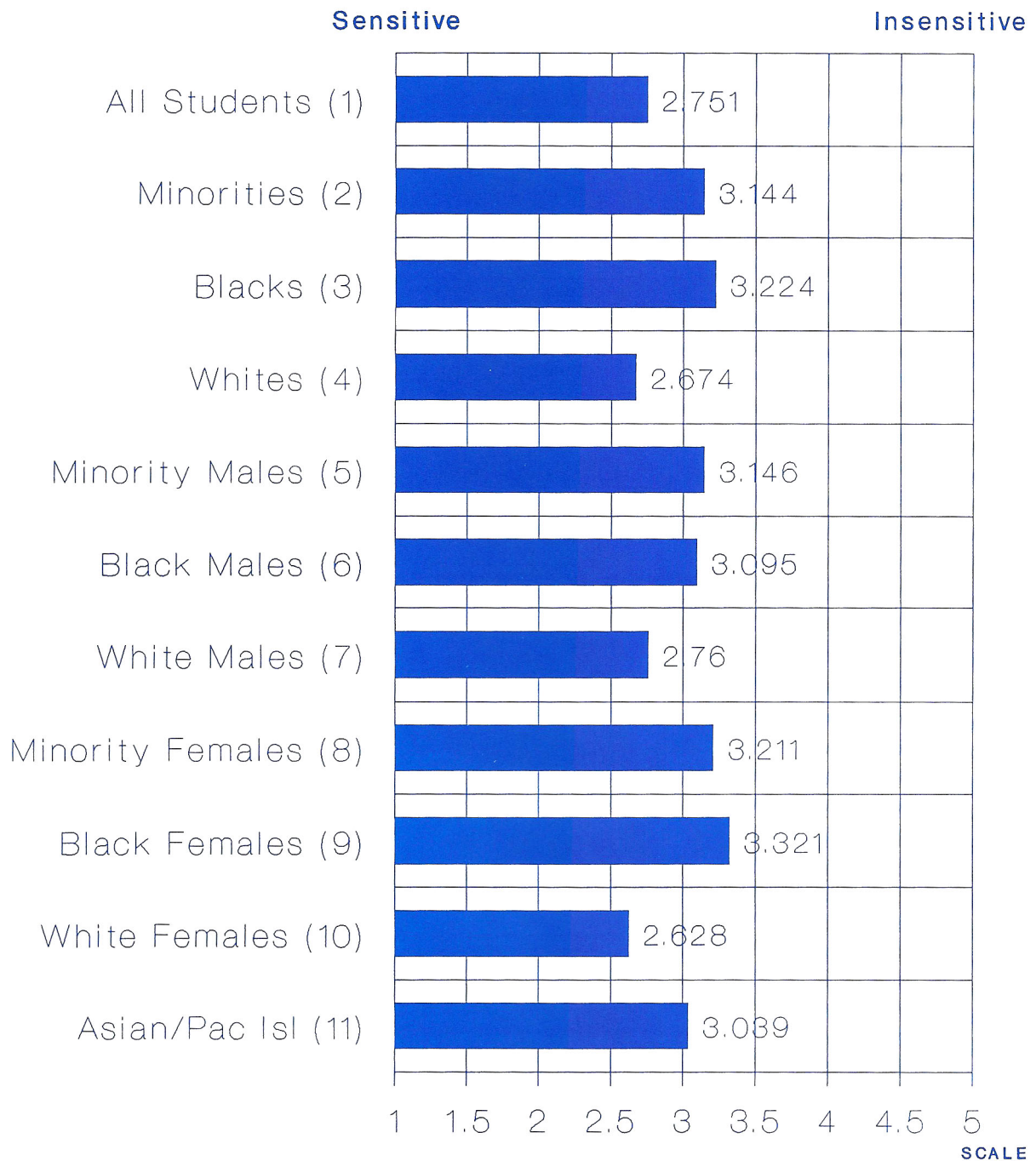
FOLLOW-UP PAIRWISE COMPARISONS BETWEEN RACE AND THE RACIAL CLIMATE SCALE: CONCERNED TO INDIFFERENT. In each comparison the mean response of the first group was significantly higher than the mean response of the second group. (5) and (10); (3) and (4).

Graph 7
Means of Student Respondents by Selected Categories
Spring 1989



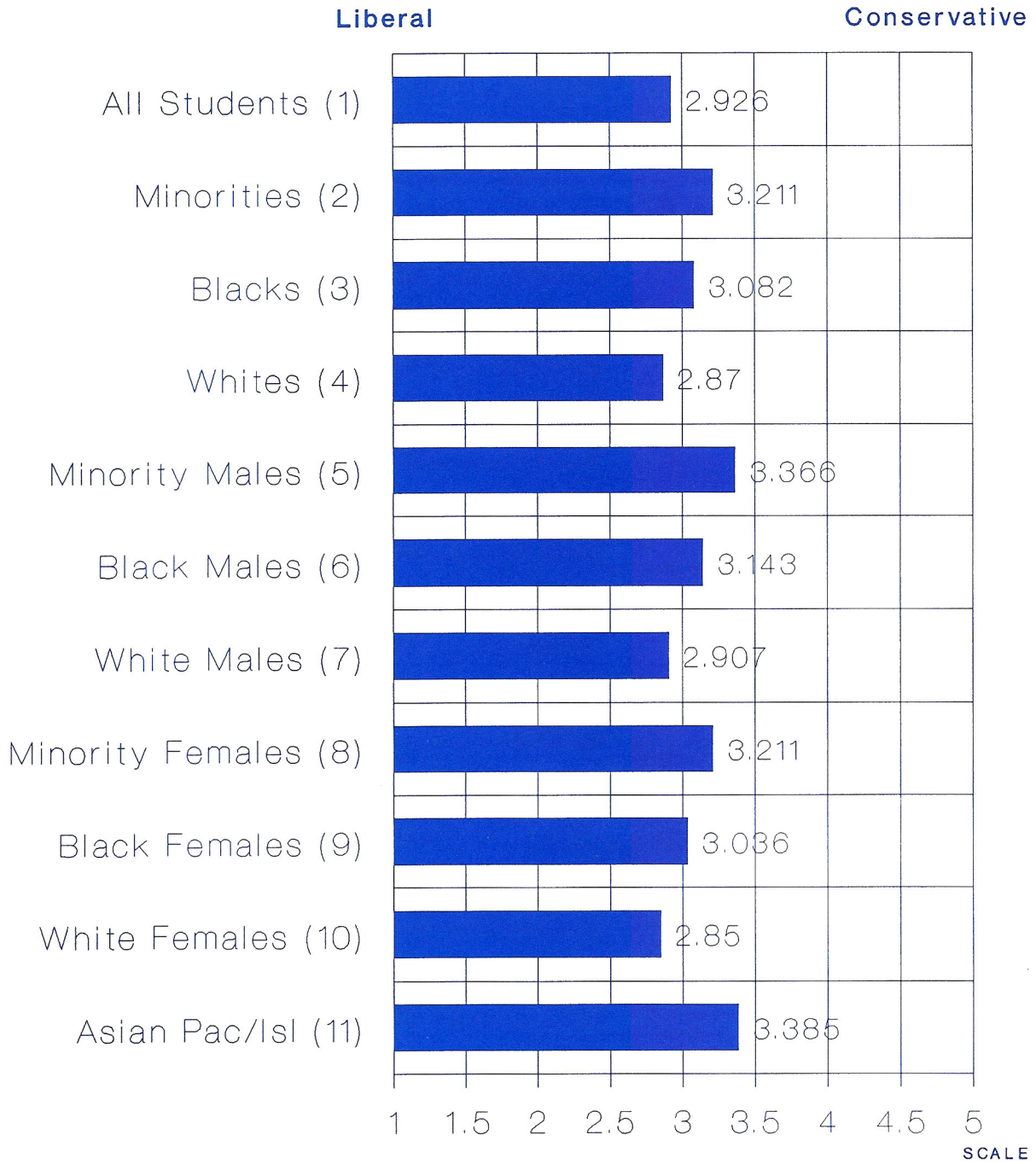
FOLLOW-UP PAIRWISE COMPARISONS BETWEEN RACE AND THE RACIAL CLIMATE SCALE: INCLUSIVE TO EXCLUSIVE. In each comparison the mean response of the first group was significantly higher than the mean response of the second group. (9) and (10); (3) and (4); (9) and (10).

