

ABSTRACT

Title of Dissertation: EXAMINING THE IMPACT OF MINORITY STUDENT
PARTICIPATION IN CULTURALLY BASED CLUBS
AND ORGANIZATIONS AT COMMUNITY
COLLEGES

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While there has been an increase of minority students looking to obtain degrees or certification in higher education, there has been a continued performance gap among minority students who attend community colleges. According to Chen (2018), minority students are overrepresented in terms of enrollment at community colleges but underrepresented among completers. The needs of underrepresented students are unique and community colleges are revitalizing various resources to restructure and redesign their student programs. This research examined the relationship between minority student involvement in culturally based clubs and organizations and their perception of marginality and mattering at their institutions. Data were collected using the College Student Experience Questionnaire (Gonyea, Kish, Kuh, Muthiah, & Thomas, 2003).

The results of this study found that there was a significant, positive, moderate relationship between minority students' involvement in clubs and organizations and their experiences with cultural diversity. There was no significant relationship between age, gender, generational status, and minority community college students' interactions with peers and faculty members from diverse backgrounds.

EXAMINING THE IMPACT OF MINORITY STUDENT PARTICIPATION IN
CULTURALLY BASED CLUBS AND ORGANIZATIONS AT COMMUNITY COLLEGES

by

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DEDICATION

God, you have presented me with this gift. Thank you for providing me with the resources to share it with others. This dissertation is dedicated to the following:

Chanel Amor Simpson, for the past 5 years of your life you have unknowingly pushed me beyond my full potential. The nights that I cried and wanted to throw in the towel, it was often your face that I thought of that encouraged me to keep going. At this age you will never understand how much your life means to me. It is my hope that through my accomplishments, you will understand that none of this would be possible without your patience and love.

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CHAPTER 1:

INTRODUCTION

Background

The immense number of student engagement opportunities at community colleges often goes unnoticed. Similar to four-year institutions, community colleges house Student Life offices that provide students an experience outside of the classroom by exposing them to service learning activities, leadership development, and clubs and organizations. Students decide to participate for reasons such as seeking connections or identifying a social outlet (Kuh, 2009). Student involvement and engagement allow students to become acclimated to their institution, to network with peers, and to develop both their social and professional goals.

The term “student involvement” generally refers to any activity that provides students with a social outlet from the traditional norms of education (Evans, Forney, & Guido-DiBrito, 1998). This includes involvement in sports, fraternities and sororities, religious groups, and service groups. Such extracurricular activities provide students with a holistic collegiate experience and an opportunity to socialize with their peers and enhance their leadership skills (Holloway, 2002). Participation in extracurricular activities can provide an outlet for the stress that students face during their collegiate years (Tinto, 1993). In addition to relieving stress, participation in these activities allows students to learn transferable skills and connect with individuals with similar interests. All of these factors are beneficial to students as they navigate throughout college as well as assist with their career choices.

Students choose to attend community colleges for a variety of reasons. Small classroom sizes, low cost, and transfer agreements are all factors that contribute to a student’s selection to attend community colleges (Chen, 2016). With the increase in student loan debt, students are

looking for educational avenues that will decrease their higher education debt. In addition, community colleges offer students the opportunity to complete college with an associate's degree. This will allow students to enter the workforce with a step up amongst their peers (Chen, 2016). Vast resources are available at community colleges to ensure student success. Community colleges offer workforce certification and technical degrees. Creating an atmosphere that supports creative and active learning consists of encouraging student engagement.

Research indicates that there is a positive correlation between student engagement and student persistence (Astin, 1985; Hu, 2011; Pascarella & Terenzini, 2005; Tinto, 1993). A study conducted by Wang and Shiveley (2009) showed improvement in the retention of first-year students because of their participation in extracurricular activities. During this study, the researcher used freshmen and undergraduate transfer students as samples. They were able to conclude that the students who participated in various activities such as Residence Hall Associates and Orientation Leaders were able to maintain a higher GPA than those students who were not involved in activities (Wang & Shiveley, 2009). Students who are involved in activities are more likely to be successful.

While there has been an increase of students looking to obtain degrees or certifications in higher education, there has been a continued performance gap among minority students. According to Chen (2018), minority students are overrepresented in terms of enrollment at community colleges, but underrepresented among completers. Carter (2006) reported that “the gap between underrepresented minority students and others is particularly detrimental because it affects individuals’ long-term social mobility” (p. 33). The needs of underrepresented students are unique; therefore, community colleges have attempted to utilize and revitalize various resources to restructure and redesign their student programs.

According to Kuh, Kinzie, Buckley, Bridges, and Hayek (2006), “Cultural perspectives suggest that many historically underrepresented students encounter challenges when they get to college that make it difficult for them to take advantage of their school’s resources for learning and personal development” (p. 14). Often times students are unfamiliar with the resources that are in place to help them garner academic success. Their cultural perspective can also be used as an indicator to determine the amount of exposure they have regarding college (Falcon, 2015). If students are not familiar with how the collegiate system works, this often leaves them unprepared and frustrated. For these students both language and social barriers can be factors that can lead to both retention and academic issues.

Student engagement is often discussed in two different areas: academic engagement and social engagement (Bailey & Alfonso, 2005). Academic engagement refers to interactions that occur within the classroom, and social engagement pertains to a student’s experience outside of the classroom (Braxton, Hirschy, & McClendon, 2004). Participating in extracurricular activities places emphasis on a student’s personal experiences, their interaction with the institution, and community involvement (Nicoli, 2011; Ragle, 2016). In a quantitative correlation study, Ragle (2016) examined the level that first-generation community college students’ involvement in extracurricular activities improved their academics, overall satisfaction with the college, and persistence rates. Her research found that there was no significant relationship among first year students’ involvement in extracurricular activities and persistence and did not explore the experiences of first-generation minority students.

Student Involvement

Student involvement is a major contributor to student success. In efforts to encourage student retention and completion, community colleges have often encouraged students to participate in clubs and organizations. One of the benefits of attending college is that students can gain the ability to become well-rounded, cultural, and good leaders. Part of their involvement consists of participating in culturally based clubs and organizations. Students who are able to connect with groups that replicate their culture of origin are likely to persist in higher education (Kuh & Love, 2004). Involvement in these clubs allows students to navigate through their new environments and create purposeful connections.

By participating in extracurricular activities, students are able to enhance both their leadership skills and networks. According to Holloway (2002), participation in extracurricular activities provides social interaction, builds relationships, and promotes cooperation. Involvement in extracurricular activities builds character and helps students to develop professionalism. Through their involvement, students acquire skills such as communication, leadership, community involvement, and professional development.

Astin's (1984) Theory of Involvement indicates that students need to be actively engaged in their surroundings to learn in college (Evans, Forney, Guido, Patton, & Renn, 1998). Therefore, students who participate in extracurricular activities are provided with opportunities that enhance the collegiate experience.

Culturally Based Clubs and Organizations

Diversity and inclusion have become key factors in student engagement in higher education. Students are more likely to feel welcomed and connected to an institution when there is an environment that promotes acceptance and tolerance (Doan, 2011). Providing students with

diverse experiences enhances and promotes student learning (Pascarella & Terenzini, 2005). These experiences include forums, workshops, presentations, and clubs and organizations.

Culturally based clubs and organizations are common engagement activities at two-year institutions. The founding of such organizations began at four-year institutions in response to the ongoing racial turmoil of the Civil Rights era (Chang, 2002). Activism and the political culture during that time propelled the need for students in higher education to identify with a group with which they could express their concerns and interests. Culturally based clubs and organizations have created an environment that fosters self-reflection and a connection to students' native backgrounds. Research indicates that culturally based clubs and organizations on campus have an impact on students of color (Chung, 2015). Students who are involved in culturally based clubs have the opportunity to gain support in the areas of acceptance, integration, and academic persistence (Bowman, Park, & Denson, 2015). In addition to a students' personal gain by involvement in these organizations, students are also able to serve as advocates and promote cultural awareness (Museus, 2008).

Theoretical Framework

The theoretical framework for this study includes Schlossberg's (1989) Theory of Marginality and Mattering and outlines the importance of creating an inclusive environment. Inclusive environments provide an authentic welcoming culture that factors in the feelings and beliefs of diverse groups. These actions are reflected in decision making, policies, and procedures that affect the institution. In addition, inclusive environments provide a safe and supported space for all students.

The transition that students face when they enter college can leave them with a sense of loneliness and isolation. Colleges and universities have to create environments where students

feel a sense of belonging. A positive correlation exists among students who feel as though they matter and their level of persistence at college (Museus, Yi, & Saelua, 2017; Rayle & Chung, 2007; Schlossberg, 1989). Therefore, an atmosphere that encourages students to become involved and build connections with other students helps to develop a positive environment. Developing this environment is possible through the creation of student engagement and involvement activities. Past studies indicate that there is a direct correlation between student involvement and academic success (Astin, 1985; Baker, 2014; Holloway, 2002; Pascarella & Terenzini, 2005; Tinto, 1993).

Schlossberg (1989) defined mattering as “a motive: the feeling that others depend on us, are interested in us, are connected with our fate or experience us as an ego-extension of themselves” (p. 8). Schlossberg’s Theory of Marginality and Mattering includes five dimensions: attention, being noticed and having the interest of another person; importance, to feel as if someone cares about us; ego-extension, believing that people will be concerned with our success and failures; dependence, having someone depend on us and also being able to depend on someone else; and appreciation, feeling valued and that individuals are thankful for our efforts (Evans et al., 2010).

Marginality happens when students feel isolated and are unable to find an indefinable group or community (Huerta & Fishman, 2014). Schlossberg (1989) describes the feelings of marginality as being either permanent or temporary. The temporary feelings can occur when students arrive to a collegiate setting and face the reality of entering unfamiliar territory. The feeling of marginality also varies based on the students’ needs. These needs can be based on factors such as being a traditional versus non-traditional student, low income, cultural differences and age and gender (Strayhorn, 2012).

It is important for institutions to create environments where students feel as if they matter because mattering creates a sense of relevance and importance. Institutions that place an emphasis on how students feel as though they matter creates an environment where retention rates are higher and students are driven to learn (Schlossberg, Lynch, & Chickering, 1989). Marginality can bring a sense of not fitting in and can lead to self-consciousness, irritability, and depression. According to Schlossberg (1989), “Everyone is marginal from time to time . . . and feeling marginal leads us to conclude that we do not matter” (p. 8). For some, these feelings can be permanent conditions. Feelings of marginality often occur when individuals take on new roles, especially when they are uncertain about what a new role entails.

Problem Statement

Attempting to navigate inclusiveness can be a daunting task that could result in low retention rates for minority students. According to Kuh et al. (2006), “Cultural perspectives suggest that many historically underrepresented students encounter challenges when they enter college that makes it difficult for them to take advantage of their school’s resources for learning and personal development” (p. 14). The students’ inability to use these resources can have an outcome on their decision to stay or leave an institution.

According to the Center for Minority Serving Institutions at the University of Pennsylvania, 55% of minorities attending college are enrolled at minority-serving institutions (Watson, 2015). While minority students have increased enrollment rates at community colleges, their completion rates are among the lowest (Chen, 2018; Nunez, 2013). Past research has indicated that the inability to adjust to collegiate settings, campus climates, and student involvement are factors related to low retention rates among minorities (Doan, 2011; Kuh et al., 2006). Museus (2008) provided an explanation for low graduation rates among minority students,

stating that they have an inability to find membership in the cultures and subcultures of their respective campuses. Colleges have to create a culture that promotes diversity and inclusion not only among their faculty and staff but among their student population as well. Museus and Harris (2010) indicated that minority students are often hesitant in identifying resources that help them create culturally based groups. This is due to their belief that their “presence and perspectives are not welcomed or valued in mainstream student activities” (p. 31).

Purpose of the Study

The purpose of this study is to examine the relationship between minority student involvement in culturally based clubs and organizations and their perceptions of marginality and mattering at their institutions. The current literature on this subject places emphasis on the involvement of minority students in clubs and organizations at four-year institutions; however, limited research has been conducted to determine the effects of involvement on minority students who attend community colleges.

Research Questions

Involvement in clubs and organizations can provide students with the opportunity to connect with their peers who may have encountered similar experiences. In addition, participation in extracurricular activities focuses on the personal level of students, the institutional level, and the community as a whole (Tenhouse, 2003). Following are the research questions and hypotheses for this study:

RQ 1. To what extent is there a relationship between minority students’ involvement in clubs and organizations and their experience with cultural diversity?

H₀₁: There is no significant relationship between minority students’ involvement in clubs and organizations and their experience with cultural diversity.

H₁: There is a significant relationship between minority students' involvement in clubs and organizations and their experience with cultural diversity.

RQ2: To what extent is there a relationship between (a) age, gender, and generational status, and (b) minority community college students' interactions with peers and faculty members from diverse backgrounds?

H₀₂: There is no significant relationship between age, gender, and generational status and minority community college students' interactions with peers and faculty members from diverse backgrounds.

H₂: There is a significant relationship between age, gender, and generational status and minority community college students' interactions with peers and faculty members from diverse backgrounds.

RQ3: How do students describe their participation in culturally based clubs and organizations?

Significance of Study

Research indicates student's non satisfaction with their academic setting and their inabilities to adjust socially create risk of not completing a postsecondary degree. Research has shown that an important benefit of participating in extracurricular activities is the completion rate for students. Creating an atmosphere that supports creative and active learning consists of encouraging student engagement. Research indicates that there is a direct correlation between student engagement and student persistence (Astin, 1985; Pascarella & Terenzini, 2005; Tinto, 1993). Research conducted by Wang and Shiveley (2009) showed improvement in the retention and persistence of first-year students. Student participation in extracurricular activities leads to an overall advantage to students' academic success (Evans et al., 1998; Massoni, 2011).

Limitations

The limitations associated with this research would be the study's sample size of students who are involved in culturally based clubs and organizations. In addition, the participant's enrollment status at the community college could change. There is limited quantitative research utilizing Schlossberg's Theory of Marginality and Mattering as it pertains to minority students who attend community colleges. In addition, there has been limited research conducted to examine the impact of minority student involvement in culturally based clubs and organizations at community colleges.

Definition of Key Terms

For the purpose of clarity, the following key terms used throughout this study are defined as follows:

1. **Community College Student Experience Questionnaire (CSEQ).** The CSEQ was developed by C. Robert Pace in 1979 at the University of California. The 151-question survey provides responses to student experiences both in and outside of the classroom. The results from the CSEQ allow researchers to measure college students' experiences. The CSEQ has been revised four times since its initial creation and has been administered to over 300,000 students (Gonyea, Kish, Kuh, Muthiah, & Thomas, 2003).
2. **Culturally Based Clubs and Organizations.** These are clubs who solely focus on the representation of various cultural backgrounds and minority groups. These clubs provide insight and educate students on cultural differences and the importance of diversity (Pascarella & Terenzini, 2005). Examples of these clubs include the Asian Awareness Club, Latino Student Association, Caribbean Student Association, Disability Awareness Club, Black Student Union, LGBTQ Alliance, and the African Student Association.

3. **Experiences With Diversity Index (EWDI).** The EWDI is a 10-item subscale of the CSEQ comprising of the following sections: College Activities, Conversation, and Estimate of Gains (Gonyea et al., 2003). It measures student experience with diversity in a collegiate setting.
4. **Gender.** These responses indicate that a student has self-identified as either male, female, or gender diverse.
5. **Generational Status.** This self-reported status on the survey indicates the parents' level of education. If the student indicated that their parents did not graduate from college, the student is referred to as a first-generation student (FGS).
6. **Minority Students.** These students from underrepresented backgrounds have self-identified as being African American/Black, Hispanic, Native American, or Asian American.
7. **Minority Serving Institutions (MSIs).** MSIs are defined as institutions that serve a large percentage of minority students (O'Brien & Zudak, 1998). These institutions were developed in a response "to historical racial and ethnic inequality in access to education" with the mission of "educating and graduating students from underrepresented groups" (Turner, Baez, & Gasman, 2008). Examples of these institutions are historically black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), tribal colleges and universities (TCUs), and Asian American and Pacific Islander-serving institutions (AAPISIs). According to the Penn Center for Minority Serving Institutions (2015), there are currently 306 minority-serving community colleges in the United States.
8. **Persistence.** For this study, persistence refers to a student's graduation and completion, certification, or transfer (Reason, 2009).

9. **Student Engagement/Student Life/College Life Office.** This office usually serves as the hub for all levels of student engagement and involvement at colleges and universities. It serves as a source of information ranging from activities, programs, and service projects. All culturally based clubs and organizations are governed through this office.

Summary

This chapter has included a discussion on student engagement and involvement and its contribution to student success. The background, problem statement, purpose of the study and theoretical framework have provided insight on the importance of student involvement as it pertains to students who attend community colleges. Research has been conducted to examine factors that contribute to minority students' retention and completion rate. However, there has been limited research conducted to examine the minority community college students' role in student engagement. It is important to identify the significance that student involvement and engagement plays in the lives of minority students. The following chapter will highlight relevant literature in the area of student engagement and involvement for minority community college students through the theoretical framework of Schlossberg (1989) Theory of Marginality and Mattering.

CHAPTER 2:

REVIEW OF THE LITERATURE

The purpose of this study was to examine the impact of minority student participation in culturally based clubs and organizations at community colleges through the lens of Schlossberg's Theory of Marginality and Mattering. In addition, the study examined the students' perceptions of their involvement as it relates to their perceived significance to the institution. The existing literature supporting this research addresses the following topics: student engagement and involvement, theories related to student persistence and success, minority student success in community college, marginality and mattering, the importance of a sense of belonging, and opportunities for engagement for students of color. These topics assist with research on examining the impact of minority student participation in culturally based clubs and organizations at community colleges. The findings of this research will add to the literature on student success research at community colleges and aid in identifying possible solutions to the retention problems among minority students.