Graph 8
Means of Student Respondents by Selected Categories
Spring 1989



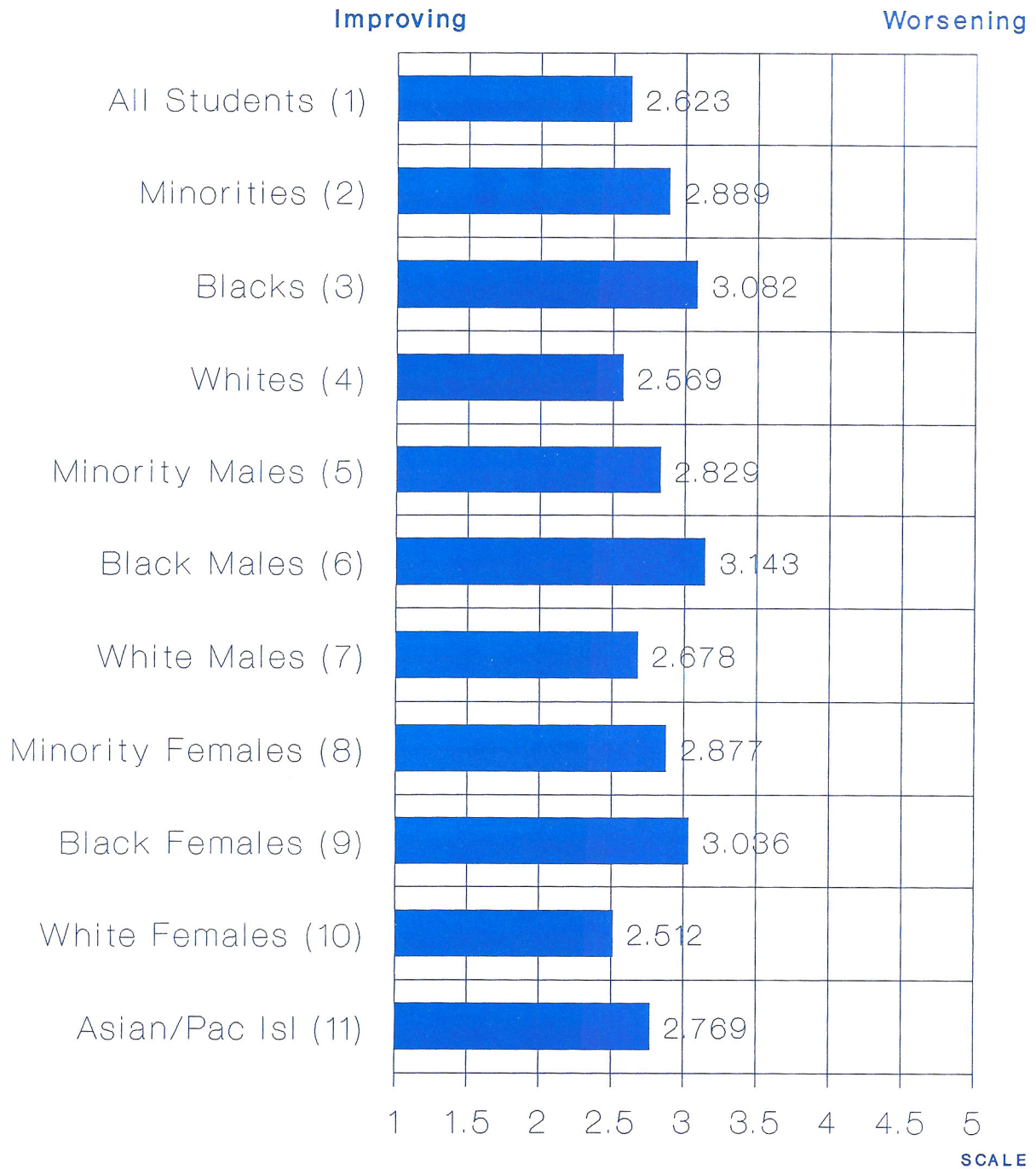
FOLLOW-UP PAIRWISE COMPARISONS BETWEEN RACE AND THE RACIAL CLIMATE SCALE: SENSITIVE TO INSENSITIVE. In each comparison the mean response of the first group was significantly higher than the mean response of the second group. (5) and (10); (8) and (10); (3) and (4); (9) and (10).

Graph 9
Means of Student Respondents by Selected Categories
 Spring 1989



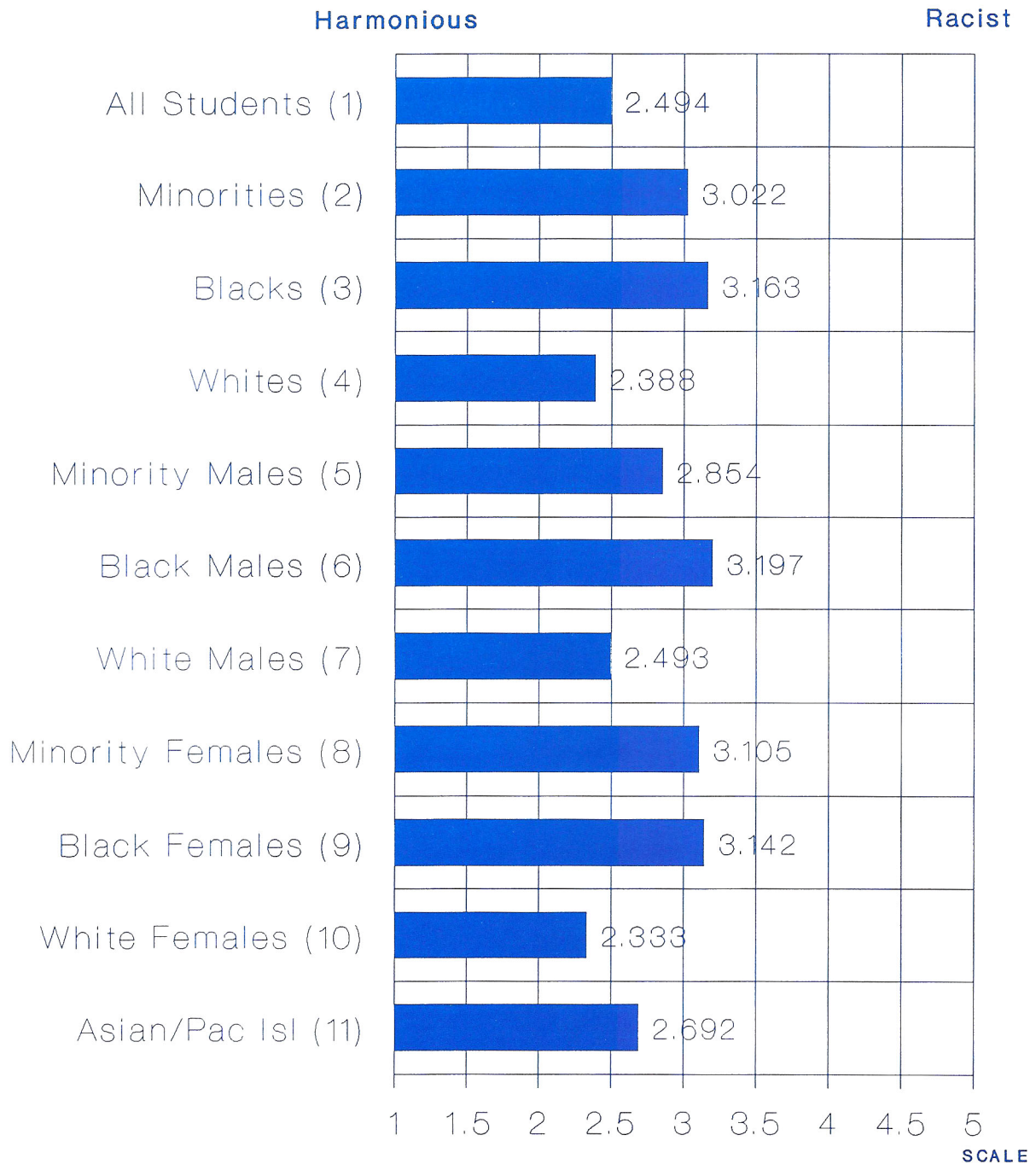
FOLLOW-UP PAIRWISE COMPARISONS BETWEEN RACE AND THE RACIAL CLIMATE SCALE: LIBERAL TO CONSERVATIVE. No pairwise group comparison were found to be statistically significant.

Graph 10
Means of Student Respondents by Selected Categories
Spring 1989



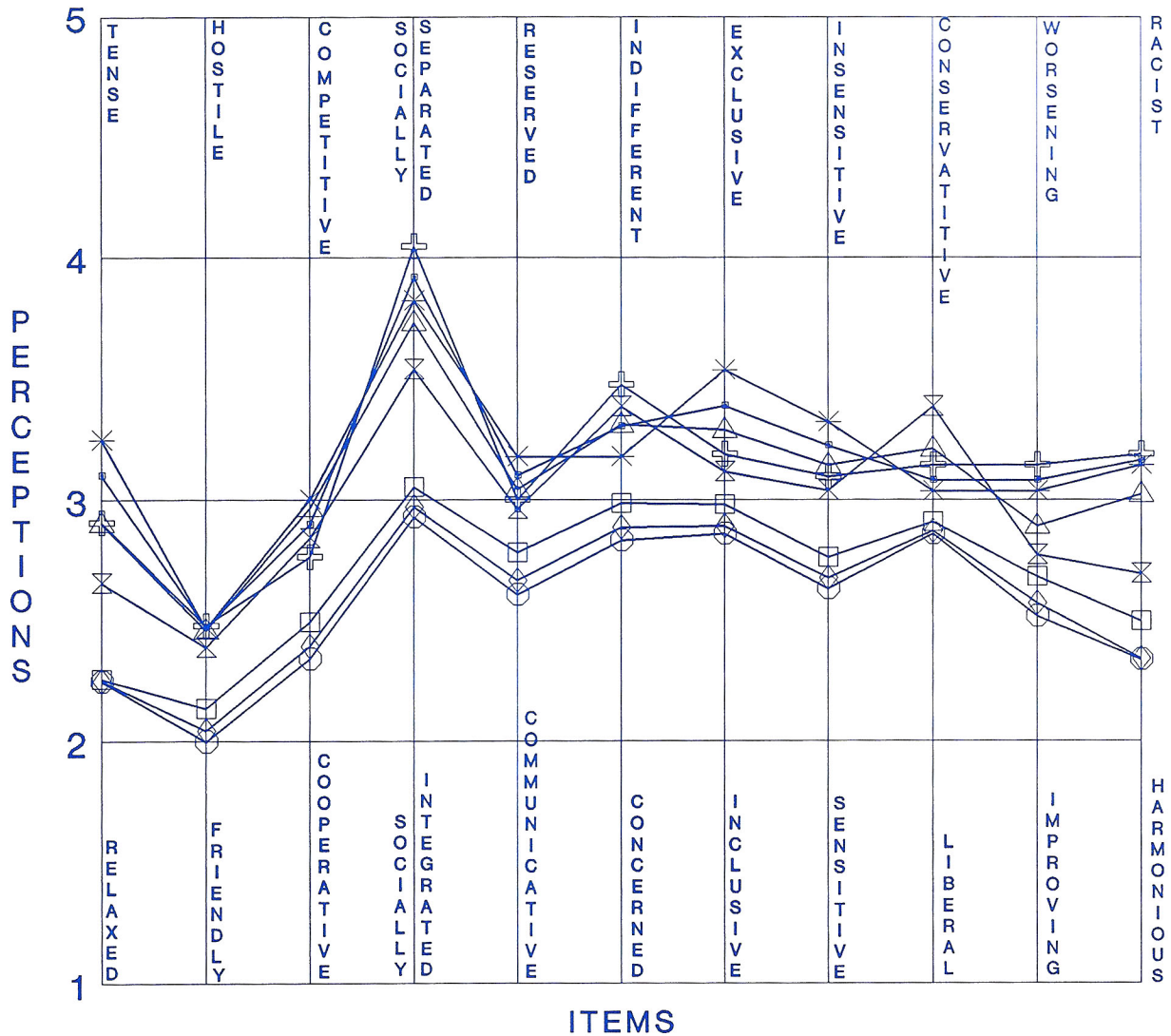
FOLLOW-UP PAIRWISE COMPARISONS BETWEEN RACE AND THE RACIAL CLIMATE SCALE: IMPROVING TO WORSENING. In each comparison the mean response of the first group was significantly higher than the mean response of the second group. (6) and (10); (3) and (4).