Student Engagement and Involvement

The term student engagement and involvement can be defined as the time, energy, and effort that a student invests in activities both inside and outside of the classroom (Kuh, 2001; Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2008). Pascarella and Terenzini (2005), define engagement as “the amount of time and effort students put into their studies, and into other activities that lead to the experiences and outcomes that constitute student success” (p. 602). Colleges develop environments that encourage student engagement and involvement to create an atmosphere for students that encourages learning outside of the classroom.

Furthermore, the terms can refer to any activity that provides students with a social outlet beyond the traditional norms of education. This can include involvement in honor societies, student government, campus programming boards, clubs, and organizations. Trowler (2010) further defined student engagement as being a collaborative effort between the student and the institution, placing responsibility on the institution for providing opportunities for students to become involved outside of the classroom.

Each student has the ability to determine his or her level of involvement in clubs and organizations. Students decide to become engaged and involved outside of the classroom for an array of reasons. Holloway (2002) noted several factors that motivate students to participate in extracurricular activities, such as promoting structure, connecting with peers, building a connection to the institution, and building relationships. Participation in clubs and organizations provides students with resources and skills to socialize with their peers, enhances their leadership and communication skills, and provides a holistic collegiate experience.

An important academic benefit of participating in extracurricular activities is improved academic achievement and better completion rates for students. Pascarella and Terenzini (1991) found that students who are engaged in activities are able to excel in the classroom because of their ability to integrate into their institutions. Hawkins (2010) indicated that there is a positive correlation between high grade point averages and student involvement. Several studies have also noted that student engagement plays a significant role in the student's behavior (Furlong & Christenson, 2008), and positive behavior, in turn, aids in a student's matriculation through college. Massoni (2011) noted that students who are more involved are less likely to drop out of school.

By participating in these activities, students not only succeed in the institution, they also develop transferable skills that will help them as they matriculate through their career choices. Zacherman and Foubert (2014) found that students who participate in organizations are more knowledgeable about identifying their purpose than students who choose not to participate. Participation in clubs and organizations enhance a student's growth and exposure during his or her collegiate years and increases their overall experience (Massoni, 2011). An extensive amount of research as summarized below indicates that students who are involved and engaged are more likely to succeed academically and socially than those who are not.

Theories of Student Involvement and Success

In the 1970s, researchers began publishing studies equating student success with the level of involvement in their institutions. Spady (1970) created the Undergraduate Dropout Process Model to examine the impact of students' relationship to the institution as it relates to student retention. Spady found that there was a direct correlation between students' social settings and interactions at the college and their persistence. According to Aljohani (2016), Spady's research assumed that there are two factors that impact a student's choice to remain or leave their institution: "grades and intellectual development in the academic system, and normative congruence and friendship support in the social system" (p. 5).

Tinto's (1975) Student Integration Model found that if positive social and academic integration is present, a student's commitment and motivation to attain a degree is heightened. There are three parts in Tinto's model: "(a) students enter college with different levels of academic preparation and attributes; (b) they develop different levels of integration into an institution's academic social system, including grades and attitudes about their academic progress; and (c) they develop different levels of integration into an institution's social system, including how they

interact with peers through formal, semi-formal, and informal instances” (Arnekrans, 2014, p. 51). Various theories have derived from Tinto’s theory in order to explain the importance of social and academic integration as it relates to college students.

Pace’s (1984) Quality of Effort Theory connected student success to students’ use the resources provided for them. He stated that it is “the quality of effort they put into capitalizing on the resources and opportunities for learning and development that exist in the college setting that makes the difference” (p. 96). The study concluded that the amount of energy that the student puts in at college will result in their success or failure. Therefore, it is important to take advantage of the programs and services that the college has to offer as well as to participate in the programs and activities that result in positive academic outcomes.

According to Astin’s (1984) Theory of Involvement, students need to be engaged in their surroundings to learn in college (Evans et al., 1998). In this theory, there are three elements that are associated with a student’s development through involvement: their inputs, such as their backgrounds and previous circumstances; their environments, which relates to their college experiences; and their outcomes, which references their beliefs and values after they have completed college (Figure 1).

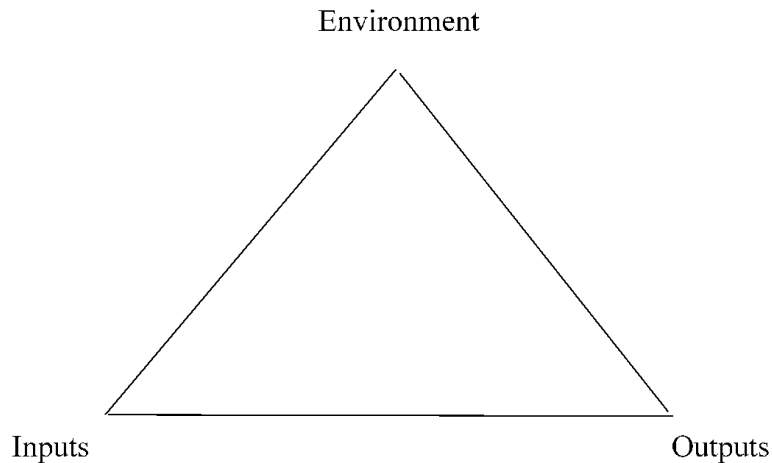


Figure 1. Astin's 1991 I-E-O College Impact Model (Astin, 1993)

However, Astin's theory (as cited in Foubert & Grainger, 2006, p. 169) also indicates that "the strongest single source of influence on cognitive and affective development is a student's peer group; the greater the interaction with peers, the more favorable the outcome."

The three elements of Astin's concept are inputs, environment and outcomes. The student inputs are based on what students are bringing with them to their college experience. This can include factors such as their gender, their previous level of education, demographics, level of parental education, race and ethnicity and additional risk factors (Forman, 2009). The second element environment, provides accounts for what a student will encounter while they are at college. This includes the various services that the college provides, exposure to academic and social programs, and peer to peer interaction (Astin, 1993). The last element is the students' outcome. This refers to the students' experience after they leave college. This takes into account all of their behavior and knowledge that the student acquired during his or her tenure in college and how they are exhibiting those characteristics (Astin, 1993).

Astin created five suggestions regarding student involvement: 1) An investment of physical and psychological energy. This equates to the amount of time and effort that students put into their involvement in activities. 2) Involvement is constant. Students make personal decisions on how vested they will be in each activity. 3) Student involvement is both qualitative and quantitative. This can be attributed to the length of time that students are involved as well as what they learn from their involvement. 4) The students' experience with involvement is indicative of what they put into their experience and what they gain from their experience. 5) There is a correlation between student involvement and academic achievement. Students who are involved in extracurricular activities are able to be successful in their academics (Astin, 1993; Astin 1999; Foubert & Grainger, 2006; Massoni, 2011). Researchers have continued to use Astin's theory to examine the attributes of student involvement as it pertains to student success. The research is used to provide colleges with resources to improve the services that they offer students to aid in improving persistence and retention (Kuh, 2009).

Chickering and Gamson's (1987) Principles of Good Practice for Undergraduate Education provided seven effective strategies for student engagement amongst undergraduate students.

1. Suggest contact between student and faculty. It is important for students to view faculty members as a resource for success. The relationship between the two helps to establish connections and provide students with support and motivation.
2. Encourage cooperation among students. When students are able to connect with other individuals it provides them with a collaborative learning space. Students have the ability to share their thoughts, ideas, and enhance their learning capacity (Lynch, 2010).
3. Encourage active learning. Allows students the ability to apply practical usage to the information that they learn. According to Lynch (2010) active learning" is critical that

what they learn will allow them to relate outside events or activities to the subject matter covered in their courses” (p.75). Active learning also provides students with an experience outside of the classroom.

4. Provide prompt feedback. Students should be able to reflect on their learning experiences while also receiving timely and appropriate feedback. Assessing students’ knowledge throughout their tenure at the institution provides faculty with a clearer understanding of the needs of their students.
5. Place emphasis on time on task. Time management is a critical component of student engagement. Providing not only students but faculty and staff also. When students are involved in engagement activities they have to learn how to effectively manage their time both inside and outside of the classroom. These time management skills will aid in their success during their collegiate years.
6. Communicate high expectations. Setting standards that provide students with the expectation of achievement. Encouraging students to set personal standards that allow them to meet the requirements for engagement activities such as honor and leadership societies provides a standard of high achievement. This also motivates students to excel and exceed their personal expectations.
7. Respect diverse talents and ways of learning. Providing a welcoming space allows students to recognize and celebrate their diverse backgrounds. Recognize that each student is different and has a different need for engagement.

A shortcoming of many of these studies is that the participants were primarily traditional White students who attended traditional universities. The positive correlation between student engagement and student success was successfully established (Braxton, Sullivan, & Johnson,

1997). Kuh, Kinzie, Buckley, Bridges, and Hayek (2006), developed a model that outlined the importance of student engagement and the collegiate experience. According to the researchers, the two critical features that are essential to the collegiate experience are student behaviors and institutional conditions. Figure 2 provides an image depicting the relationship of the two.

What Matters to Student Success

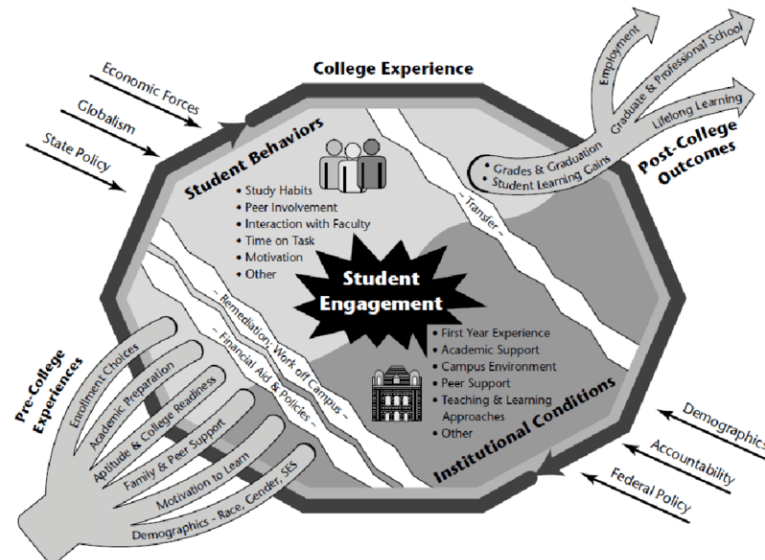


Figure 2. *What Matters to Student Success.* Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2006). *What matters to student success: A review of the literature.*

According to Kuh et al. (2006), students are placed on an academic path when they began their journey in education. The ultimate destination for this path is student success in college. This model examines their experiences, factors, and conditions that are predictive to their overall success. “These and related factors and conditions affect the odds that students will do what is necessary to prepare for and succeed in college” (Kuh et al, 2006, p.7). This portion of the path is referred to as the pre-college experience. The next phase of the journey is the students’ collegiate experience. Within this experience are two features: students’ behaviors and institutional

conditions (Kuh et al, 2006, p.8). These are factors that include students' time, effort and interactions with employees and peers (Kuh et al, 2006).

Community College Survey of Student Engagement (CCSSE)

Community colleges are like four-year institutions in providing students with a learning experience outside of the classroom. However, the challenge of persistence and retention is at a higher level than four-year institutions (Community College Survey of Student Engagement, 2012). One of the issues affecting the level of student engagement could be the population that is being served by the college and examining the role that administrators contribute to the effectiveness of student engagement (Nguyen, 2011). At a four-year institution, students are provided with the opportunity to learn in the classroom and live in on campus housing. This provides them with more time to socialize among their peers and connect with individuals who share their same experiences. Traditionally, community colleges are not equipped with residence halls, and therefore most of the interaction that students have with their peers is very brief outside of the classroom setting (Gonzalez, 2009).

The Community College Survey of Student Engagement (CCSSE) was created in 2001 at the University of Texas Austin for the purpose of examining students' experiences at community colleges and assisting institutions with factors that invoke improvement (DeGan-Dixon, 2014). The survey is compiled of five-benchmarks with 38 questions: a) active and collaborative learning, b) student effort, c) academic challenge, d) student-faculty interaction, and e) support for learning (CCSSE, 2012). These benchmarks reflect aspects of the student experience while attending community college (DeGan-Dixon, 2014).

1. *Active and Collaborative Learning* supports research that indicates that students are more successful when they are actively engaged in the classroom (Astin, 1984; Tinto,

1993). They are able to create a learning community that allows them to work with their peers. This particular benchmark measures student interaction in the classroom and their ability to apply that knowledge outside of the classroom (McClenney & Marti, 2006).

2. *Student Effort* indicates the amount of effort that students put into their work to be successful. This includes student preparation and also the use of resources that are in place to aid in student success.
3. *Academic Challenge* benchmark measures the level of complexity associated with assignments and the workload that students have. This provides insight on if students are being challenged academically and that they are able to use their mental capacity to perform academically.
4. *Student Faculty Interaction* measures the interactions that students have with faculty inside of the classroom. It is important for students to develop meaningful relationships with faculty that can aid them with academic, career and social choices (McClenney & Marti, 2006).
5. *Support for Learners* provides insight on the students' view of the level of support that they receive from an institution. Research indicates that students who feel supported at their institution are often successful. This aids in the persistence and retention of students (Baker 2014; Doan 2011; Jenkins 2007).

Institutions use the CCSSE data to measure how they compare to other institutions that are similar in size and the population they serve. Institutions use the data “within their own campus communities and participating colleges can use the concrete feedback provided by the survey to identify and implement needed changes in policy and practice” (Washington, 2016, p. 13).

Student Engagement at Community Colleges

The student population for community colleges vastly differs from those of a four-year institution. These students range from the traditional college age student to the non-traditional age student. This wide range of students makes it challenging for community colleges to identify opportunities for engagement and involvement. Community colleges attempt to identify learning communities and cohort based learning to assist with the overall collegiate experience of the student (Hatch, 2017; McKoy, 2016). These programs are referred to as student success programs. While these programs are successful, the Center for Community College Student Engagement (2012) reported that the rate of student participation for these programs was low.

In addition to the student success programs, community colleges also provide students with the opportunity to participate in extracurricular activities that include athletics, student government, honor societies and clubs and organizations (Lawhorn, 2008). According to Pascarella & Terenzini (2005), higher levels of engagement for students results in an increase in graduation and retention. Hawkins (2015) conducted research on involvement at urban community colleges. For this study, students from two urban community colleges were used to examine the impact of student involvement on persistence and retention. The results of this study found that there was no significant statistical relationship between the dependent variables retention and persistence and the independent variables student organization satisfaction, importance and frequency of participation.

History of Minority Students in Higher Education

In earlier years, the area of higher education was not attainable to many minority students. During slavery, slaves were not permitted to read or write. Teaching a slave to read and write as well as being a slave with the ability to read or write was a criminal offense (Hoffler,

2007; Ranbom & Lynch, 1988; Tyler 2017). Even years after slavery ended, the education of African-Americans was still prohibited (Hoffler, 2007; Ranbom & Lynch, 1988; Tyler 2017). In the years of 1865-1880 there was an increase of colleges and universities that were created for Black students. Fisk University, Talladega College, Atlanta University, Howard University, Hampton Normal and Agricultural Institute, Tougaloo College, Clark University, Alcorn Agricultural and Mechanical College, Shaw University, Bennett College, and Knoxville College were all established for the purpose of providing students of color with an access to higher education (Dorn, 2013; Ranbom & Lynch, 1988). African Americans in the north faced a different plight than those who lived in the south regarding their accessibility to higher education. As a result, white religious groups such as Quakers and missionary assemblies began establishing institutions of higher education in the South that would train African Americans to become teachers and ministers (Anderson, 1988; Drewry, Doermann, & Anderson, 2001; Gasman, 2007; Harper, Patton, & Wooden, 2009).

Minority students have always been at a disadvantage in the area of higher education “due to the structure of the policies and procedures of education” (Carr-Winston, 2018, p. 14). Various policies such as The Morrill Land Grant Act of 1890, *Plessy v Ferguson*, *Brown v. the Board of Education* and Title VI of the Civil Rights Act, the National Defense Education Act (NDEA) and the National Defense Student Loan (NDSL) were created to provide blacks with access to an equitable education (Harper, Patton, & Wooden, 2009). Harper, Patton and Wooden (2009), used the Critical Race Theory to explore and analyze many of the politics and policies that granted African Americans equality in education. While these policies provided opportunities of inclusion for students of color, often times while attending college these students were met with challenges that forced exclusion (Harper, Patton, & Wooden, 2009). The majority of the research conducted

on minority students in higher education is centralized towards African-Americans and Latino students. There is limited research supporting the earlier entrance of other ethnicities into the academic aspect of higher education (Tumale, 2016).

Minority Students Persistence in College

Because most community colleges have an open enrollment policy, they are positioned to offer services to students from all backgrounds. Therefore, community colleges have traditionally served as a resource for underserved populations of students who may have had limited academic or social opportunities in the past (Cohen & Brawer, 2008; Kempner & Stapleton, 1986; Von Destinon, Ganz, & Engs, 1993; Thevenot, 2010). While the number of minority students attending community colleges has been increasing, their success rate has been minimal. A report conducted by the College Board regarding Blacks and Hispanics (2010) found that “many minority groups, including traditionally disadvantaged groups, are participating in school and college in record numbers. However, the fastest growing populations in the United States which consist of blacks and hispanics have only been able to achieve the lowest educational level attainable.” (p. 18).