Graph 11
Means of Student Respondents by Selected Categories
Spring 1989



FOLLOW-UP PAIRWISE COMPARISONS BETWEEN RACE AND THE RACIAL CLIMATE SCALE: HARMONIOUS TO RACIST. In each comparison the mean response of the first group was significantly higher than the mean response of the second group. (5) and (10); (8) and (10); (8) and (7); (3) and (4); (6) and (7); (9) and (7); (9) and (10).

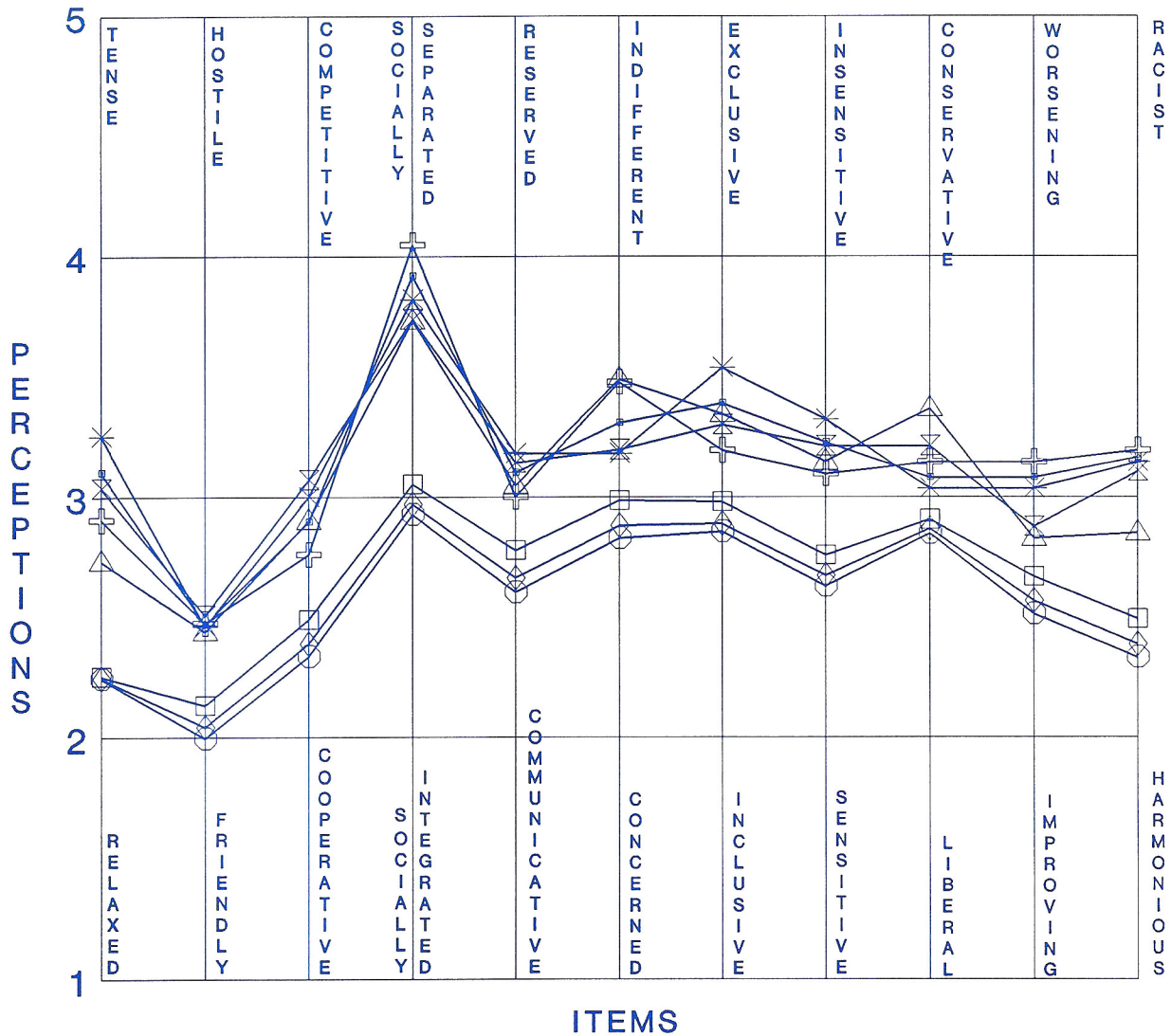
Graph 12
Means of Student Respondents by Selected Categories
 Spring 1989
RACIAL CLIMATE



Blacks
 + BI. M
 * BI. F
 □ Wh. M
○ Wh. F
 ◇ Whites
 △ Min
 ⊗ A/P Is

Minority student perceptions of the campus "racial climate" are significantly different from the perceptions of their white counterparts and minority students perceive that conditions for racial harmony on their campuses are deteriorating. These perceptions appear to be particularly true for younger minority students---students who are usually younger in age and who are classified as freshmen and sophomores. As a group, minority students who responded to the survey instrument, particularly blacks, perceived the campus racial climate as being a hindrance to their successful matriculation (see Graph 12).

Graph 13
Means of Student Respondents by Selected Categories
 Spring 1989
RACIAL CLIMATE



Blacks
 + Bl. M
 * Bl. F
 □ Wh. M
○ Wh. F
 ◇ Whites
 △ Min. M
 ⋈ Min. F

Minority males indicated on all eleven racial climate items that campus racial climate worsens as they persist through the system. This perception is particularly alarming in view of the continued decline of black males' participation in postsecondary education. A more in-depth examination of these perceptions is necessary to determine the probable causes of this effect. Of equal concern and need for attention are the perceptions and comments by black females which reveal that they view the campus racial climate as physically threatening (see Graph 13).

Summary

Although they are included in the group of minorities, the numbers of Hispanic and Native American students who provided responses were too small to consider in separate categories for purposes of this report.

As shown in Appendix B, the rankings of the means of the 11 items on racial climate were very similar when broken down into specific categories. The rankings are based on the mean score for each of the 11 items. The item reflecting the highest mean for all 11 items was "Socially Integrated to Socially Separated," i.e., the respondents as a group perceived that their campuses were more socially separated than socially integrated with respect to Racial Climate. As shown in Appendix A, the mean scores of minorities, especially blacks, are significantly higher than those of whites for 10 of the 11 items.

Minority student responses reflected the feeling that the campus environment was uncomfortable for their full and equal participation in the life of the institution. More specifically, minority females gave the strongest indication that the campus racial climate was uncomfortable for their participation and matriculation. The responses of white females strongly reflected the completely opposite point of view, suggesting that their participation and matriculation were least affected by the campus racial climate.

Minority females were most likely to find the campus tense, hostile, competitive, socially separate, insensitive, worsening, and racist. More specifically, black females are most likely to perceive the campus racial climate as tense, reserved, exclusive, and insensitive. Minority males were most likely to find the campus indifferent, exclusive and conservative, while black males are most likely to find the campus racial climate socially separated, worsening, and racist. Asians/Pacific Islanders participating in this report indicate the strongest inclination to perceive the campus racial climate as conservative (see Appendix F and Graph 12).

Research Question Two:

What are the relationships, if any, between undergraduate student characteristics and perceptions of campus racial climate?

Multiple regression analyses were performed to determine the relationships between the independent variables--gender, race, age, and class level--and the dependent variable undergraduate student respondents' perceptions of campus racial climate. More specifically, the data were examined to determine what proportion of the variance in each dependent variable was accounted for by the set of independent variables.

Relaxed to Tense As shown in Appendix E, the dependent variable "Relaxed to Tense" was shown to be related to the set of independent variables. The responses of minority students suggested that they significantly higher (more tense) "racial climate" perception in "Relaxed to Tense" than white students.

[There was a statistically significant relationship as indicated by an R -square value of .058, where the independent variables accounted for approximately 6% of the proportion of variance in the dependent variable: $F(4,535) = 8.2400$, $p = .000$. Race was the single variable that was significant, $b = .627$, $t(535) = 5.296$].

Friendly to Hostile The dependent variable "Friendly to Hostile" was shown to be related to the set of independent variables. Responses of minority students that were lower in age and classified as lower division suggested that they have a significantly higher "racial climate" perception in "Friendly to Hostile" than white students.

[There was a statistically significant relationship as indicated by an R -square value of .038, where the independent variables accounted for approximately 4% of the proportion of variance in the dependent variable: $F(4,535) = 5.3019$, $p = .000$. The independent variables race, $b = .421$, $t(535) = 3.898$, and age $b = -.016$, $t(535) = -2.066$, were found to be statistically significant].

Cooperative to Competitive The dependent variable "Cooperative to Competitive" was shown to be related to the set of independent variables. Minority students that were lower in age and classified as lower division was suggested to have a significantly higher "racial climate" perception in "Cooperative to Competitive" than white students.

[There was a statistically significant relationship as indicated by an R -square value of .064, where the independent variables accounted for approximately 6% of the proportion of variance in the dependent variable: $F(4,532) = 9.0407$, $p = .000$. The independent variable race, $b = .5781$, $t(532) = 4.710$, and the independent variable age, $b = -.0316$, $t(532) = -3.533$, were significant.]

Socially Integrated to Socially Separated The dependent variable "Socially Integrated to Socially Separated" was shown to be related to the set of independent variables. Minority students that were lower in age and classified as lower division was suggested to have a significantly higher "racial climate" perception in "Socially Integrated to Socially Separated" than white students.

[There was a statistically significant relationship as indicated by an R -square value of .076, where the independent variables accounted for approximately 8% of the proportion of variance in the dependent variable: $F(4,535) = 11.0566$, $p = .000$. The independent variable race, $b = .7087$, $t(535) = 5.035$ and the independent variable age, $b = -.0397$, $t(535) = -3.848$, were significant.]

Communicative to Reserved The dependent variable "Communicative to Reserved" was shown to be related to the set of independent variables. Minority students that are younger in age and classified as lower division was suggested to have a significantly higher "racial climate" perception in "Communicative to Reserved" than white students.

[There was a statistically significant relationship as indicated by an R -square value of .036, where the independent variables accounted for approximately 4% of the proportion of variance in the dependent variable: $F(4,534) = 4.9783$, $p = .000$. The independent variable race, $b = .3323$, $t(534) = 2.736$ and the independent variable age, $b = -.0258$, $t(534) = -2.904$, were significant.]

Concerned to Indifferent. The dependent variable "Concerned to Indifferent" was shown to be related to the set of independent variables. Minority students that are younger in age and classified as lower division was suggested to have a significantly higher "racial climate" perception in "Concerned to Indifferent" than white students.

[There was a statistically significant relationship as indicated by an R -square value of .032, where the independent variables accounted for approximately 3% of the proportion of variance in the dependent variable: $F(4,535) = 4.4981$, $p = .001$. The variable race, $b = .4004$, $t(535) = 3.201$, was significant.]

Inclusive to Exclusive. The dependent variable "Inclusive to Exclusive" was shown to be related to the set of independent variables. Minority students was suggested to have a significantly higher "racial climate" perception in "Inclusive to Exclusive" than white students.

[There was a statistically significant relationship as indicated by an R -square value of .023, where the independent variables accounted for approximately 2% of the proportion of variance in the dependent variable, $F(4,533) = 3.1732$, $p = .014$. The variable race, $b = .3555$, $t(533) = 2.904$, was statistically significant.]

Sensitive to Insensitive. The dependent variable "Sensitive to Insensitive" was shown to be related to the set of independent variables. Minority students was suggested to have a significantly higher "racial climate" perception in "Sensitive to Insensitive" than white students.

[There was a statistically significant relationship as indicated by an R -square value of .032, where the independent variables accounted for approximately 3% of the proportion of variance in the dependent variable: $F(4,535) = 4.3820$, $p = .000$. Race was the single variable that was significant, $b = .443$, $t(535) = 3.926$.]

Liberal to Conservative. The dependent variable "Liberal to Conservative" was shown not to be related to the set of independent variables. Minority students was suggested to have a significantly higher "racial climate" perception in "Liberal to Conservative" than white students.

[Race was the single variable that was significant, $b = .320$, $t(534) = 2.427$.]

Improving to Worsening. The dependent variable "Improving to Worsening" was shown to be related to the set of independent variables. Minority students were predicted to have a significantly higher "racial climate" perception in "Improving to Worsening" than white students.