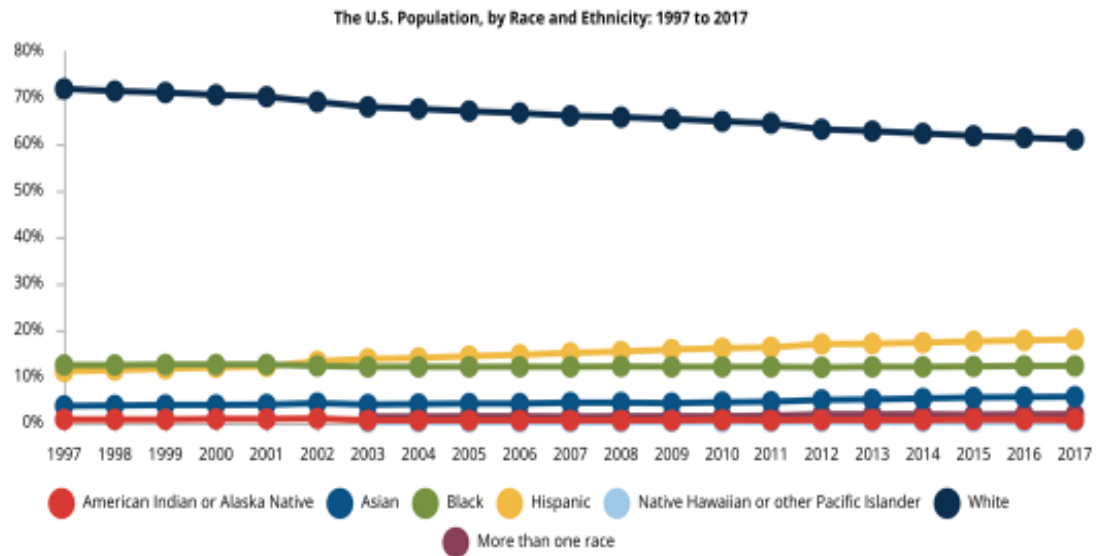


Figure 3. The U.S. Population, by Race and Ethnicity: 1997 to 2017 from the American Council on Education (2019). United States Population Trends and Educational Attainment. Retrieved from <https://www.equityinhighered.org>

According to the American Council on Education (2019), from the years of 1997-2017 there has been an increase in diversity within the United States as illustrated in Figure 3. In 1997, the Hispanic population as 11.1 percent and in 2017 it increased to 18.0 percent. While the Asian population increased from 3.7 percent to 5.7 percent from the years 1997 to 2017. While whites continued to represent the largest portion of the population, their numbers decreased from 71.9 percent to 61.0 percent.

Chen (2018) indicated that the number of minority students who complete community college is disproportionately lower than the number of those who are enrolled. The gap in the

completion rate for minority students at community colleges can be attributed to the students' attendance, background, academic disadvantages, and student involvement (Harrison, 2017; Smith, 2018; Huerta, Garza, Garcia, 2019). Swecker, Fifolt, and Searby (2013) suggested that the combination of the students' background and their interaction in the collegiate environment are both factors that contribute to retention. Students from backgrounds that include immigrants or students who speak English as a second language may face a difficult time adjusting to the higher education setting (Bunch & Kibler, 2015).

Low completion rates for minority students who attend community colleges can also be attributed to the lack of diversity among the faculty and staff at these institutions (O'Neal, 2013; Pincus & DeCamp, 1989). Diverse environments allow students to see themselves as well as their cultures represented at the institution. Robinson-Neal (2009) stated that in order for community colleges to create diverse environments, there must be support from all internal factors that include administration, faculty, staff and students. It is important that community colleges are intentional in their approach of creating a diverse working environment so that it is a reflection of their student population. A community college student's inability to connect with faculty and staff can be attributed to the student's willingness to be involved (Jenkins, 2007; Gonzalez, 2009).

Research conducted by Walters and McKay (2005) produced the following recommendations to aid colleges in improving student retention: 1) revitalizing and updating their mission statement to address the current goals and objectives of the college; 2) examining both the internal and external assets and flaws of the college; 3) developing and implementing strategic goals and objectives for the college and identifying benchmarks to address the status of reaching the goals and objectives; 4) allocating funding to support the goals and objectives; 5) administering timely performance

evaluations that include expectations for employees; 6) developing and implementing a strategic enrollment plan; 7) increasing professional development opportunities for the staff (p. 56).

Kuh (2009), conducted research at minority serving institutions and explored their role in student engagement. His findings indicated that minority serving institutions provided students with a nurturing environment while students who attend predominately white institutions did not encounter the same experience (Kuh, 2009). Several models have been created to address possible factors related to minority students' persistence and retention which include Tinto (1975) social integration model and Bean and Metzner (1985) persistence model. Tinto (1975) provides a foundation on methods that institutions of higher education can use to assist with the issues regarding minority students' persistence and retention. Bean and Metzner (1985) indicated that a student's decision to pursue is not solely based on the institution but also on self-identified characteristics such as race and gender. Throughout the years, community colleges have attempted to identify specialized programs that are geared towards increasing the retention and persistence rate amongst minority students (Bailey & Alfonso, 2005). These specialized programs are focused on identifying resources that aid in the success of this particular population.

Diversity and inclusion have become a key factor in student engagement in higher education. Students are more likely to feel welcomed and connected to an institution when there is an environment that promotes acceptance and tolerance. Research conducted by Johnson et al. (2007) indicated that the sense of belonging for a student can vary among various racial and ethnic groups. This research is in line with Schlossberg (1989) hypothesis that minority groups will identify with feelings of marginalization more than the majority group.

Doan (2011) found that institutions that produce such environments provide minority students with the opportunity to embrace their culture. This results in the institution creating an environment of diversity and inclusion, which fosters student success.

Students' experience three levels of diversity while attending college (Gurin, 1999; Chang 2002; Milem & Hakkuta, 2000). This includes structural diversity, classroom diversity and interactional diversity. Structural diversity refers to the makeup of the student body. This examines where students are from and their various backgrounds and cultures (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998). Classroom diversity examines the extent of how culturally diverse the curriculum is and how students perceived that level of diversity. In addition, this level examines the level of diversity opportunities that colleges provide for students. This level can be found in strategic programs as well as various initiatives (Gurin, 1999; Milem & Hakkuta, 2000). The last level is interactional diversity. This level focuses on the interaction of students from diverse backgrounds.

Marginality and Mattering

Schlossberg's (1989) Theory of Marginality and Mattering provides the framework regarding those who are experiencing transition while attending college and examining their experiences during this transition. While transitioning from high school to college, students may begin to question their sense of existence. Every student will experience the feeling of marginality at some point of their lives (Goodman, Schlossberg, & Anderson, 2006). The feeling of marginalization arises when individuals are unable to find an identifiable space. Oftentimes the feeling of being overwhelmed occurs when students are tasked with the responsibility of independence in collegiate settings. A sense of loneliness and isolation can occur because it becomes difficult for individuals to find their place (Mateo et al., 2014). Students of color often

find themselves feeling marginalized due to the lack of campus support (Kodama, 2002).

Research conducted by Rosenberg and McCullough (1981) was the first glimpse of the effects of mattering as it pertains to individuals. It is important for individuals to feel a sense of belonging and importance in all aspects of their lives. This is a critical component in an individual's sense of mattering (Strayhorn, 2012) especially in a collegiate setting.

Mattering is the opposite of marginality as it provides an individual with a sense of conformation and confidence. The feeling of marginality versus mattering is not exclusive to one group of people. It can affect both traditional and non-traditional learners. According to Rosenberg and McCullough (1981), "mattering is a motive: the feeling that others depend on us as an ego-extension exercises a powerful influence on our actions" (p. 165). The feelings of marginality and mattering can also be interchangeable depending on the situation.

Schlossberg (1989) defines mattering as "our belief, right or wrong, that we matter to someone else" (p. 9). In a collegiate environment, students who are able to identify a sense of mattering become more connected to the institution and as a result their persistence increases (Schlossberg, 1989; Tinto, 1993; Tovar, Simon, & Lee, 2009). Mattering allows individuals to feel valued, relevant and appreciated. According to Schlossberg (1989), the theory of marginality and mattering is interchangeable amongst individuals. This varies depending on their need of acceptance in their environment (Guiffrida, 2003; France & Finney, 2010).

Student Sense of Belonging

To ameliorate the poor success rates of minority students, community colleges must identify and create programs to support these populations (Vallerand, 1997). As students begin to navigate through college, they may often find themselves trying to examine their role in the institution. According to Strayhorn (2012), a sense of belonging can be identified as a human

need. A student's sense of belonging involves feeling connected (Vallerand, 1997, p. 300).

Hagerty, Lynch-Sauer, Patusky, and Bouwsema (1993) believed that a sense of belonging is "a person's experience of being valued or important to an external referent and experiencing fit between self and that referent" (p. 174). Individuals have a need to feel valued and important.

Research conducted by Ingram (2012) indicates that the term belonging has a variation of meanings that can consist of an individual's perception of being a part of an environment or their self-identifying needs of feeling connected to an environment. In a collegiate setting, identifying a sense of belonging can be a daunting experience for students. With the overwhelming experience of becoming acclimated to a new setting, it is easy for students to become lost in both an academic and social context (Fearon, Barnard-Brak, Robinson, & Harris 2011).

Identifying a sense of relevance and importance is critical to the student's role of acceptance and belonging (Evans et al., 2010, Schlossberg, 1989). According to Astin (1984), student involvement is associated with a sense of belonging. Being involved in clubs and organizations offers the connection with their peers as well as with the institution, which allows students to feel supported, accepted, and respected (Goodenow, 1993). Tinto's (1993) model of individual departure examines the importance of social integration and the impact that it has on students' belonging. Students who feel that their values and beliefs are different from the institution and who feel no connection, will ultimately leave. Kilgo, Mollet, and Pascarella (2016) suggested that it is important for institutions to inform students of the impact that student involvement has on their overall well-being.

There is a significant relationship between a student's sense of belonging and their relationship with their institution. Building connections, identifying cultural norms and displaying an environment of tolerance and acceptance are all critical to a student feeling connected to their

college experience. While identifying a sense of belonging can be difficult for all students to attain, researchers have indicated that this notion can be extremely challenging for minority students (Hurtado & Carter, 1997; Kinsey, 2007; Strayhorn, 2012). Students from a majority background may find it easier to adjust to college because the campus culture may represent traditional and cultural norms that are familiar to them (Ussher, 2010). However, minority students may find it difficult to navigate their traditions and cultural norms into that space (Berger, 2000).

Strayhorn (2012) indicates that a student's sense of belonging can vary during their tenure at an institution. This is related to the nature of the change of setting during their collegiate years. During a student's early collegiate years, they are likely to be placed in environments such as first-year classes or orientations that increase interaction amongst their peers. Those environments provide them with an opportunity to connect with individuals who may have similar experiences. As they move throughout their college years, the aforementioned spaces are not always provided. Therefore, students are tasked with the responsibility of identifying ways to feel connected.

An additional resource to a student's sense of belonging is their interaction with their family and peers during their time at college. Cabrera, Nora, and Castenda (1993) also stated the importance of engagement from family and friends as it pertains to a student's persistence. This continuing engagement provides the student with familiarity and a common environment. According to Park (2008), "humans desire a sense of belonging, and an easy way to foster such community is to create groups with strong in-group bonds where participants share similar traits" (p. 116). Students who participate in culturally based clubs and organizations are able to form the same level of engagement with their peers of similar backgrounds. For a student, obtaining a sense of belonging is necessary to attain academic success (Hoffman et al., 2003). College

students reported having meaningful interactions with peers when they are involved in living learning communities that enhance their extracurricular activity experience. These experiences enhance their social and academic support, encourage them to become more engaging in multicultural experiences, and assist them with becoming effective leaders (Spanierman et al., 2013).

According to Strayhorn (2012), the lack of a sense of belonging can be defined as a sense of alienation or rejection. Individuals who feel this void can often face issues such as depression and become suicidal (Hagerty, Williams, & Ore, 2002; Strayhorn, 2012). The absence of a sense of belonging can also weaken a student's academic achievement and can affect their persistence at their institution (Hausmann, Ye, Schofield, & Woods, 2009; Walton & Cohen, 2007; Strayhorn, 2012).

Engagement Opportunities for Students of Color

Extracurricular activities allow students to socialize with their peers, enhance their leadership skills, improve their communication skills, and provide a holistic collegiate experience. According to Evans et al. (1998) The Theory of Involvement indicates that, "in order for student learning and growth to occur, students need to actively engage in their environment" (p. 31). To create a more diverse and inclusive culture, culturally based clubs and organizations have been created to engage and involve minority students. The founding of such organizations began at four-year institutions in response to the ongoing racial turmoil of the Civil Rights Era (Chang, 2002). Activism and the political culture during that time propelled the need for students in higher education to identify with a group that they could express their concerns and interests.

Research conducted by Deleamar (2018) states that Astin's (1999) Institutional Involvement Theory "suggests that students of color can have better success if they are integrated with campus

activities and have meaningful relationships with faculty and academic staff” (p. 13). Engagement opportunities for students of color can occur both in and outside of the classroom. Internship opportunities, service learning and participation in extracurricular activities all attribute to levels of engagement and involvement for minority students. In addition, community colleges offer key programming that is geared around the success of minority students. These programs were developed to prevent minority students from feeling a sense of alienation when becoming acclimated with their institutions (Davidson & Wilson, 2017; Kincey, 2007;). Research indicates that culturally based clubs and organizations on campus have a positive impact on students of color (Chung, 2015). By forming culturally based clubs, students have been able to connect with other students who had similar interests. James (2017) found that “ethnic communities can assist students of color in fostering a sense of belonging and acceptance through cultural validation” (p. 56).

Students who are involved in culturally based clubs also have the opportunity to gain support in the areas of acceptance, integration, and academic persistence (Park, 2008; Bowman, Park, and Denson, 2015). In addition to students’ personal gain by involvement in these organizations, they are also able to serve as advocates and promote cultural awareness (Museus, 2008) to the academic community. Research has found that students who are actively involved in culturally based clubs and organizations continue their involvement after graduation (Denson & Chang, 2009). Bowman, Park, and Denson (2015) used multilevel propensity score matching analyses to examine the long term effects of student participation in culturally based clubs and organizations after college. Their research found that there was a positive correlation amongst students who participated in these groups while in college and their level of participation after college.

In 2014, the Culturally Engaging Campus Environments (CECE) Model for Student Success was developed by Museus to assess the low percentage rate of minority students who were able to achieve academic success. This model illustrated in Figure 4 shows the influence that campus environments have on student success.

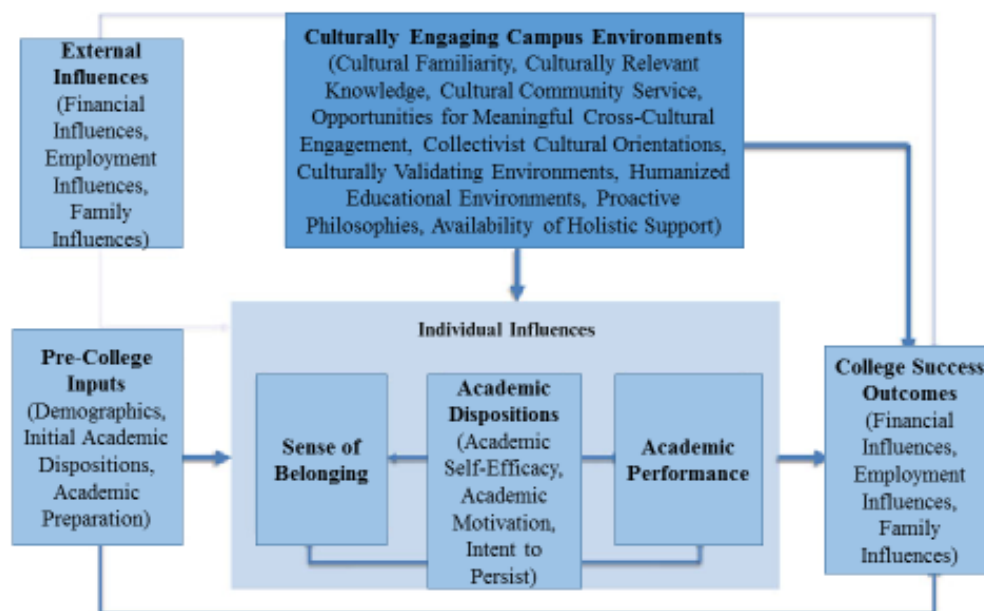


Figure 4. The Culturally Engaging Campus Environments (CECE) model of college success.

Retrieved from Museus, S. D., Yi, V., & Saelua, N. (2017). The impact of culturally engaging campus environments on sense of belonging. *Review of Higher Education*, 40(2), 187–215.

Adapted from by Springer Nature from Museus, S.D. (2014).

There are nine elements—cultural familiarity, culturally relevant knowledge, cultural community service, cross-cultural engagement, cultural validation, collectivist cultural orientations, humanized educational environments, proactive philosophies, and holistic support—which are divided into two sections—“Cultural Relevance” and “Cultural Responsiveness”—that

make up the CECE model (Museus, 2014). The scale used to measure the CECE model identifies influences such as self-efficacy, intent to persist, and sense of belonging as indicators of student success (Museus et al., 2017). This scale reinforces the importance of offering cultural connections to minority students.

As the cultural climate continues to change across the nation, there will continue to be a call for increase of spaces that create inclusivity and diversity amongst students of color. Carr-Winston (2018) conducted a mixed methods study to investigate the relationship between minority students' perceptions of their institutions to their perceptions of higher education. The findings of the research concluded that there was no correlation among the minority student perception of the institution and the culture of higher education. However, the research was not well explored due to the limited number of participants.

Arreola et al. (2015) conducted qualitative research among 15 undergraduate students of color from various backgrounds to identify their reasoning for becoming engaged on a college campus. The findings of their research were as follows:

1. Self-empowerment. Participating in extracurricular programs provided students with the opportunity to identify their purpose and passion. They wanted to be in a space where they had the opportunity to work with individuals with similar interests and have the ability to be in an environment where their voices were heard.
2. Giving back to the community. Students who participated found a support system which allowed them to network and strengthen their community. They were able to identify resources that allowed them to enhance their overall being and increase

the positive aspects of involvement and engagement to their fellow students of color.

3. Familial Empowerment. Participation in the extracurricular programs provided students with a sense of familiarity. They were connected to like-minded individuals who shared their beliefs and values.

Culturally based clubs and organizations offer an opportunity for minority students to find a sense of belonging at their community colleges, which supports Schlossberg's (1989) Theory of Marginality and Mattering. As these students become involved in extracurricular activities, they develop skills necessary to succeed in and out of the classroom. The skills and connections they make then enable them to persist in their education (Kincey, 2007; Hall & Martin, 2013). This study further supports existing evidence that culturally based clubs and organizations positively affect student success and persistence.

CHAPTER 3:

METHODOLOGY

The purpose of this study is to examine the relationship between minority student involvement in culturally based clubs and organizations and their perceptions of marginality and mattering at their institutions. To examine this relationship, a nonexperimental quantitative method was utilized. Non Experimental design is used to examine the relationship of a pre-existing group or to describe that group (Johnson & Christensen, 2017). Quantitative research design involves collecting and analyzing data, presenting the results, making an interpretation, and offering a conclusion in a manner consistent with the survey or experiment of study (Creswell, 2014). The investigative process in quantitative research allows the researcher to gather numerical data to reveal facts and define patterns. This study examined the statistical relationship between the independent variables of race/ethnicity, gender, and generational status and dependent variables. In addition, responses will be analyzed from the 10 questions of students' experiences with diversity as they pertain to the Experience With Diversity Index (EWDI) located within the College Student Experience Questionnaire.

Population and Sample

The target population for this study consisted of minority students from four community colleges who have participated or are currently participating in cultural clubs and organizations at the community colleges during the 2016–2018 academic years (see Appendix A). Participants were recruited using convenience sampling, through self-identification, or through their participation as identified by the office of Student Activities, Student Engagement, and Student Life at community colleges.

The participants identified for this study were invited via email to complete the 10-question EWDI. The invitation indicated the purpose of the survey and the amount of time needed to complete the survey. There were over 80 surveys completed; however, there were only 60 students who qualified for the study based on their responses. The information entered during the survey did not link to the participants' email addresses. This allowed the participant responses to be protected and remain anonymous.

Research Design and Instruments

Data collection for this survey first involved receiving approval from the CSEQ Board. The EWDI was used with permission from the *CSEQ* Assessment Program, Indiana University, Copyright 1998, The Trustees of Indiana University. After approval was granted, the researcher received permission from the Institutional Review Board (IRB) at Morgan State University to use the CSEQ to examine the impact of minority student participation in culturally based clubs and organizations. Data for the independent variables were identified through the participants' self-responses to questions in the Background Information section of the CSEQ (see Appendix B). All data extracted for this research are confidential and was used for research purposes only. The information obtained for this research did not include any personal identification information including names, student identification numbers, nor any other traceable information. The collection of this data and any subsequent data analysis adhered to the CSEQ Program guidelines and the Morgan State University IRB regulations.

The CSEQ is a measuring tool used to examine the "quality of student experiences, perceptions of the campus environment, and progress towards important educational goals" (CSEQ Program, 2007). The CSEQ was developed by C. Robert Pace in 1979 at the University of California. The 151-question survey provides responses from students about their experiences

both in and outside of the classroom. The data from CSEQ allows researchers to gain insight on ways to improve student outcomes.

The CSEQ 4th Edition that was used for this survey was generated in 1998 and is currently located at the Indiana University Center for the Study of Postsecondary Research (CSEQ Program, 2007). While there are other survey instruments such as the Community College Survey of Student Engagement (CCSSE), which is used to examine the level of student engagement at institutions, the CSEQ helps to examine student engagement as it relates to the students' actual experience while participating in various activities. CSEQ data is self-reported by individuals who complete the questionnaire. According to Hu and Kuh (2003), there are criteria set to determine the validity of the questionnaire:

1. the respondents can provide the information requested;
2. the questions are phrased explicit and clearly;
3. the questions relate to recent activities;
4. the respondents believe the questions warrant serious and thoughtful consideration;
and
5. responding to the questions does not make the respondent feel a violation of their privacy, embarrassed, insecure or cause the respondent to answer the questions for the benefit of the researcher.

The CSEQ is known as the third largest database on student experience in the United States (Gonyea et al., 2003). After 35 years of use, CSEQ ended its program in 2014. However, the significant amount of pertinent data that has been collected over the years allows researchers the opportunity to research information to gain insight on student outcomes and how they can be improved (Thomas, 2016).

The Experience With Diversity Index (EWDI) is a 10-item questionnaire within the CSEQ that provides details into the students' experiences with diversity on campus. The EWDI is a part of the five indicators that were created based on student development and literature in higher education (Gonyea et al., 2003). The EWDI is comprised of three sections: College Activities, Conversation, and Estimate of Gains. The College Activities section allows students to report their level of involvement in activities. There is a 4-point scale that ranges from "very often," which indicates a high level of participation, to "never," which indicates that students have not participated at all (Pace & Kuh, 1998). Three sub-sections from the College Activities section pertain to the students' learning experiences outside of the classroom. This includes clubs and organizations and student acquaintances (Gonyea et al., 2003). The Conversation section of the questionnaire provides respondents with an opportunity to provide insight on conversation that they have had with other individuals outside of a classroom setting. Lastly, the Estimate of Gains provides insight on the respondents' feelings pertaining to areas in which they have benefited or progressed at the time of their response.

Clubs and Organizations Questionnaire

The respondents level of participation was based on the following:

1. Attended a meeting of a campus club, organization, or student government group?
2. Worked on a campus committee, student organization, or project (publications, student government, special events, etc.)
3. Managed or provided leadership for a club or organization, on or off campus.

As seen in Figure 2, responses followed a 4-point Likert scale, where 4 = *Very often*, 3 = *Often*, 2 = *Occasionally*, and 1 = *Never*. Only students who selected the very often, often and occasionally

were included because the research is attempting to identify students who participate in campus clubs and organizations (see Appendix C).

Variables

The independent variables included the descriptors with which the participants self-identified in the Background Information section of the CSEQ. This includes gender, enrollment status, age, race/ethnicity, and generational status. In addition, the participants' responses to the clubs and organizations involvement questions will also be used as an independent variable. These variables are nominal level measurements representing categorized responses. The dependent variable included the students' perceived experiences with diversity as measured by their responses to the 10 questions in the EWDI located in the CSEQ (Hu, & Kuh, 2003).

Data Analysis

The statistical analysis of the information was conducted using the Statistical Package for the Social Sciences (SPSS) software. The data were analyzed using descriptive and inferential statistical techniques to examine the impact of minority student participation in culturally based clubs and organizations at community colleges. Cronbach's alpha was conducted to measure the consistency and reliability of the self-reported data. The inferential statistics examines the relationship between the two variables (Creswell, 2007). Analysis of variance (ANOVA), Pearson correlation, and multiple regression were used to examine the relationship amongst the variables.

Reliability Analysis

Reliability, defined as freedom from measurement error, "is the property of a survey in which questions that have similar meaning and intent elicit similar responses" (Gonyea et al., 2003, p. 17). The CSEQ is a well-known instrument to measure college student experience. The scale alphas for the CSEQ range between .74 and .92, the College Environment factor alphas

range between .70 and .75, and the Estimate of Gain factor alphas range between .78 and .87.

Cronbach's alpha ranges from 0 to 1.0, and scores above .70 suggest that the items in the group are acceptable (Hair, Anderson, Tatham, & Black, 1998); therefore, all of these scales are within acceptable range. Reliability coefficients are presented in Table 1.

Table 1. *Reliability Coefficients*

Variable	<i>N</i> of Items	Cronbach's α	Interpretation
Students Involvement with Clubs and Organizations	3	.840	Good
Experience with Cultural Diversity	10	.911	Excellent
Faculty Members from Diverse Backgrounds	5	.847	Good

Note. Interpretations are based on generally accepted criteria (DeVellis, 2012).

CHAPTER 4:

RESULTS OF THE DATA ANALYSIS

Introduction

The purpose of this study was to examine the relationship between minority student involvement in culturally based clubs and organizations and their perceptions of marginality and mattering at their institutions. The current literature on this subject places emphasis on the involvement of minority students in clubs and organizations at four-year institutions; however, limited research has been conducted to determine the effects of involvement on minority students who attend community colleges (LeSure-Lester, 2003; Wood & Williams, 2013). This study is guided by the following research questions:

RQ 1. To what extent is there a relationship between minority students' involvement in clubs and organizations and their experience with cultural diversity?

H₀₁: There is no significant relationship between minority students' involvement in clubs and organizations and their experience with cultural diversity.

H₁: There is a significant relationship between minority students' involvement in clubs and organizations and their experience with cultural diversity.

RQ2: To what extent is there a relationship between (a) age, gender, and generational status, and (b) minority community college students' interactions with peers and faculty members from diverse backgrounds?

H₀₂: There is no significant relationship between age, gender, and generational status and minority community college students' interactions with peers and faculty members from diverse backgrounds.

H₂: There is a significant relationship between age, gender, and generational status and minority community college students' interactions with peers and faculty members from diverse backgrounds.

RQ3: How do students describe their participation in culturally based clubs and organizations?

Chapter 4 is organized by a discussion of the sample demographics, reliability analysis, descriptive statistics and data screening, research question/hypothesis testing, and a summary of the results. Data were analyzed with SPSS 23 for Windows. The following section provides a discussion of the sample demographics.

Sample Demographics

Two hundred and four ($N = 204$) participants started the survey. However, 60 minority participants provided a complete survey response, which represents a survey completion rate of 25%. Most participants (56.7%, $n = 34$) were females, whereas males represented 38.3% ($n = 23$) of the sample; and 5% ($n = 3$) were gender non-conforming and/or transgender. Most respondents (81.7%, $n = 49$) began college there at the community college, whereas 18.3% ($n = 11$) transferred from another institution. Slightly more than half (53.3%, $n = 32$) of the students were children of parents who did not graduate from college, whereas 18.3% ($n = 11$) of respondents' mothers only graduated from college. Research variables results are presented in Table 2.

Table 2. *Research Variables Results*

Variables	<i>n</i>	Percentage	Cumulative
Race/Ethnicity			
Asian	6	10.0	
Black/African American	49	81.7	
Hispanic	3	5.0	
Native American	1	1.7	
Other	1	1.7	
Participant Age			
19 or younger	10	16.7	16.7
20–23	26	43.3	60.0
24–29	14	23.3	83.3
Over 30	10	16.7	100.0
Generational Status			
Don't know	1	1.7	
No	32	53.3	
Yes, both parents	8	13.3	
Yes, father only	8	13.3	
Yes, mother only	11	18.3	

Note. Generational status indicates whether the student's parent(s) graduated college.

Most minorities (81.7%, $n = 49$) were Black or African Americans. Ten percent ($n = 6$) were Asians; and 5% ($n = 3$) were Hispanics. Regarding age, 60% ($n = 36$) were 18–23 and 40% ($n = 24$) were 24 or older. Participant grade point averages (GPA) ranged from 0.00–3.80 ($M = 3.11$, $SD = 0.59$).

Descriptive Statistics and Data Screening

The CSEQ is a Likert-type instrument with choices ranging from 1 (*never*) to 4 (*very often*). This survey “measures the quality of experiences, perceptions of the campus environment, and progress toward important educational goals” (CSEQ Program, 2012). Scores for the variables of interest were computed by calculating the mean responses for each variable. For minority students' involvement in clubs/organizations, scores ranged from 1.00–4.00 ($M = 3.20$,

$SD = 0.79$). For experience with diversity, scores ranged from 1.10–4.00 ($M = 2.77$, $SD = 0.74$). For minority community college students' interactions with peers and faculty members from diverse backgrounds, scores ranged from 1.00–4.00 ($M = 2.84$, $SD = 0.78$). Descriptive statistics are presented in Table 3.

Table 3. *Descriptive Statistics*

Variable	Minimum	Maximum	<i>M</i>	<i>SD</i>
Minority students' involvement in clubs/ organizations	1.00	4.00	3.20	0.79
Experience with cultural diversity	1.10	4.00	2.77	0.74
Minority community college students' interactions with peers and faculty members from diverse backgrounds	1.00	4.00	2.84	0.78

The data were screened for normality with skewness and kurtosis statistics, the Shapiro-Wilk Test of Normality, and with histograms. In SPSS, distributions are considered to be normal if the absolute value of their skewness and kurtosis coefficients are less than two times their standard errors (George & Mallery, 2010). Based on these criteria, minority students' involvement in clubs/organizations were outside the range of normality. However, experience with cultural diversity and minority college students' interactions with peers and faculty members from diverse backgrounds were within normal limits. Skewness and kurtosis coefficients are presented in Table 4.

Table 4. *Skewness and Kurtosis Coefficients*

Variable	Skewness		Kurtosis	
	Statistic	SE	Statistic	SE
Minority students' involvement in clubs/organizations	-.726	.309	-.250	.608
Experience with cultural diversity	-.272	.309	-.374	.608
Minority community college students' interactions with peers and faculty members from diverse backgrounds	-.526	.309	-.191	.608

The normality of the distributions for the variables of interest was further examined with the Shapiro-Wilk Test of Normality. Distributions are considered normal when the significance level is greater than .05. Using this criteria, minority students' involvement in clubs/organizations ($p < .001$) was outside the range of normality. The histogram for minority students' involvement in clubs/organizations is presented in Figure 5.

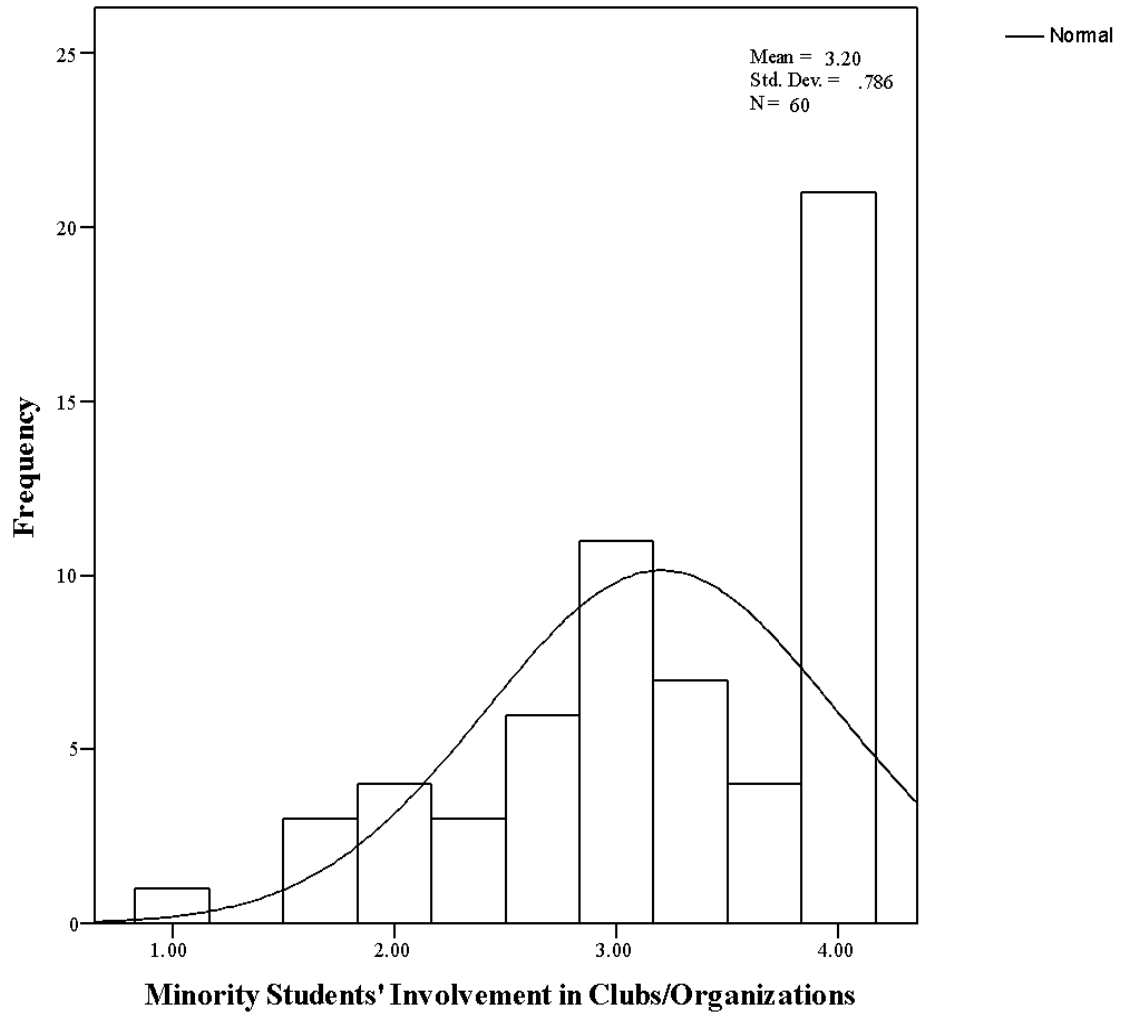


Figure 5. Histogram for Minority Students' Involvement in Clubs/Organizations

The Shapiro-Wilk Test of Normality also revealed that the distribution of scores for minority community college students' interactions with peers and faculty members from diverse backgrounds was outside the range of normality ($p = .020$). The histogram of minority community college students' interactions with peers and faculty members from diverse backgrounds is presented in Figure 6.