[There was a statistically significant relationship as indicated by an R -square value of .021, where the independent variables accounted for approximately 2% of the proportion of variance in the dependent variable: $F(4,533) = 2.9018$, $p = .021$. Race was the single variable that was significant: $b = .330$, $t(533) = 2.823$.]

Harmonious to Racist. The dependent variable "Harmonious to Racist" was shown to be related to the set of independent variables. Minority students was suggested to have a significantly higher "racial climate" perception in "Harmonious to Racist" than white students.

[There was a statistically significant relationship as indicated by an R -square value of .059, where the independent variables accounted for approximately 6% of the proportion of variance in the dependent variable: $F(4,535) = 8.3765$, $p = .000$. Race was the single independent variable that was significant: $b = .627$, $t(535) = 5.534$.]

DISCUSSION

There was a statistically significant relationship between the dependent variables Relaxed to Tense; Friendly to Hostile; Cooperative to Competitive; Socially Integrated to Socially Separated; Communicative to Reserved; Concerned to Indifferent; Inclusive to Exclusive; Sensitive to Insensitive; Liberal to Conservative; Improving to Worsening; Harmonious to Racist and the set of independent variables age, gender, race, and class level. The independent variable age was found to be statistically significant in four of the items--Friendly to Hostile, Cooperative to Competitive, Communicative to Reserved, and Socially Integrated to Socially Separated. The independent variable race was found to be statistically significant in all of the 11 items on campus "Racial Climate."

These study results confirmed Moses' (1989) suggestion that black females on today's campuses are treated differently than white males, black males and white females. Moses reported that Black females are likely to perceive the campus climate as socially separated, isolated, hostile, indifferent, and insensitive.

However, there are many more factors which may contribute to these perceptions. For example, the socioeconomic status of the student, location of home residence (urban, suburban, rural), availability of financial aid, and availability of academic and counseling support programs. There was not enough evidence to conclude that race, age, gender, or class level, were the best forecastors of racial climate, due to the fact that the R-square value for each set of variables could only account for a maximum of 8% of the variance. Nevertheless, the data strongly infer that: (1) minority student perceptions of the campus "racial climate" are significantly different from the perceptions of their white counterparts and (2) minority students perceive that conditions for racial harmony on their campuses are deteriorating. These perceptions appear to be particularly true for younger minority students (see Appendix F)--students who are usually younger in age and who are classified as freshmen and sophomores.

As a group, minority students who responded to the survey instrument, particularly Blacks, perceived the campus racial climate as being a hindrance to their successful matriculation (see Graph 13).

Minority males indicated on all 11 racial climate items that campus racial climate worsens as they persist through the system. This perception is particularly alarming in view of the continued decline of black males' participation in postsecondary education. A more in-depth examination of these perceptions is necessary to determine the probable causes of this effect. Of equal concern and need for attention are the perceptions and comments by black females which reveal that they view the campus racial climate as physically threatening.

Analyses of data collected in the other sections of the undergraduate inventory--"Social Climate," "Institutional Attractiveness for Minority Students," "Student-Life Climate," "Academic Climate," and "Faculty-Classroom Behavior"--are expected to provide some insights about the aforementioned perceptions. Future reports, based on data collected through other inventories --faculty, administrator, and institutional--will facilitate a more complete investigation of campus climate and implications for minority students. Because of the apparent increase in frequency and intensity of racially motivated incidents of harassment throughout the nation, it is hoped that such reports will help to heighten awareness of the need to create campus climates which will enhance and equalize educational experiences for all students.

Some of the questions raised as a result of examining the responses to the survey instrument and reviewing the statements made in the sections soliciting comments follow:

- To what extent is campus racial climate a de-energizing force for minority students?
- To what extent is campus racial climate a de-energizing force for the cultural enhancement and awareness of all students?
- How can the campus racial climate can be made more conducive for minority student matriculation?
- What successful strategies are being implemented on campuses to address the negative facets of racial climate?
- Is there a set of variables other than age, gender, race and class level which are better predictors of student perceptions about campus racial climate?
- What are the factors which contribute to the result that the mean responses for white females on all 11 racial climate items were lower than the mean responses all other subgroups in the sample population (see Graphs 12 and 13)?
- Have the cultural, psychological, social, and economic differences between minority and majority students become so profound over the past decade that existing Affirmative Action policies and practices have become ineffective in addressing issues of ethnic and cultural diversity?
- What are the reasons for the few inventories completed by Hispanic and Native American students? What strategies are being developed to enhance their participation and status?

This preliminary examination of campus racial climate is a step toward understanding the causes of minority underrepresentation in higher education. However, it is only a small step on a long journey. Much more work and a longitudinal approach will be needed to better understand all the dynamics surrounding this issue.

PRELIMINARY RECOMMENDATIONS

Some of the preliminary recommendations offered as a result of this report are that institutions, systems or agencies should:

1. Develop and implement broad-based programs to promote racial and ethnic diversity throughout the educational pipeline.
2. Consider broader and more effective means of assessing minority students for college admission, particularly those who attend community colleges.
3. Create mentoring or support programs for minority students.
4. Develop courses for all students which enhance and validate the presence of minority students, particularly blacks and Hispanics.
5. Develop activities for all students which enhance and validate the presence of minority students, particularly blacks and Hispanics.
6. Review curricula to make sure that no racist or sexist materials or content are used.
7. Establish sexual-harassment policies and disciplinary systems that will cause the campus climate to be more conducive and comfortable for minority, especially black, female matriculation.

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APPENDICES

Appendix A

STUDY RESEARCH QUESTIONS

From the "Study to Determine the Relationships Between Illinois Postsecondary Campus Climate and Institutional, Academic, and Student Service Program Support Characteristics and Minority Student Matriculation."

1. What do the students of Illinois postsecondary institutions perceive the campus climate to be for minority students?
2. What do the faculty of Illinois postsecondary institutions perceive the campus climate to be for minority students?
3. What do the administrators of Illinois postsecondary institutions perceive the campus climate to be for minority students?
4. What are the differences if any, between public and private institutions in institutional, student service, and academic support program characteristics?
5. Is there congruency among students, faculty, and administrators concerning institutional, academic, and student service support program characteristics?
6. For administrators, are there relationships between the set of variables university budget support, program location, staff support, and annual expenditures and the set of variables perceptions of institutional, student service, and academic support program characteristics? Further, are there relationships between the variables within each set?
7. Is there a correlation between academic, institutional, and student service support program characteristics and minority student matriculation?
8. Is there a relationship between institutional support program characteristics and minority student matriculation?
9. Is there a relationship between academic program characteristics and minority student matriculation?
10. Is there a relationship between student support program characteristics and minority student matriculation?
11. Is there a relationship between campus climate and minority student matriculation?