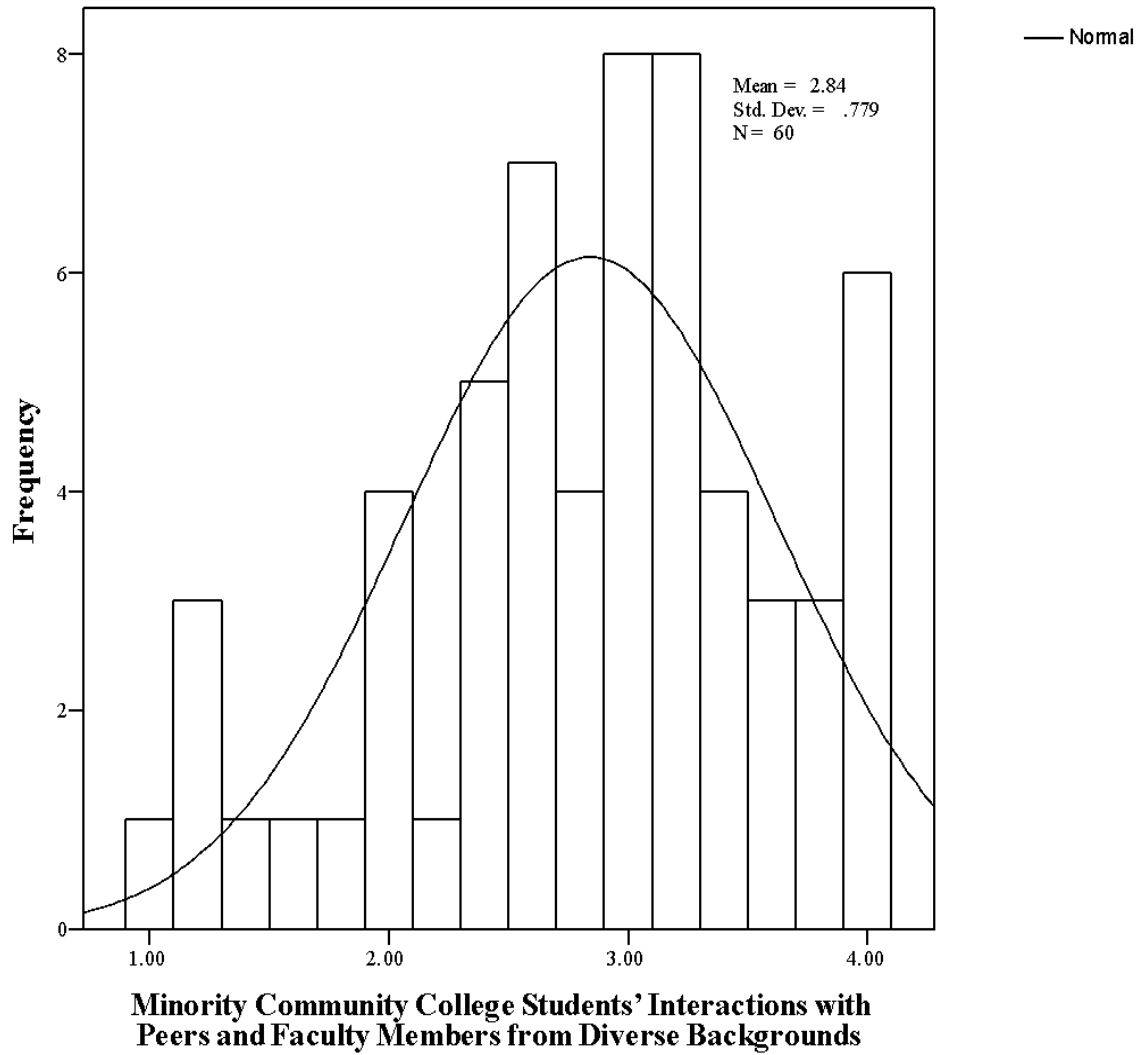


Figure 6. Histogram of Minority Community College Students' Interactions with Peers and Faculty Members from Diverse Backgrounds

However, the scale with experience with cultural diversity was within normal limits ($p = .257$).

The histogram of experience with cultural diversity is presented in Figure 7. Shapiro-Wilk Test of Normality results are presented in Table 5.

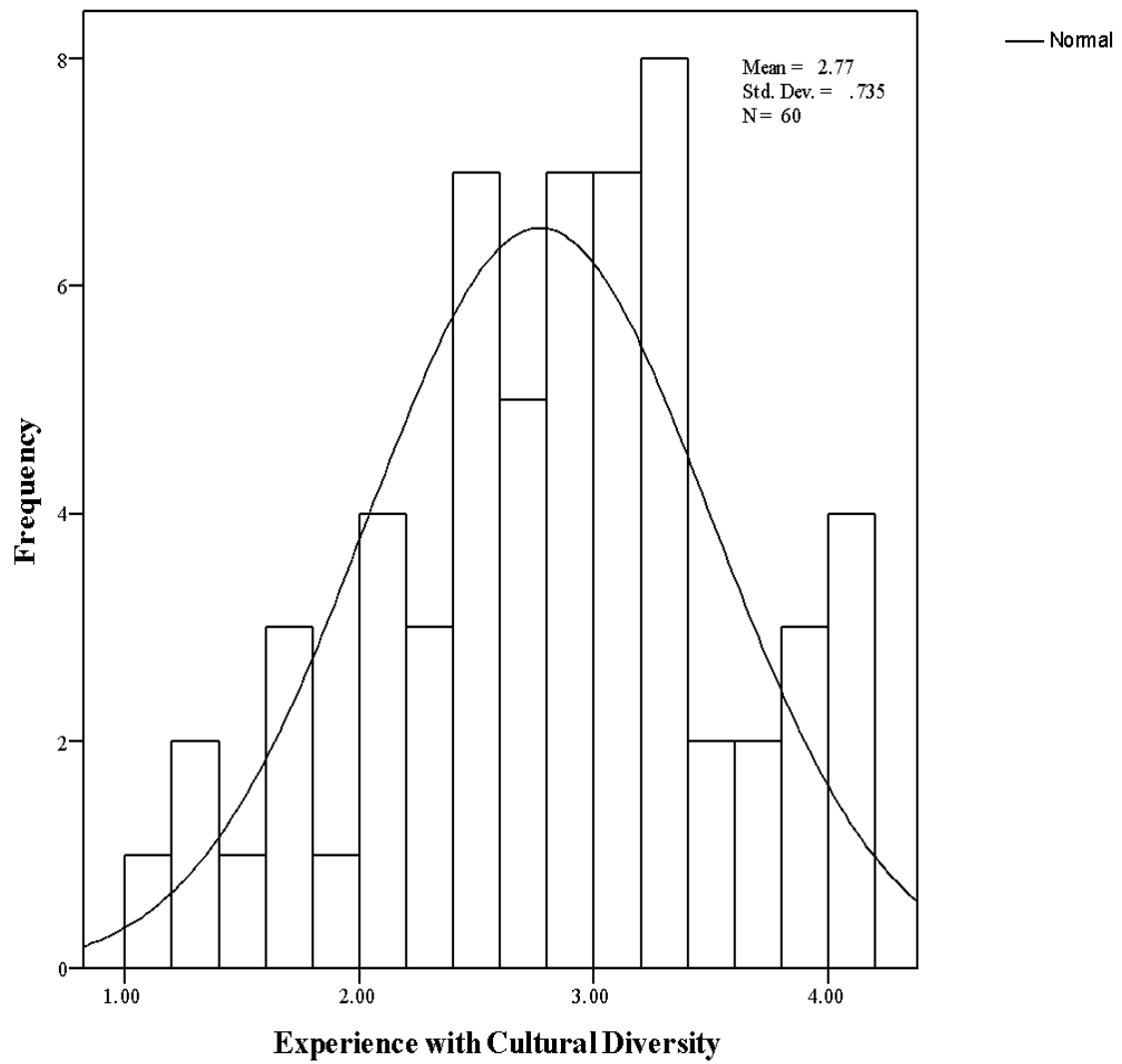


Figure 7. Histogram of Experience with Cultural Diversity

Table 5. *Shapiro-Wilk Test of Normality*

Variable	Statistic	Statistic	<i>df</i>	<i>p</i>
Minority students' involvement in clubs/organizations	.195	.878	6 0	.00 0
Experience with cultural diversity	.067	.975	6 0	.25 7
Minority community college students' interactions with peers and faculty members from diverse backgrounds	.115	.952	6 0	.02 0

Next, the variables of interest were examined for statistical outliers with stem and leaf plots. Statistical outliers are indicated when points fall outside the whiskers on the plot. Computationally, a statistical outlier is defined as a score having a value that is at least 1.5 interquartile ranges below the first quartile, or at least 1.5 interquartile ranges above the third quartile. No statistical outliers were observed for any of the variables of interest. There were no statistical outliers for minority students' involvement in clubs/organizations. The box and whisker plot for minority students' involvement in clubs/organizations is presented in Figure 8.

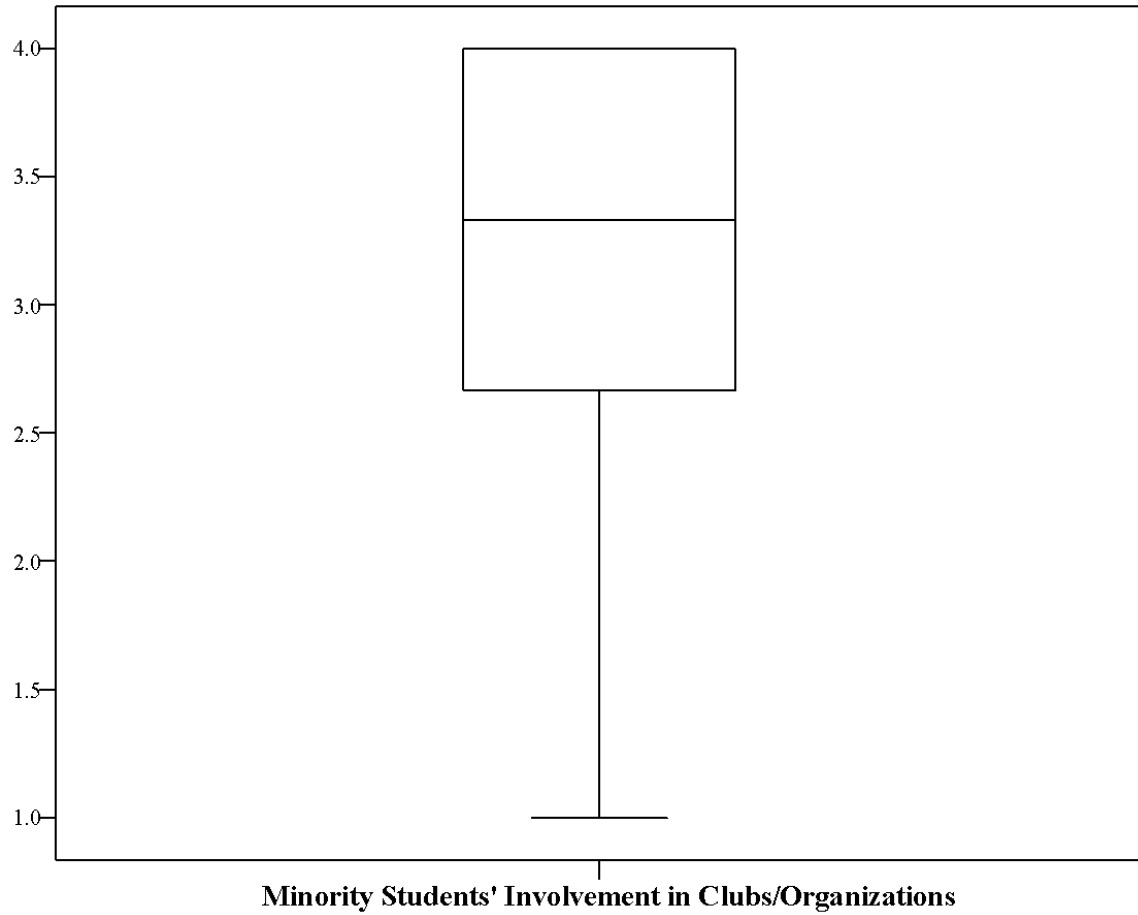


Figure 8. Box and Whisker Plot of Minority Students' Involvement in Clubs/Organizations

There were no statistical outliers observed for experience with cultural diversity. The box and whisker plot of experience with cultural diversity is presented in Figure 9.

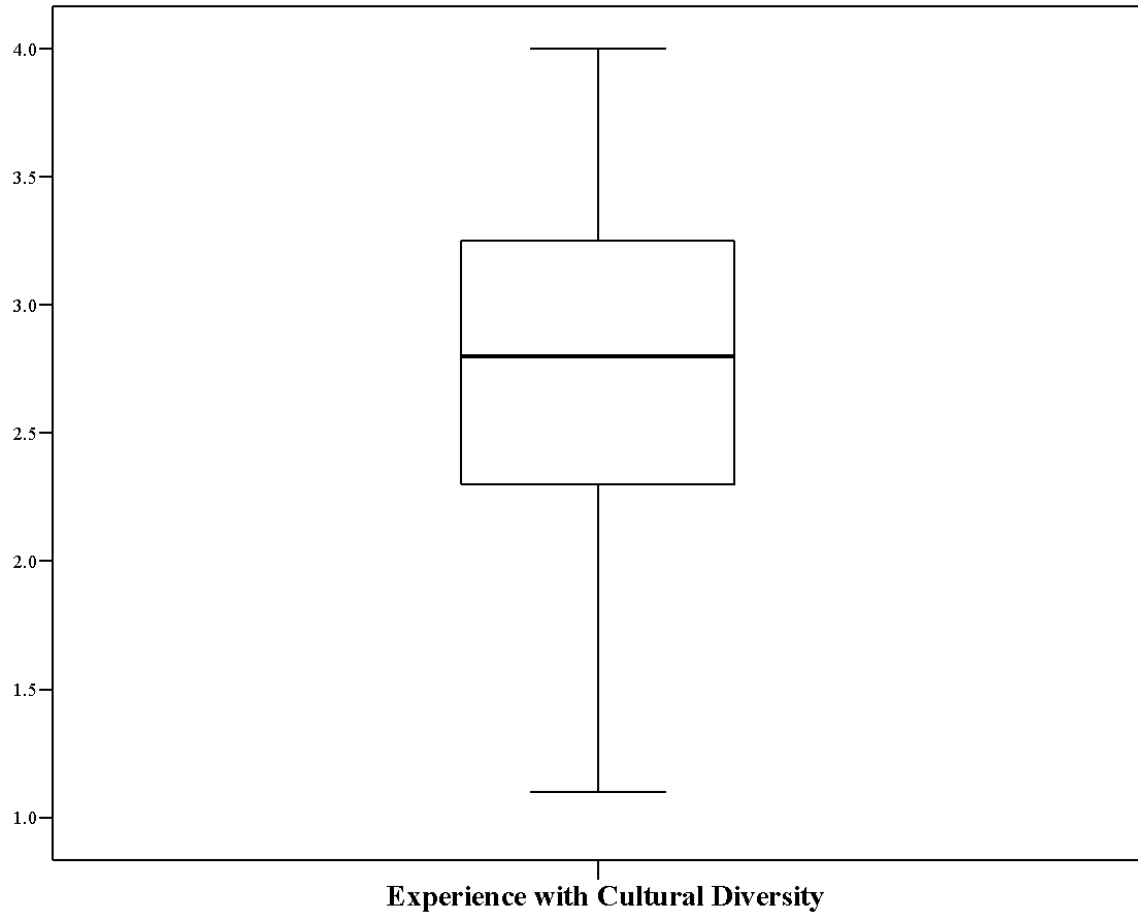


Figure 9. Box and Whisker Plot of Experience with Cultural Diversity

There were no statistical outliers observed for minority community college students' interactions with peers and faculty members from diverse backgrounds. The box and whisker plot of minority community college students' interactions with peers and faculty members from diverse backgrounds is presented in Figure 10.

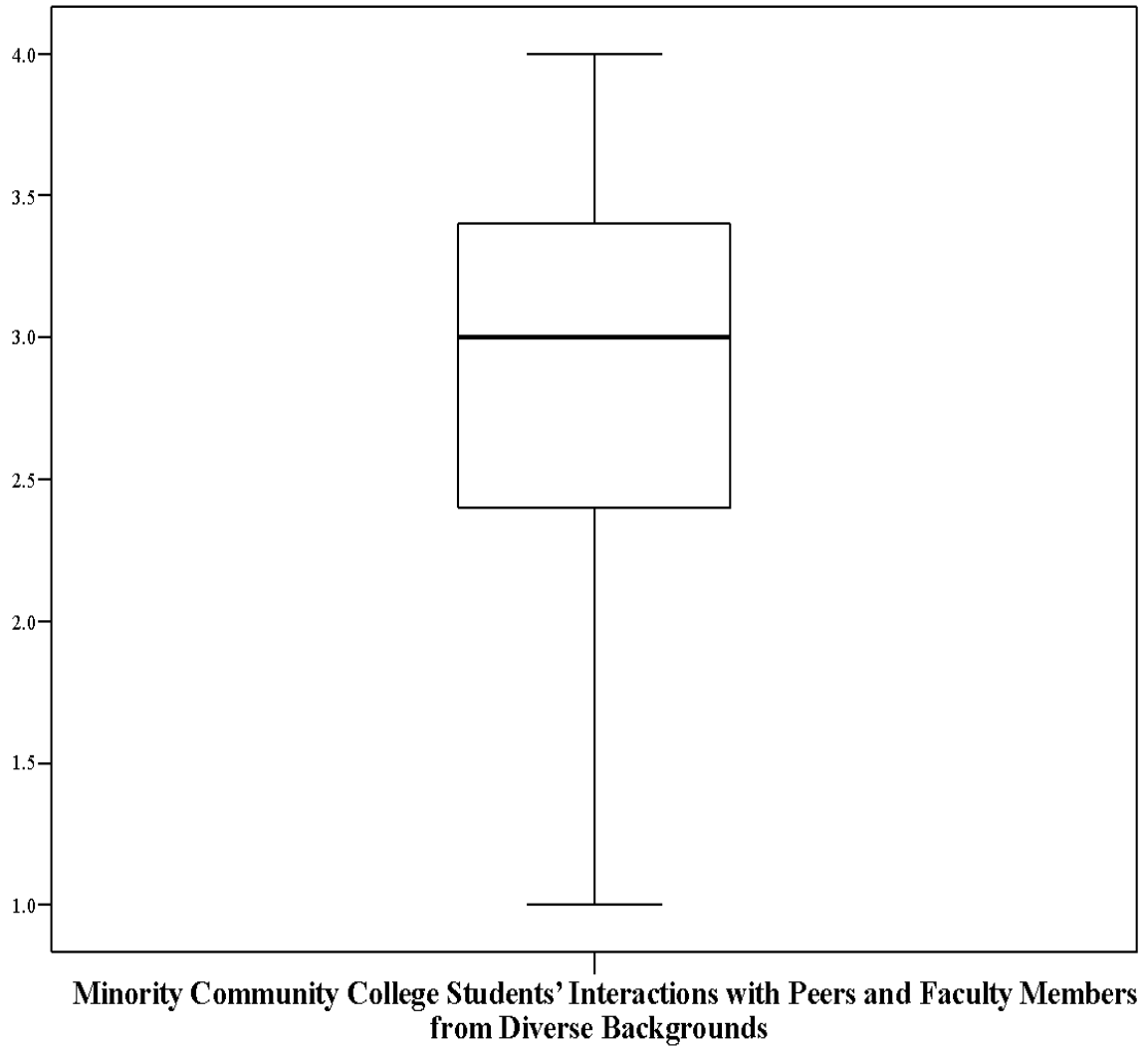


Figure 10. *Box and Whisker Plot of Minority Community College Students' Interactions with Peers and Faculty Members from Diverse Backgrounds*

To summarize the outcome of the data screening analyses, the scores for minority students' involvement in clubs/organizations was not normally distributed based on skewness and kurtosis statistics and on the Shapiro Wilk Test of Normality. There were no statistical outliers in the distribution. However, the scores for experience with cultural diversity were normally distributed based on the skewness and kurtosis and also according to the Shapiro-Wilk Test of Normality. No

statistical outliers were observed in the distribution of scores. Finally, the scores for minority college students' interactions with peers and faculty members from diverse backgrounds were normally distributed based on the skewness and kurtosis statistics, but not within normal limits according to the Shapiro-Wilk Test of Normality. No statistical outliers were observed in the distribution of scores. Data screening results are summarized in Table 6.