Appendix B

Table 2
Means of Undergraduate Responses
by Selected Categories
(Racial Climate - Items 1 through 11)

ITEMS:	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
	ENTIRE RACE/ POP. GEN.	RACE/ GEN.	R/G. CL. LE.	ALL MIN.	WH. WH.	MIN. MALES	MIN. FEM.	WH. MALES	WH. FEM.	BL. BL.	MALES MALES	BL. FEM.	AN/PAC ISL.
RELAXED - TENSE	2.36	3.04	3.27	2.90	2.25	2.73	3.04	2.25	2.24	3.10	2.90	3.25	2.65
FRIENDLY - HOSTILE	2.11	2.51	2.67	2.46	2.04	2.44	2.51	2.13	2.00	2.47	2.48	2.46	2.38
COOPERATIVE - COMPETITIVE	2.49	3.07	3.41	2.97	2.39	2.90	3.07	2.49	2.34	2.90	2.76	3.00	2.84
INTEGRATE - SEPARATE	3.10	3.74	4.05	3.73	2.97	3.73	3.74	3.05	2.93	3.92	4.05	3.82	3.54
COMMUNICATIVE - RESERVED	2.73	3.14	3.70	3.04	2.66	3.05	3.14	2.78	2.60	3.10	3.00	3.18	2.96
CONCERNED - INDIFFERENT	2.95	3.49	4.00	3.31	2.88	3.49	3.19	2.99	2.83	3.31	3.48	3.18	3.38
INCLUSIVE - EXCLUSIVE	2.96	3.34	3.83	3.29	2.90	3.34	3.30	2.98	2.86	3.39	3.19	3.54	3.12
SENSITIVE - INSENSITIVE	2.75	3.21	3.50	3.14	2.67	3.15	3.21	2.76	2.63	3.22	3.10	3.32	3.04
LIBERAL - CONSERVATIVE	2.93	3.37	3.63	3.21	2.87	3.37	3.21	2.91	2.85	3.08	3.14	3.04	3.38
IMPROVING - WORSENING	2.62	2.88	3.10	2.89	2.57	2.83	2.88	2.68	2.51	3.08	3.14	3.04	2.77
HARMONIOUS - RACIST	2.49	3.11	3.33	3.02	2.39	2.85	3.11	2.49	2.33	3.16	3.19	3.14	2.69

Table 2a
Ranking of Means of Undergraduate Responses
by Selected Categories
(Racial Climate - Items 1 through 11)

ITEMS:	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
	ENTIRE RACE/ POP. GEN.	RACE/ GEN.	R/G. CL. LE.	ALL MIN.	WH. WH.	MIN. MA.	MIN. FEM.	WH. MA.	WH. FEM.	BL. BL.	MA. MA.	BL. FEM.	AN/PAC ISL.
RELAXED - TENSE	10	9-MF	9-MF-SO	9	10	10	9	10	10	6	9	4	10
FRIENDLY - HOSTILE	11	11-MF	11-MM-SR	11	11	11	11	11	11	11	11	11	11
COOPERATIVE - COMPETITIVE	8	8-MF	7-MF-SO	8	8	7	8	9	8	10	10	10	7
INTEGRATED - SEPARATED	1	1-MF	1-MF-SO	1	1	1	1	1	1	1	1	1	1
COMMUNICATIVE - RESERVED	6	6-MF	4-MM-SO	6	6	6	6	5	6	6	8	5	6
CONCERNED - INDIFFERENT	3	2-MM	2-MM-SO	2	3	2	5	2	4	3	2	5	2
INCLUSIVE - EXCLUSIVE	2	4-MM	3-MM-SR	3	2	4	2	3	2	2	3	2	4
SENSITIVE - INSENSITIVE	5	5-MF	6-MM-SR	5	5	5	3	6	5	4	7	3	5
LIBERAL - CONSERVATIVE	4	3-MM	5-MM-JR	4	4	3	3	4	3	8	5	8	2
IMPROVING - WORSENING	7	10-MF	10-MM-SO	10	7	9	10	7	7	8	5	8	8
HARMONIOUS - RACIST	8	7-MF	8-MM-SR	7	8	8	7	8	9	5	3	7	9

Column (2) RACE/GENDER
 Column (3) RACE/GENDER/CLASS LEVEL

MM - Minority Males	FR - Freshmen
MF - Minority Females	SO - Sophomores
WM - White Males	JR - Juniors
WF - White Females	SR - Seniors

Appendix C

RACIAL CLIMATE

Institutions vary considerably in the way they are perceived by different races. Usually there is a "climate" or "campus atmosphere" which may be described along several scales. Please circle one number on each of the following scales which best characterizes this racial climate at your campus.

1. Relaxed	1	2	3	4	5	Tense
2. Friendly	1	2	3	4	5	Hostile
3. Cooperative	1	2	3	4	5	Competitive
4. Socially integrated	1	2	3	4	5	Socially separated
5. Communicative	1	2	3	4	5	Reserved
6. Concerned	1	2	3	4	5	Indifferent
7. Inclusive	1	2	3	4	5	Exclusive
8. Sensitive	1	2	3	4	5	Insensitive
9. Liberal	1	2	3	4	5	Conservative
10. Improving	1	2	3	4	5	Worsening
11. Harmonious	1	2	3	4	5	Racist

PERSONAL COMMENTS:

Appendix D

REGRESSION: RELATIONSHIP OF CAMPUS RACIAL CLIMATE TO STUDENT AGE, GENDER, RACE, AND CLASS LEVEL.

Variable	Beta	B	R ²	F	p
RELAXED TO TENSE					
CLASS LEVEL	-.04437	-.09407	.05804	8.241	.000*
SEX	.04273	.09494			
RACE	.22311	.62745			
AGE	-.08525	-.01648			
FRIENDLY TO HOSTILE					
CLASS LEVEL	-.07523	-.14386	.03813	5.302	.000*
SEX	-.02608	-.05227			
RACE	.16597	.42093			
AGE	-.09377	-.01635			
COOPERATIVE TO COMPETITIVE					
CLASS LEVEL	-.07032	-.15421	.06365	9.041	.000*
SEX	-.00867	-.01993			
RACE	.19833	.57813			
AGE	-.15864	-.03164			
SOCIALLY INTEGRATED TO SOCIALLY SEPARATED					
CLASS LEVEL	-.01718	-.04371	.07635	11.057	.000*
SEX	-.01748	-.04660			
RACE	.21002	.70867			
AGE	-.17116	-.03164			
COMMUNICATIVE TO RESERVED					
CLASS LEVEL	.01234	.02651	.03595	4.978	.001*
SEX	-.02739	-.06169			
RACE	.11673	.33227			
AGE	-.13207	-.02584			
CONCERNED TO INDIFFERENT					
CLASS LEVEL	-.02755	-.06086	.03254	4.498	.001*
SEX	-.07182	-.16628			
RACE	.13666	.40043			
AGE	-.08639	-.01740			