Table 6. *Data Screening Summary*

Variable	Normal Due to Skewness/Kurtosis Coefficients	Normal Due to Shapiro-Wilk Test of Normality	Statistical Outliers Present
Minority students' involvement in clubs/organizations	No	No	No
Experience with cultural diversity	Yes	Yes	No
Minority community college students' interactions with peers and faculty members from diverse backgrounds	Yes	No	No

Since the results of the data screening were mixed and there were no statistical outliers present in any of the distributions for the variables of interest, the analyses proceeded as planned.

Research Questions/Hypothesis Testing

Research Question One

To what extent is there a relationship between minority students' involvement in clubs and organizations and their experience with cultural diversity?

Research Question 1/Hypothesis 1 was tested with the Pearson Product-Moment Correlation (Pearson r). The predictor variable was minority students' involvement in clubs. The criterion variable was experience with cultural diversity. Minority students' involvement in clubs was measured by Questions 1–3 of the clubs and organizational involvement subscale on the CSEQ. Experience with cultural diversity was measured by the 10 items on the experiences with diversity

subscale of the CSEQ. Composite scores were computed for each variable of interest by calculating the mean responses for each variable. There was a significant, moderate, positive relationship between minority students' involvement in clubs and organizations and their experience with cultural diversity, $r(58) = .306, p = .017$, two-tailed. As minority students' involvement in clubs and organizations increased, there was a corresponding increase in their experience with cultural diversity. The coefficient of determination (r^2) = .094, which means that 9.4% of the variance in experience with cultural diversity can be explained by minority students' involvement in clubs and organizations. A scatterplot of this relationship is presented in Figure 11.

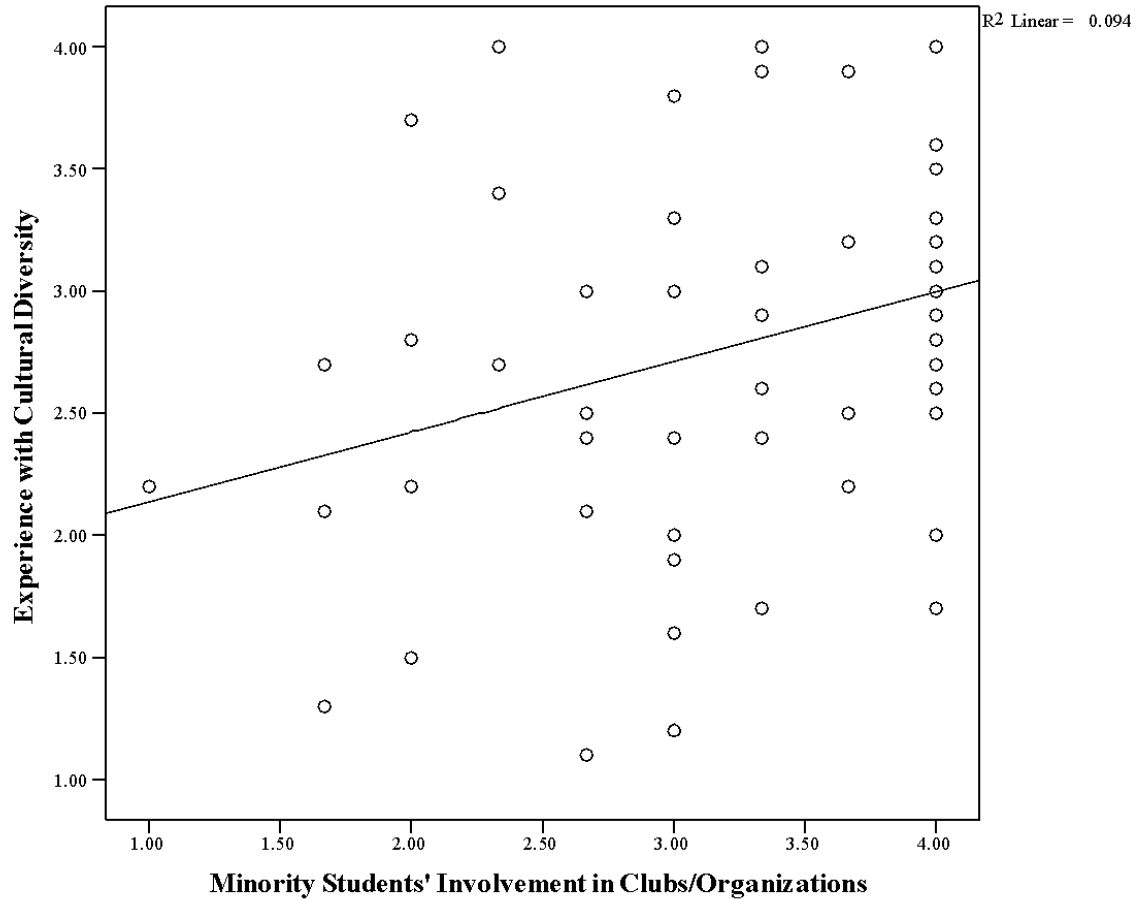


Figure 11. *The Relationship Between Minority Students' Involvement in Clubs/Organizations and their Experience with Cultural Diversity*

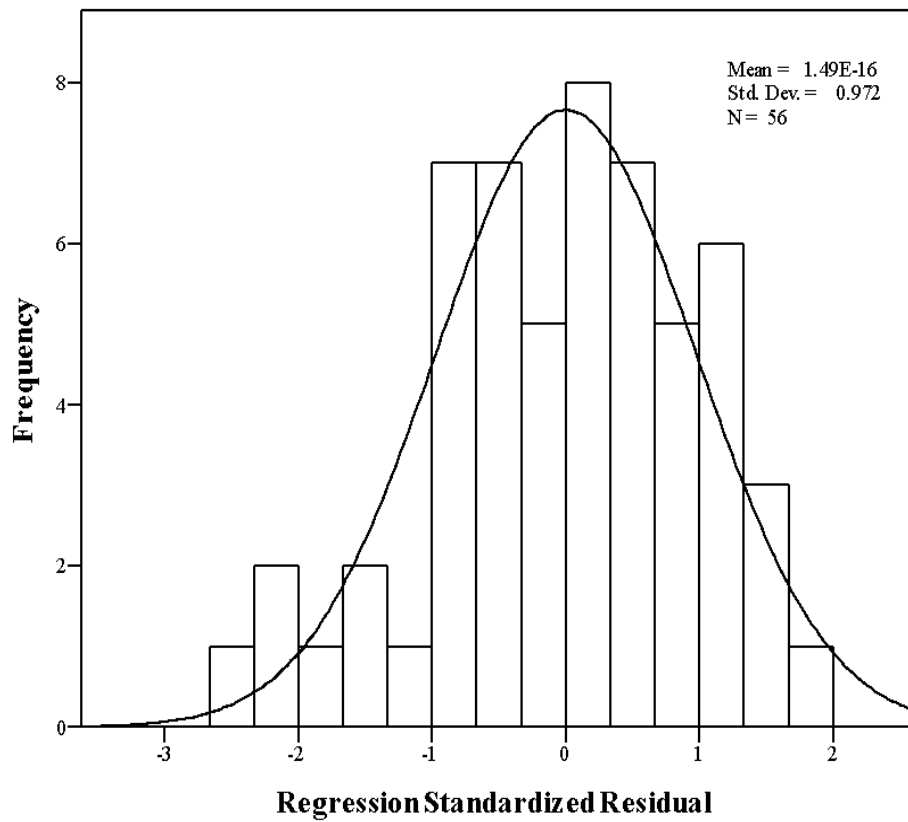
The null hypothesis (H_{01}) stated that there is no significant relationship between minority students' involvement in clubs and organizations and their experience with cultural diversity. There was a significant, moderate, positive relationship between minority students' involvement in clubs and organizations and their experience with cultural diversity, $r(58) = .306$, $p = .017$, two-tailed. Therefore, the null hypothesis was rejected.

Research Question Two/Hypothesis Two

To what extent is there a relationship between (a) age, gender, and generational status, and (b) minority community college students' interactions with peers and faculty members from diverse backgrounds?

Research Question 2/Hypothesis 2 was tested with multiple linear regression. The independent variables were initially age, race/ethnicity, gender, and generational status. However, race/ethnicity was excluded from the analysis because nearly all the respondents (81.7%, $n = 49$) were African Americans and only 18.3% ($n = 11$) were other minorities. Minority community college students' interaction with peers and faculty members from diverse backgrounds was measured by Questions 6–10 on the experiences with diversity subscale of the CSEQ.

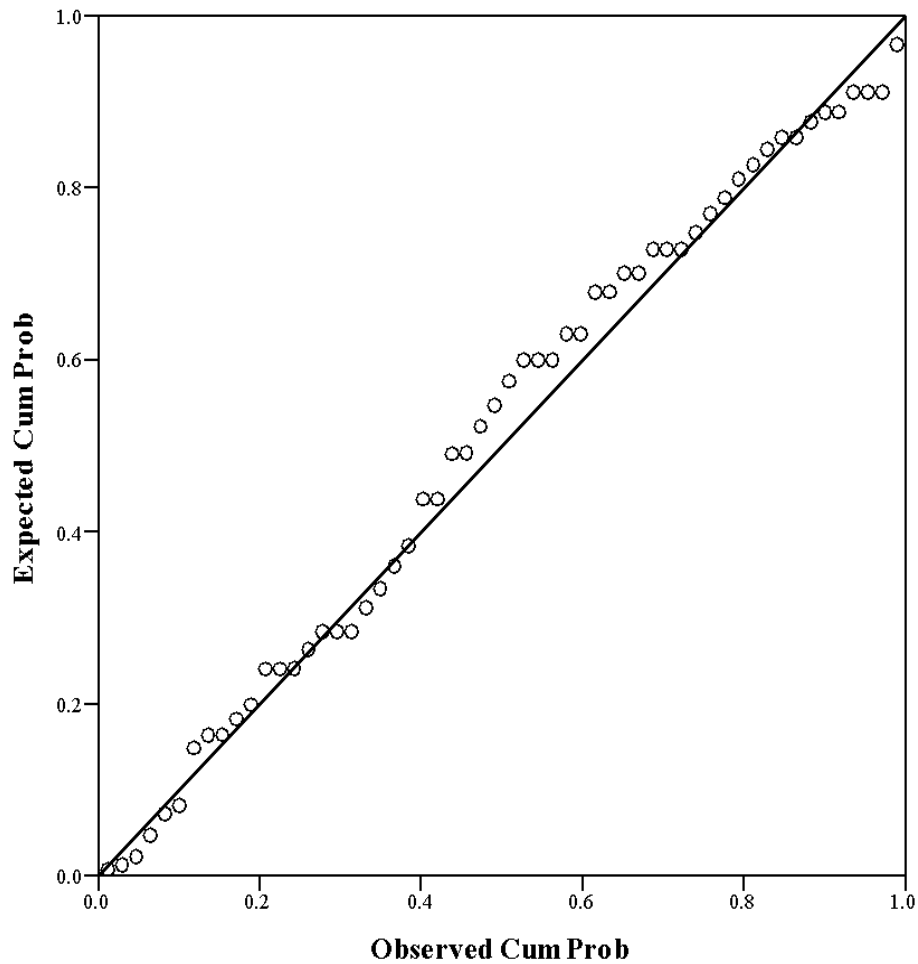
Prior to the analysis, the assumptions of multiple linear regression were tested. Linear regression requires that the residuals be normally distributed. A residual is the difference between the observed and model-predicted values of the dependent variable. Standardized residuals that exceed ± 3 are candidates for exclusion. Standardized residuals ranged from -2.41 to 1.84 and were therefore within normal limits. A histogram of standardized residuals is presented in Figure 12.



Note. Dependent variable = Minority Community College Students' Interactions with Peers and Faculty Members from Diverse Backgrounds

Figure 12. *Histogram of Standardized Residuals*

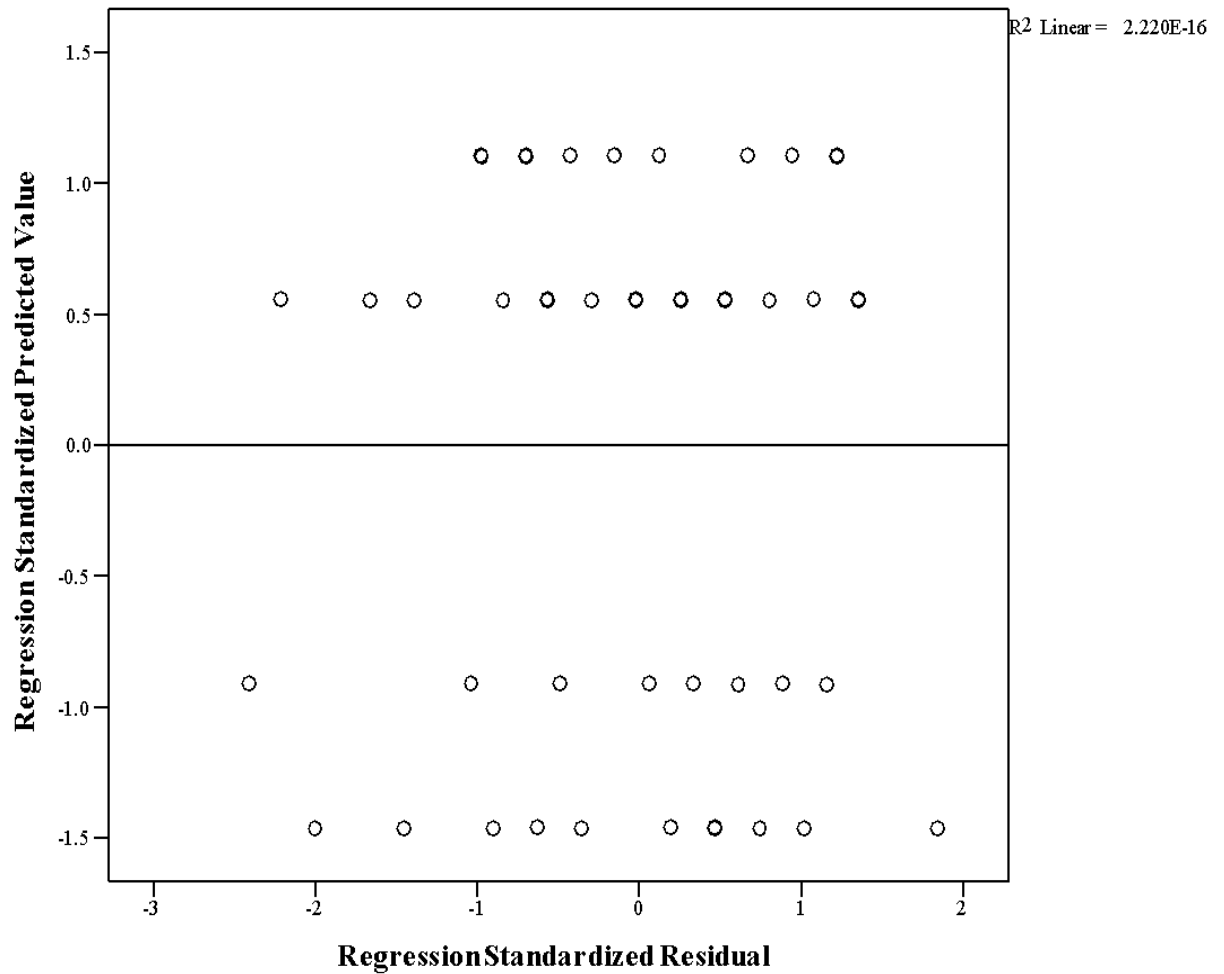
The normality of the residuals was further assessed with a normal P-P Plot. Normality is indicated with the points follow along the 45° line. This is illustrated in Figure 13.