* p <.05

Appendix D
(continued)

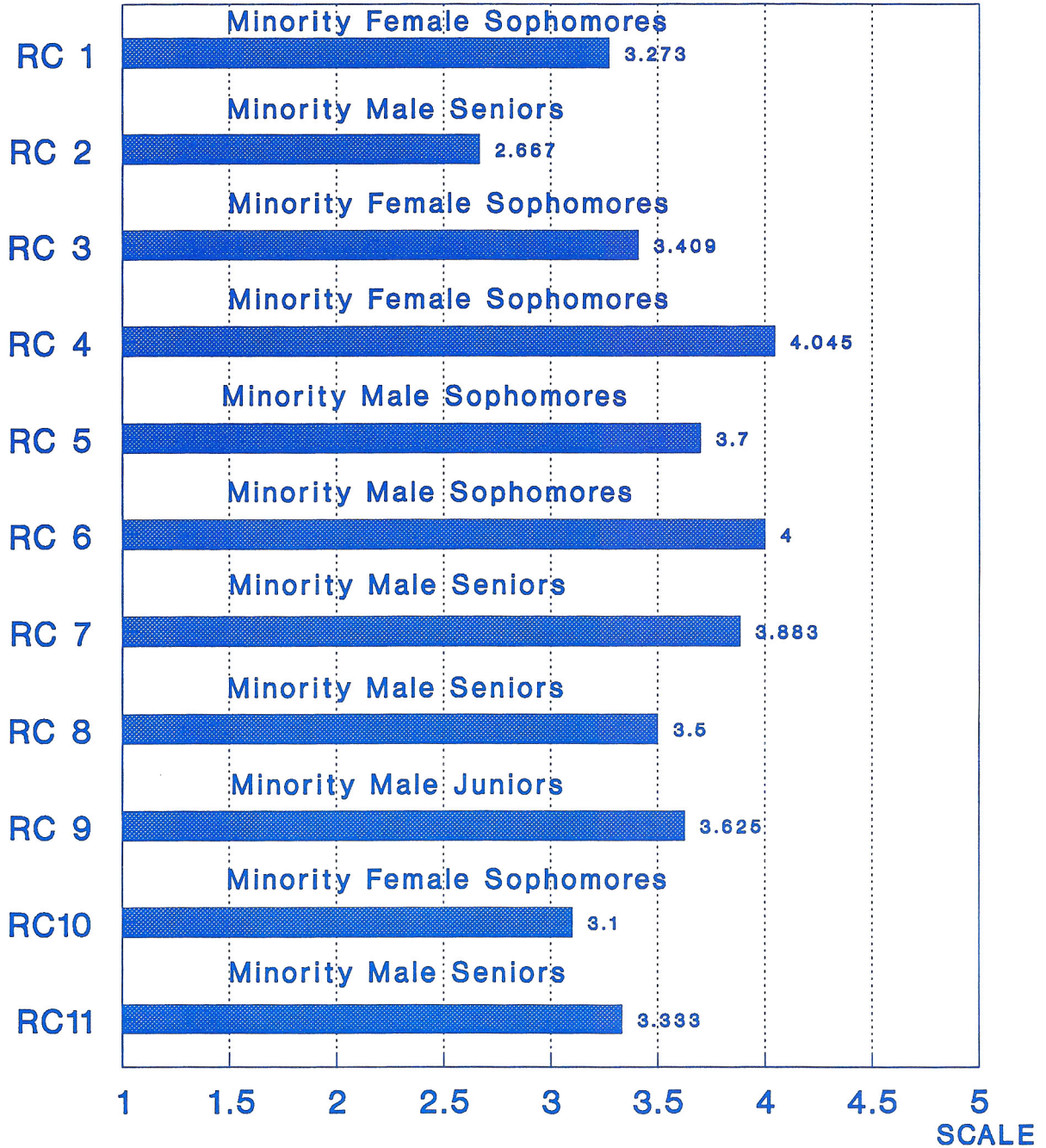
**REGRESSION: RELATIONSHIP OF CAMPUS RACIAL CLIMATE TO STUDENT
AGE, SEX, RACE, AND CLASS LEVEL.**

Variable	Beta	B	R ²	F	p
INCLUSIVE TO EXCLUSIVE					
CLASS LEVEL	.00745	.01602	.02326	3.173	.014*
SEX	-.03060	-.06890			
RACE	.12483	.35553			
AGE	-.06836	-.01338			
SENSITIVE TO INSENSITIVE					
CLASS LEVEL	-.01766	-.03513	.03172	4.382	.002*
SEX	-.02901	-.06050			
RACE	.16772	.44260			
AGE	-.04691	-.00851			
LIBERAL TO CONSERVATIVE					
CLASS LEVEL	-.00731	.01683	.01363	1.845	.119
SEX	-.00837	-.02019			
RACE	.10474	.31985			
AGE	-.04705	-.00987			
IMPROVING TO WORSENING					
CLASS LEVEL	-.01183	-.02426	.02131	2.902	.021*
SEX	-.05598	-.12034			
RACE	.12146	.32983			
AGE	-.04705	-.00946			
HARMONIOUS TO RACIST					
CLASS LEVEL	-.04840	-.09824	.05894	8.377	.000*
SEX	-.02778	-.05908			
RACE	.23305	.62729			
AGE	-.05719	-.01058			

* p <.05

Appendix E

Graph 14
 Highest Mean On Racial Climate Items
 By Race, Gender And Class Level
 Spring 1989



- RC1 - Relaxed to Tense
- RC2 - Friendly to Hostile
- RC3 - Co-operative to Competitive
- RC4 - Socially Integrated to Socially Separated
- RC5 - Communicative to Reserved
- RC6 - Concerned to Indifferent
- RC7 - Inclusive to Exclusive
- RC8 - Sensitive to Insensitive
- RC9 - Liberal to Conservative
- RC10 - Improving to Worsening
- RC11 - Harmonious to Racist

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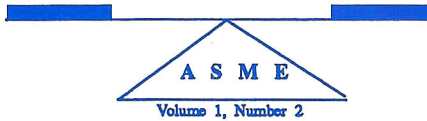
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**ASSESSMENT OF THE
STATUS OF
MINORITIES IN EDUCATION**

**CENTER FOR HIGHER EDUCATION
ILLINOIS STATE UNIVERSITY**



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