Note. Dependent variable = Minority Community College Students' Interactions with Peers and Faculty Members from Diverse Backgrounds

Figure 13. Normal P-P Plot of Standardized Residuals

The assumption of homoscedasticity was also assessed. Homoscedasticity means “the same scatter.” The regression residuals should be approximately evenly spread around the horizontal line. This is illustrated in a scatterplot of regression standardized residuals by standardized predicted values in Figure 14.



Note. Minority Community College Students' Interactions with Peers and Faculty Members from Diverse Backgrounds

Figure 14. Regression Standardized Residuals by Standardized Predicted Values

Multicollinearity was assessed with the variance inflation factor (VIF). VIF values that are above 10 indicate serious concerns with collinearity. VIF values greater than 5 are highly correlated. VIF values for the predictor variables ranged from 1.10–1.12 and were therefore no cause for concern (see Table 7).

Table 7. Variance Inflation Factors

Variable	VIF
Age	1.11
Gender	1.06
Generational status	1.12

The regression model was not statistically significant, $F(3, 52) = 1.07$, $p = .370$, adjusted $R^2 = .004$. Examination of the univariate statistics confirmed no statistically significant relationships between the independent variables and the outcome variable. Specifically, there was no significant relationship between age and minority community college students' interactions with peers and faculty members from diverse backgrounds ($\beta = .066$, $t = 0.47$, $p = .643$). There was no significant relationship between gender and minority community college students' interactions with peers and faculty members from diverse backgrounds ($\beta = -0.24$, $t = -1.73$, $p = .089$). There was no significant relationship between generational status and minority community college students' interactions with peers and faculty members from diverse backgrounds ($\beta = -0.001$, $t = -0.005$, $p = .996$). Regression coefficients are presented in Table 8.

Table 8. Regression Coefficients

Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>
(Constant)	3.02	.179		16.88	.000
Age	.097	.207	.066	.466	.643
Gender	-.355	.205	-.240	-1.73	.089
Generational status	-.001	.208	-.001	-.005	.996

Note. Dependent variable = Minority community college students' interactions with peers and family members from diverse backgrounds. Age: 0=18-23, 1= 24 or older; Gender: 0=Female, 1=Male; Generational Status: 0= neither parent graduated from college, 1=1 or both parents graduated from college; $F = 1.07$, $R = .24$, $R^2 = .058$, Adjusted $R^2 = .004$. $N = 56$.

The null hypothesis (H_{02}) stated that there is no significant relationship between age, gender, generational status, and minority community college students' interactions with peers and faculty members from diverse backgrounds. The regression model was not statistically

significant, $F(3, 52) = 1.07$, $p = .370$, adjusted $R^2 = .004$. Therefore, the null hypothesis was not rejected.

Research Question Three

How do students view/describe their participation in culturally based clubs and organizations?

Research Question 3 was answered with descriptive statistics and open-ended comments received via online survey. A composite score was computed based on the mean responses to the students' involvement in clubs and organizations subscale on the CSEQ. For minority students' involvement in clubs/organizations, scores ranged from 1.00–4.00 ($M = 3.20$, $SD = 0.79$). The Likert items can range from 1 (*never*) to 4 (*very often*). Final scores were rounded to the closest category for classification purposes. Thus, 1.7% ($n = 1$) had no involvement; 16.7% ($n = 10$) had occasional involvement; 40% ($n = 24$) had often involvement; and 41.7% ($n = 25$) had very often involvement (see Figure 15).

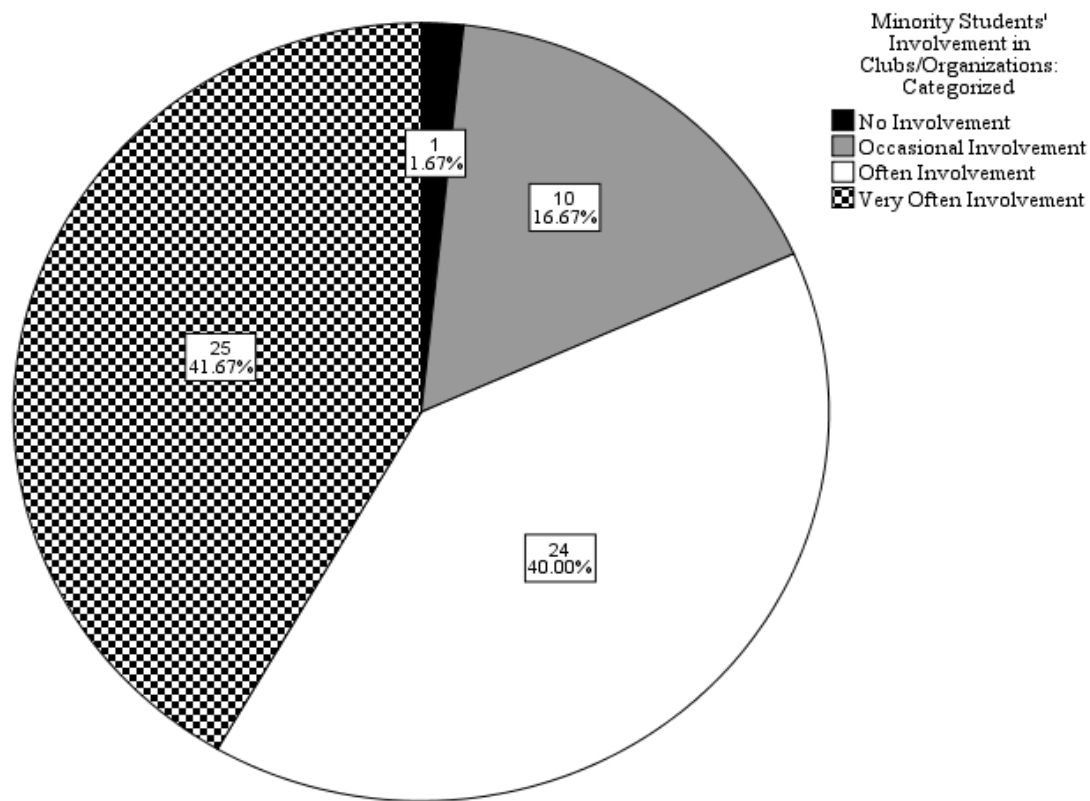


Figure 15. Students' Views of Their Participation in Culturally Based Clubs and Organizations

Participants shared mixed views regarding their participation in culturally based clubs and organizations through open-ended comments when asked how their experiences through involvement made them feel valued. For example, one participant said:

I owe a lot of personal and professional achievements to joining and participating in a club/organization. It adds value in many ways regarding time management, organizational skills, professionalism, policy and procedure processes, and so much more.

In addition, participants shared their responses regarding the feeling of mattering and feeling valued (*Figure 16*). Many participants reported that they had a voice or a presence. One participant stated:

I felt valued from the clubs that I joined. Being a part of them allowed me to be myself and gain new experiences. My opinion mattered to those in the same club as me.



Figure 16. Students' Views of Feeling Valued by Club and Organization Involvement

Table 9 presents the findings of students' views of their participation in culturally based clubs and organizations.

Table 9. *Students' Views of Their Participation in Culturally Based Clubs and Organizations*

Students' views of their participation		<i>n</i>	%	Cumulative %
	No Involvement	1	1.7	1.7
	Occasional Involvement	10	16.7	18.3
	Often Involvement	24	40.0	58.3
	Very Often Involvement	25	41.7	100.0
	Total	60	100.0	

Summary of Results

Three research questions and two related hypotheses were investigated, with the outcomes outlined in Table 10.

Table 10. *Summary of Research Questions/Hypotheses and Outcomes*

Research Question/Hypothesis	Statistical Test	Outcome
H ₀₁ : There is no significant relationship between minority students' involvement in clubs and organizations and their experience with cultural diversity.	Pearson <i>r</i>	$p = .017$; Null Rejected
H ₀₂ : There is no significant relationship between age, gender, generational status, and minority community college students' interactions with peers and faculty members from diverse backgrounds.	Multiple Linear Regression	$p = .370$; Null Not Rejected
R ₃ : How do students view their participation in culturally based clubs and organizations	Descriptive Statistics	81.7% opined that they had often or very often involvement.

It was determined that there was a significant, positive moderate relationship between minority students' involvement in clubs and organizations and their experience with cultural diversity. There was no significant relationship between age, gender, generational status, and minority community college students' interactions with peers and faculty members from diverse backgrounds. Approximately 82% of participants reported being often or very often involved in culturally based clubs and organizations, whereas 18% reported little to occasional involvement. Implications and recommendations will be discussed in Chapter 5.

CHAPTER 5:

DISCUSSION, CONCLUSIONS, AND IMPLICATIONS

This quantitative cross-sectional study aims to examine the relationship between minority student involvement in culturally based clubs and organizations and their perceptions of marginality and mattering at their institutions. This study aids in addressing issues that can be associated with the low retention rates amongst minority community college students (Chen, 2018; Nunez, 2013). This study was conducted at four community colleges to determine if the participants' involvement in culturally based clubs and organizations had a significant impact on their perception of marginality and mattering.

The study examined the experiences of 60 students who were involved in culturally based clubs and organizations from the years 2016-2018. These participants were recruited using convenience sampling, through self-identification, or through their participation as identified by the office of Student Activities, Student Engagement, and Student Life at community colleges. The four community colleges used in this study were selected based on the location of the institution and the majority ethnicity of the student population served.

Past studies have indicated that minority students often face a difficult time adjusting to the collegiate setting (Bunch & Kibler, 2015). Students often seek ways to become more engaged and involved at their campuses. Traditional four-year institutions and community colleges seek additional resources to provide students with services and programs which allow them to become more engaged. Minority students who attend predominately white institutions often have a difficult time identifying an activity or group to become engaged in while at college (Bunch & Kibler, 2015; Inkelas, 2004). Therefore, having culturally based clubs and organizations makes the transition easier for students of color. According to Kwon (2008) "research on African

American, Latino, and Native American college students found that participation in smaller ethnic-oriented organizations is critical for providing a comfortable academic and social environment for ethnic minority students” (p. 2). Research conducted by Inkelas (2004) examined the reason that students would or would not elect to become involved in culturally based co-curricular activities. Her study included the experiences of Asian Pacific Undergraduate Students. While the responses for the study varied based on the students’ experiences when entering college, the overall results concluded that students experience a deeper connection to their culture through their involvement.

Astin (1984) defines student involvement in various ways to include peer interaction, extracurricular activities, learning experiences outside of the classroom and engaging in student life. Minority students often face adjustment issues while attending college. This could be a result of their inability to identify or create an environment that feels welcoming and inclusive. Research has also been conducted that measures students’ experiences inside of the classroom as they pertain to a sense of belonging. Researchers Freeman, Anderman, and Jensen (2007) found that a sense of belonging can motivate students to perform better academically and find a sense of connection among their peers and faculty (Harris, 2011; Strayhorn 2012).

Researchers Jacobs and Archie (2007) found that a student’s feeling of marginality and mattering can also have an impact on their level of persistence at an institution. When students feel a sense of belonging within their college or university, they have a feeling of connection and mattering. Hausmann et al. (2007), found that when students were in their earlier academic years, their feeling of belonging was increased among their peer interactions. These connections and increased levels of sense of belonging make students eager to devote their time and energy towards being successful in their academics.

The results of this study can aid community colleges in understanding the significance of creating a culture that promotes diversity and inclusion amongst their institutions. This chapter includes a brief overview of the study, highlights of the major findings as related to the literature, implications for theory and practice, limitations of the study, and suggested future research.

Discussion

What are the associations of minority students' involvement in clubs and organizations and their experience with cultural diversity?

Student involvement in clubs and organizations promotes social interaction, builds relationships, and promotes cooperation (Holloway, 2002). Low completion rates for minority students who attend community colleges can also be attributed to the lack of diversity among the faculty and staff at these institutions (O'Neal, 2013). Diverse environments allow students to see themselves as well as their cultures represented at the institution. Students often join culturally based clubs and organizations to provide them with a space of familiarity.

The findings in this study revealed there was a significant correlation between minority student involvement in culturally based clubs and organizations and their experience with cultural diversity. Students who had involvement in culturally based clubs and organizations identified that they were able to become acquainted with students from a different country, race, or ethnic background. In addition, through their involvement they were able to have discussions regarding religion, lifestyles, customs, and traditions.

How does age, ethnicity, gender, and generational status affect minority community college students' interactions with peers and faculty members from diverse backgrounds?

The findings for this question revealed that there was no significant relationship between age, gender, generational status, and minority community college students' interactions with peers

and faculty members from diverse backgrounds. The regression model was used to examine the relationship between the dependent variable, minority community college students' interaction with peers and members from diverse backgrounds, and the independent variables of age, gender, and generational status.

A similar study conducted by Luedke (2017) examined the relationship between faculty/staff and students of color. The findings in a qualitative research study differed from the previous mentioned findings regarding student interaction with faculty/staff of color. As a result of that study, it was indicated that students of color have gravitated more to faculty/staff members of color because of their life and cultural experiences while white faculty/staff members focused more on the students' academics (Luedke, 2017).

A study conducted by Kim and Sax (2009) concluded that the level of student-faculty interaction regarding gender, race, and social class can vary based on the type of institution. Their study indicated that there were some conditional effects regarding student-faculty interaction; however, their research also indicated that further research could be conducted at two-year institutions to identify if the conditional effects were the same across the board.

How do students describe their participation in culturally based clubs and organizations?

Historically, research indicates that student participation in culturally based clubs and organizations can be a positive contribution to their collegiate experience (Astin, 1999; Berger & Milem, 1999; Zacherman & Foubert, 2014). The survey question regarding how students would describe their participation in clubs and organizations provided mixed responses. Students who participated in culturally based clubs and organizations based their responses on how being a part of the club/organization made them feel valued.

There were some participants who provided insight on how being a member of the culturally based clubs and organizations made them feel as if they mattered during a time where they felt marginalized. One student indicated that the shared heritage experience of members allowed them to feel a connection and a sense of inclusion. Students who are able to build that level of connection with their institution and their peers are often able to reach academic success. As stated by Museus, Yi, and Saelua (2017), there is a positive correlation among students who feel that they matter and their level of persistence.

Implications

Based on the results of this study, institutions can utilize the following methods to increase students' perceptions of mattering:

1. The results indicated a variance in the responses according to age groups. This could be an indication that students are more involved in clubs and organizations during their later collegiate years. As a result, their perceptions of marginalization and mattering can change throughout their academic tenure. Community colleges should create pre- and post-assessments to measure the students' levels of engagement each academic year as it pertains to participating in student activities.
2. Community colleges should work on incentives to encourage student involvement in clubs and organizations.
3. Community colleges should work on implementing strategies that increase mattering practices in all areas of the college to include both academic affairs and student affairs.

Recommendations for Further Research

This study contributes to the body of knowledge regarding factors associated with the retention and persistence rate of minority students. In addition, the current research has also

provided findings associated with students' perceptions of marginality and mattering as they pertain to their involvement in culturally based clubs and organizations. The results of this study have promoted several recommendations.

1. Conduct a specific study identifying a particular age range for respondents.

Community colleges have a wide range of ages in their student population. They range from the traditional-age student to older adult students and those who are dual-enrolled in a high school program. As a result, the students' responses can vary depending on where they are in age. Research can also be conducted for how age pertains to retention. As colleges continue to identify ways to assist students with achieving success, examining the predictors for persistence amongst these various age groups as it pertains to their involvement in culturally based clubs and organizations will aid in that research.

2. Conduct a qualitative grounded theory study using a constructivist approach. Creswell (2007) states that a constructivist approach "places emphasis on the values, beliefs, feelings, and assumptions of the individual" (p. 65). The researcher would be able to conduct interviews with the participants to gain descriptive details regarding their experiences with being involved in clubs and organizations and their perception of mattering as it relates to their participation. Interviews will also be conducted with the club advisor from these clubs and organizations. These interviews will provide insight on the advisors' perceptions of the student experience.

3. Expand the area of research to include community colleges in additional areas. This study included community colleges from areas of Maryland and North Carolina. Future research should be conducted at colleges with a variation in location, size and

student population. The population sample was low due to unforeseen circumstances such as inclement weather closing and the various closures due to the scheduled college breaks. Efforts to replicate the research in the future can benefit from using larger institutions as well as conducting the research for an extended amount of time.

4. Work with the First-Year Experience office and the Retention office to gather data from students who are within their first year of college. According to Green (2006), minority first-year students have a difficult time adjusting. This will allow the researcher to use a cohort of students to directly identify the factors that contribute to their perception of marginality and mattering. In addition, these students can be tracked throughout their first year to examine their level of involvement with cultural and non-cultural clubs and organizations. This will aid in direct correlation with increasing persistence rates among first-year students.

The findings of this research are consistent with previous research regarding the significant relationship between minority students' involvement in clubs and organizations and their experience with cultural diversity at their community colleges. As institutions continue to see a rise in the number of minority students attending community colleges, it is important for them to create an environment where students feel welcomed and valued. Minority students who attend community colleges face various challenges that often make adjustment difficult (Kuh et al., 2006). By creating a space of mattering for these students, community colleges are providing students with a nurturing environment that allow students to garner success.

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APPENDICES

Appendix A
Recruitment Script

Recruitment Script

Hello my name is Jenelle Simpson and I am currently a doctoral student at Morgan State University. I am conducting research on the experiences of minority students who participate in culturally based clubs and organizations at community colleges. You are being asked to participate based in your involvement in on or more culturally based club/organization at your institution.

Culturally based clubs and organizations are defined as organizations that provide an awareness on cultural differences. Examples of these are African Student Association, Caribbean Student Association, Asian Awareness Club, and the Multicultural Association.

Participation in this research study is approximately 5-10 minutes. There are a range of questions that ask you to identify your organization, your level of participation and what you have gained through your involvement.

If you have any questions concerning your participation, I can be reached at jesim8@morgan.edu.

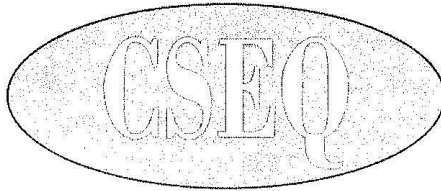
Thank you,

Jenelle Simpson

Appendix B

CSEQ Questionnaire

CSEQ Questionnaire



College Student Experiences Questionnaire

This questionnaire asks about how you spend your time at college—with faculty and friends and in classes, social and cultural activities, extracurricular activities, employment, and use of campus facilities such as the library and student center. The usefulness of this or any other survey depends on the thoughtful responses of those who are asked to complete it. Your participation is very important and greatly appreciated.

The information obtained from you and other students at many different colleges and universities will help administrators, faculty members, student leaders, and others to improve the conditions that contribute to your learning and development and to the quality of the experience of those who will come after you.

At first glance, you may think it will take a long time to complete this questionnaire, but it can be answered in about 30 minutes or less. And you will learn some valuable things about yourself, as your answers provide a kind of self-portrait of what you have been doing and how you are benefitting from your college experience.

You do not have to write your name on the questionnaire. But as you will see on the next page we would like to know some things about you so that we can learn how college experiences vary, depending on students' age, sex, year in college, major field, where they live, whether they have a job, and so forth. To know where the reports come from, a number on the back page identifies your institution.

Your questionnaire will be read by an electronic scanning device, so be careful in marking your responses. **Please use only a #2 black lead pencil.** Do not write or make any marks on the questionnaire outside the spaces provided for your answers. Erase cleanly any responses you want to change. **It is very important to answer all questions;** if you are uncertain about what a question means, use your best judgment.

Thank you for your cooperation and participation!

This questionnaire is available from the Indiana University Center for Postsecondary Research and Planning, School of Education, 201 North Rose Avenue, Bloomington, IN 47405-1006. It is for use by individuals and institutions interested in documenting, understanding, and improving the student experience.

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BACKGROUND INFORMATION

DIRECTIONS: Indicate your response by filling in the appropriate oval next to the correct answer.

Age

- ☐ 19 or younger ☐ 30 - 39
☐ 20 - 23 ☐ 40 - 55
☐ 24 - 29 ☐ Over 55

Sex

- ☐ male ☐ female

What is your marital status?

- ☐ not married ☐ separated
☐ married ☐ widowed
☐ divorced

What is your classification in college?

- ☐ freshman/first-year ☐ senior
☐ sophomore ☐ graduate student
☐ junior ☐ unclassified

Did you begin college here or did you transfer here from another institution?

- ☐ started here
☐ transferred from another institution

Where do you now live during the school year?

- ☐ dormitory or other campus housing
☐ residence (house, apartment, etc.) within walking distance of the institution
☐ residence (house, apartment, etc.) within driving distance
☐ fraternity or sorority house

With whom do you live during the school year? (Fill in all that apply)

- ☐ no one, I live alone
☐ one or more other students
☐ my spouse or partner
☐ my child or children
☐ my parents
☐ other relatives
☐ friends who are not students at the institution I'm attending
☐ other people: who?

Do you have access to a computer where you live or work, or nearby that you can use for your school work?

- ☐ yes
☐ no

What have most of your grades been up to now at this institution?

- ☐ A ☐ B-, C+
☐ A-, B+ ☐ C, C-, or lower
☐ B

Which of these fields best describes your major, or your anticipated major? You may indicate more than one if applicable.

- ☐ Agriculture
☐ Biological/life sciences (biology, biochemistry, botany, zoology, etc.)
☐ Business (accounting, business administration, marketing, management, etc.)
☐ Communication (speech, journalism, television/radio, etc.)
☐ Computer and information sciences
☐ Education
☐ Engineering
☐ Ethnic, cultural studies, and area studies
☐ Foreign languages and literature (French, Spanish, etc.)
☐ Health-related fields (nursing, physical therapy, health technology, etc.)
☐ History
☐ Humanities (English, literature, philosophy, religion, etc.)
☐ Liberal/general studies
☐ Mathematics
☐ Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)
☐ Parks, recreation, leisure studies, sports management
☐ Physical sciences (physics, chemistry, astronomy, earth science, etc.)
☐ Pre-professional (pre-dental, pre-medical, pre-veterinary)
☐ Public administration (city management, law enforcement, etc.)
☐ Social sciences (anthropology, economics, political science, psychology, sociology, etc.)
☐ Visual and performing arts (art, music, theater, etc.)
☐ Undecided
☐ Other: What?

Did either of your parents graduate from college?

- ☐ no ☐ yes, mother only
☐ yes, both parents ☐ don't know
☐ yes, father only

Do you expect to enroll for an advanced degree when, or if, you complete your undergraduate degree?

- ☐ yes ☐ no

How many credit hours are you taking this term?

- ☐ 6 or fewer ☐ 15 - 16
☐ 7 - 11 ☐ 17 or more
☐ 12 - 14

During the time school is in session, about how many hours a week do you usually spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc.?

- ☐ 5 or fewer hours a week ☐ 21 - 25 hours a week
☐ 6 - 10 hours a week ☐ 26 - 30 hours a week
☐ 11 - 15 hours a week ☐ more than 30 hours a week
☐ 16 - 20 hours a week

During the time school is in session, about how many hours a week do you usually spend working on a job for pay? To provide information about your work experiences on and off campus, fill in one oval in each column.

	ON-CAMPUS	OFF-CAMPUS
None; I don't have a job	<input type="radio"/>	<input type="radio"/>
1 - 10 hours a week	<input type="radio"/>	<input type="radio"/>
11 - 20 hours	<input type="radio"/>	<input type="radio"/>
21 - 30 hours	<input type="radio"/>	<input type="radio"/>
31 - 40 hours	<input type="radio"/>	<input type="radio"/>
More than 40 hours	<input type="radio"/>	<input type="radio"/>

If you have a job, how does it affect your school work?

- ☐ I don't have a job
- ☐ My job does not interfere with my school work
- ☐ My job takes some time from my school work
- ☐ My job takes a lot of time from my school work

How do you meet your college expenses? Fill in the response that best approximates the amount of support from each of the various sources.

	None	Very Little	Less Than Half	About Half	More Than Half	All or Nearly All
Self (job, savings, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spouse or partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarships and grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your racial or ethnic identification? (Fill in all that apply)

- ☐ American Indian or other Native American
- ☐ Asian or Pacific Islander
- ☐ Black or African American
- ☐ Caucasian (other than Hispanic)
- ☐ Mexican-American
- ☐ Puerto Rican
- ☐ Other Hispanic
- ☐ Other: What?

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Often	Often	Occasionally	Never
Library				
Used the library as a quiet place to read or study materials you brought with you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found something interesting while browsing in the library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a librarian or staff member for help in finding information on some topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read assigned materials other than textbooks in the library (reserve readings, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used an index or database (computer, card catalog, etc.) to find material on some topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a bibliography or reference list for a term paper or other report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone back to read a basic reference or document that other authors referred to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
Computer and Information Technology				
Used a computer or word processor to prepare reports or papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used e-mail to communicate with an instructor or other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer tutorial to learn material for a course or developmental/remedial program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in class discussions using an electronic medium (e-mail, list-serve, chat group, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Searched the World Wide Web or Internet for information related to a course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to retrieve materials from a library <u>not</u> at this institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to produce visual displays of information (charts, graphs, spreadsheets, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to analyze data (statistics, forecasting, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a Web page or multimedia presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Often	Often	Occasionally	Never
Campus Facilities				
Used a campus lounge to relax or study by yourself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met other students at some campus location (campus center, etc.) for a discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a cultural or social event in the campus center or other campus location.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Went to a lecture or panel discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used campus recreational facilities (pool, fitness equipment, courts, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a team sport (intramural, club, intercollegiate).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Followed a regular schedule of exercise or practice for some recreational sporting activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clubs and Organizations				
Attended a meeting of a campus club, organization, or student government group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a campus committee, student organization, or project (publications, student government, special event, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met with a faculty member or staff advisor to discuss the activities of a group or organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managed or provided leadership for a club or organization, on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Experiences				
Told a friend or family member why you reacted to another person the way you did.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed with another student, friend, or family member why some people get along smoothly, and others do not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a friend for help with a personal problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read articles or books about personal growth, self-improvement, or social development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified with a character in a book, movie, or television show and wondered what you might have done under similar circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taken a test to measure your abilities, interests, or attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a friend to tell you what he or she really thought about you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with a faculty member, counselor or other staff member about personal concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5

	Very Often	Often	Occasionally	Never
Student Acquaintances				
Became acquainted with students whose interests were different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose family background (economic, social) was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose age was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose race or ethnic background was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students from another country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose political opinions were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose religious beliefs were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose race or ethnic background was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students from a country different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific and Quantitative Experiences				
Memorized formulas, definitions, technical terms and concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used mathematical terms to express a set of relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained your understanding of some scientific or mathematical theory, principle or concept to someone else (classmate, co-worker, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed an experiment or project using scientific methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practiced to improve your skill in using a piece of laboratory equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed someone else how to use a piece of scientific equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained an experimental procedure to someone else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared the scientific method with other methods for gaining knowledge and understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONVERSATIONS

DIRECTIONS: In conversations with others (students, family members, co-workers, etc.) outside the classroom *during this school year*, about how often have you talked about each of the following?

Topics of Conversation	Very Often	Often	Occasionally	Never
Current events in the news.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social issues such as peace, justice, human rights, equality, race relations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different lifestyles, customs, and religions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ideas and views of other people such as writers, philosophers, historians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts (painting, poetry, dance, theatrical productions, symphony, movies, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science (theories, experiments, methods, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computers and other technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The economy (employment, wealth, poverty, debt, trade, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International relations (human rights, free trade, military activities, political differences, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Information in Conversations	Very Often	Often	Occasionally	Never
Referred to knowledge you acquired in your reading or classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explored different ways of thinking about the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referred to something one of your instructors said about the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subsequently read something that was related to the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changed your opinion as a result of the knowledge or arguments presented by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persuaded others to change their minds as a result of the knowledge or arguments you cited.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

READING/Writing

During this current school year, about how many books have you read? Fill in one response for each item listed below.	None	Fewer than 5	Between 5 and 10	Between 10 and 20	More than 20
Textbooks or assigned books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigned packs of course readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-assigned books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During this current school year, about how many exams, papers, or reports have you written? Fill in one response for each item listed below.	None	Fewer than 5	Between 5 and 10	Between 10 and 20	More than 20
Essay exams for your courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Term papers or other written reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OPINIONS ABOUT YOUR COLLEGE OR UNIVERSITY

How well do you like college?

- ☐ I am enthusiastic about it.
☐ I like it.
☐ I am more or less neutral about it.
☐ I don't like it.

If you could start over again, would you go to the same institution you are now attending?

- ☐ Yes, definitely
☐ Probably yes
☐ Probably no
☐ No, definitely

THE COLLEGE ENVIRONMENT

Colleges and universities differ from one another in the extent to which they emphasize or focus on various aspects of students' development. Thinking of your experience at this institution, to what extent do you feel that each of the following is emphasized? The responses are numbered from 7 to 1, with the highest and lowest points illustrated. Fill in the oval with the number that best represents your impression on each of the following seven-point rating scales.

Emphasis on developing academic, scholarly, and intellectual qualities

Strong Emphasis 7 6 5 4 3 2 1 Weak Emphasis

Emphasis on developing aesthetic, expressive, and creative qualities

Strong Emphasis 7 6 5 4 3 2 1 Weak Emphasis

Emphasis on developing critical, evaluative, and analytical qualities

Strong Emphasis 7 6 5 4 3 2 1 Weak Emphasis

Emphasis on developing an understanding and appreciation of human diversity

Strong Emphasis 7 6 5 4 3 2 1 Weak Emphasis

Emphasis on developing information literacy skills (using computers, other information resources)

Strong Emphasis 7 6 5 4 3 2 1 Weak Emphasis

Emphasis on developing vocational and occupational competence

Strong Emphasis 7 6 5 4 3 2 1 Weak Emphasis

Emphasis on the personal relevance and practical value of your courses

Strong Emphasis 7 6 5 4 3 2 1 Weak Emphasis

The next three ratings refer to relations with people at this college. Again, thinking of your own experience, please rate the quality of these relationships on each of the following seven-point rating scales.

Relationships with other students

Friendly, Supportive, Sense of belonging 7 6 5 4 3 2 1 Competitive, Uninvolved, Sense of alienation

Relationships with administrative personnel and offices

Helpful, Considerate, Flexible 7 6 5 4 3 2 1 Rigid, Impersonal, Bound by regulations

Relationships with faculty members

Approachable, Helpful, Understanding, Encouraging 7 6 5 4 3 2 1 Remote, Discouraging, Unsympathetic

Go to next page

DIRECTIONS: In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Little	Some	Quite a Bit	Very Much
Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring background and specialization for further education in a professional, scientific, or scholarly field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining a broad general education about different fields of knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining a range of information that may be relevant to a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an understanding and enjoyment of art, music, and drama.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broadening your acquaintance with and enjoyment of literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing the importance of history for understanding the present as well as the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting ideas and information effectively when speaking to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computers and other information technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming aware of different philosophies, cultures, and ways of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing your own values and ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


	Very Little	Some	Quite a Bit	Very Much
Understanding yourself, your abilities, interests, and personality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the ability to get along with different kinds of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the ability to function as a member of a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing good health habits and physical fitness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the nature of science and experimentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding new developments in science and technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking analytically and logically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing quantitative problems (understanding probabilities, proportions, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Putting ideas together, seeing relationships, similarities, and differences between ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning on your own, pursuing ideas, and finding information you need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. A B C D E
2. A B C D E
3. A B C D E
4. A B C D E
5. A B C D E
6. A B C D E
7. A B C D E
8. A B C D E
9. A B C D E
10. A B C D E
11. A B C D E
12. A B C D E
13. A B C D E
14. A B C D E
15. A B C D E
16. A B C D E
17. A B C D E
18. A B C D E
19. A B C D E
20. A B C D E

OTHER ID# If Requested							
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

THANK YOU FOR YOUR PARTICIPATION!

PLEASE DO NOT WRITE IN THIS AREA



Appendix C

Impact of Student Involvement in Culturally Based Clubs and Organizations Survey

Impact of Student Involvement in Culturally Based Clubs and Organizations Survey

You are invited to take a brief survey on your experience in culturally based club or organization at your institution (e.g., African Student Association, Caribbean Student Association, Asian Awareness Club, Multicultural Association). Culturally based clubs and organizations are defined as organizations that provide an awareness on cultural differences.

This survey will take 5–10 minutes to complete. There are no known risks associated with this survey. If you have any questions, please contact Jenelle Simpson at jesim8@morgan.edu

Thank you for your participation.

Your name

Jenelle Simpson

1. Are you a current member of any campus club and organization?
 - a. Yes
 - b. No
2. If yes, please type the name of the organization:
3. Number of student organizations in which you are currently a member:
 - a. One
 - b. Two
 - c. Three
 - d. Four or more
 - e. None
 - f. _____

Clubs and Organizations Involvement

Level of involvement in a campus club, organization, or student government group?

1. Attended a meeting of a campus club, organization, or student government group?
 - a. very often
 - b. often
 - c. occasionally
 - d. never
2. Worked on a campus committee, student organization, or project (publications, student government, special event, etc.)
 - a. very often
 - b. often
 - c. occasionally
 - d. never
3. Managed or provided leadership for a club or organization, on or off campus.

- a. very often
- b. often
- c. occasionally
- d. never

Experiences with Diversity

1. Became acquainted with students whose family background (economic, social) was different from yours.
 - a. very often
 - b. often
 - c. occasionally
 - d. never
2. Became acquainted with students whose race or ethnic background was different from yours.
 - a. very often
 - b. often
 - c. occasionally
 - d. never
3. Became acquainted with students from another country.
 - a. very often
 - b. often
 - c. occasionally
 - d. never
4. Had serious discussions with students whose religious beliefs were very different from yours.
 - a. very often
 - b. often

- c. occasionally
 - d. never
- 5. **Had serious discussions with students whose race or ethnic background was different from yours.**
 - a. very often
 - b. often
 - c. occasionally
 - d. never
- 6. **Had serious discussions with students from a country different from yours.**
 - a. very often
 - b. often
 - c. occasionally
 - d. never
- 7. **Conversations about different lifestyles, customs, and religions with students, family members, co-workers, etc.)**
 - a. very often
 - b. often
 - c. occasionally
 - d. never
- 8. **Developing the ability to get along with different kinds of people.**
 - a. very much
 - b. quite a bit
 - c. some
 - d. very little
- 9. **Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc.)**

- a. very much
- b. quite a bit
- c. some
- d. very little

10. Becoming aware of different philosophies, cultures, and ways of life

- a. very much
- b. quite a bit
- c. some
- d. very little

Please type a brief response to the following question

What factor(s) motivated you to join a club or organization?

How does it add value in your life joining a club or organization while you are at college?

Please think of a time in your college when you felt as if you really mattered; when who you were or what you did was valued (mattering)**

Please think of a time in your college when you felt as if you did not really matter; when who you were or what you did was not valued.

Background Information

1. Sex

- a. Male**
- b. Female**
- c. Gender Diverse (gender non-conforming and/or transgender)**

2. Did you begin college here or transfer from another institution?

- a. Yes**
- b. No**

3. Did either of your parents graduate from college?

- a. No**
- b. Yes, both parents**
- c. Yes, father only**
- d. Yes, mother only**
- e. Don't know**

4. What is your racial or ethnic identification? (Please type, e.g., White, Black)

Age:

- a. 19 or younger**
- b. 20-23**
- c. 24-29**
- d. Over 30**

What is your current GPA?

_____ (please type in numbers, e.g., 3.0)