IMPACT OF MEMBERSHIP IN BLACK GREEK LETTER ORGANIZATIONS ON STUDENT LEARNING OUTCOMES

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ABSTRACT

This study examined the perceived relevance of Black Greek Letter Organizations (BGLOs) through the perspectives of undergraduate student populations at four target universities located in the State of Tennessee. This study also compared student learning outcomes of Black students who were members of BGLOs against Black students who did not belong to BGLOs

Three research questions were addressed: (1) Is there a significant difference in the self-reported GPAs of Black students who are members of BGLOs versus those who are not members of BGLOs? (2) Is there a significant difference in student perceptions of the relevance of BGLOs based on campus location, GPA category, class standing, ethnicity, status, gender, Greek affiliation, and type of institution (i.e., historically Black colleges and universities (HBCUs) or predominantly White institutions (PWIs)? (3) For those students who are members of a fraternity or sorority, is there a significant difference in their perceptions of the relevance of BGLOs based on the organization's governing council?

A researcher-developed instrument was used to measure student perceptions on five scales. In terms of BGLOs and academic integration, the Pearson Chi-square test found no significant difference in academic performance for Black students with membership in BGLOs and Black students without membership in BGLOs. For social integration, results of the ANOVA and t-test used for Research Questions 2 and 3 suggested the following: (a) Students with lower self-reported GPAs were more likely to have favorable perceptions of BGLOs than

students with higher self-reported GPAs, (b) Black students were more likely than White students and students classified as “Other” to have favorable perceptions of BGLOs’ leadership on campus, engagement in the community, and overall relevance, (c) part-time students were more likely than full time students to have favorable perceptions of BGLOs’ leadership on campus and overall relevance, (d) female students were more likely than males students to have favorable perceptions of BGLOs’ leadership on campus, engagement in the community and overall relevance, and (e) Students enrolled at HBCUs were more likely than students enrolled at PWIs to have favorable perceptions of BGLOs’ leadership on campus.

DEDICATION

This work is dedicated to the loving memory of my father, Leroy Gill Cooper. Thank you for the many life lessons you taught me. While I wish that you were here to witness this life defining moment, I know that your presence is with me daily. I hope that the human capital invested in me yields a significant return on your investment.

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"And we know that all things work together for good to them that love God,
to them who are the called according to his purpose."
Romans 8:28

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LIST OF SYMBOLS

A, Greek letter Alpha

B, Greek letter Beta

Γ, Greek letter Gamma

Δ, Greek letter Delta

Z, Greek letter Zeta

Θ, Greek letter Theta

I, Greek letter Iota

K, Greek letter Kappa

P, Greek letter Rho

Σ, Greek letter Sigma

Φ, Greek letter Phi

Ψ, Greek letter Psi

Ω, Greek letter Omega

LIST OF ABBREVIATIONS

BGLO, Black Greek Letter Organization(s)

HBCU, Historically Black Colleges and Universities

NPHC, National Pan-Hellenic Council

PWI, Predominantly White Institutions

WGLO, White Greek Letter Organization(s)

CHAPTER I

INTRODUCTION AND BACKGROUND TO THE PROBLEM

In 1636, Harvard University (Harvard) became the first college established in the United States (Johnson, 1972). This was followed by The College of William and Mary, Yale University, Princeton University, The University of Pennsylvania, Columbia University, Brown University, Rutgers University, and Dartmouth College, all of which became established during the same period (Johnson, 1972; Torbenson & Parks, 2009).

During the colonial period of the United States, colleges and universities operated *in loco parentis* providing strict supervision over the student body (Brubacher & Rudy, 1987; Simpson, 2013). College administration and faculty serving in a parental role on campus imposed structure on the everyday lives of students (Brown, Parks, & Phillips, 2005). With educational institutions having rigid policies regarding student interaction, students developed secret societies as a form of socializing that was acceptable in the eyes of the administration. The organizations were formed as literary societies with social engagement serving as a focal point for the groups. Literary societies afforded students the opportunity to develop speaking and writing skills within social settings (Brown et al., 2005).

According to Brown et al. (2005), whereas college faculty and administrations viewed college as a period of self-denial, students viewed college as a time of enjoyment while preparing for the future. This difference in perspective led to students developing clubs, societies, and fraternities in an attempt to support their perception of college life. While students assumed that

developing of student organizations would yield less stringent rules, the faculty supervising these student organizations responded by applying stricter rules. Despite faculty control, or perhaps because of it, these organizations functioned well, giving students an outlet to interact with others in a social and intellectual atmosphere. Eventually, most student organizations transitioned from their literary society roots, centered on literature and philosophical debates, to social clubs. This process resulted in the emergence of Phi Beta Kappa, the first documented fraternity in the United States.

Phi Beta Kappa

In 1776, a group called Societas Philosophae was formed at The College of William and Mary and became the United States' first Greek letter fraternity (Baird, 1991; Dunne, 2013). The group would change its name to Phi Beta Kappa to conceal the secret aspects of the organization. As a literary society, Phi Beta Kappa sponsored essay writings as well as orations and debates (Brown et al., 2005). In addition to its scholarly activities, Phi Beta Kappa distinguished itself from other organizations of the time by providing social activities as well (Brown et al., 2005). In its initial year, Phi Beta Kappa developed an initiation process, oath of allegiance, handshakes, and other secret processes of member identification (Brown et al., 2005; Current, 1990). While its use was not unique to Phi Beta Kappa, secrecy in student organizations had not been utilized to such a degree prior to the organization's establishment. Phi Beta Kappa would evolve over time as the benchmark for excellence in collegiate academics (Kimbrough, 2003).

Statement of the Problem

The emergence of Black Greek letter organizations (BGLO) was a reaction to established groups excluding potential candidates based on cultural, racial, ethnic, and religious backgrounds. At its inception, BGLOs not only addressed the needs of its members, they also served as catalysts for addressing societal issues. In a post-Civil Rights Act society where citizens of the United States elected (and re-elected) their first Black President, Dancy (2011) argued that the progressive strides of the nation as a whole are sufficient to do away with Black Greek letter organizations. According to Dancy (2011), participation in U.S. higher education is diverse along numerous lines including race, gender, ethnicity, class, sexual orientation, and religion. The debate remains open as to whether increased diversity in higher education is attributable to affirmative action policies or the overall diversification of U.S. society. Some would argue that diversity in higher education is the result of a number of dynamics, which makes crediting such progression soley to affirmative action difficult (Fuller, 2009; Patitu & Terrell, 1998). Nevertheless, the attention to diversity on college campuses reflects a realization by college administrators that diversity enhances the educational experiences and outcomes of students (Dancy, 2011; Milem, 2003).

"There is debate on many college campuses regarding whether Black Greek-letter organizations are still necessary in today's U.S. society" (Fuller, 2009, p. 1). Those opposing the BGLO movement believe that fraternal organizations with a history of attracting people of color encourage racism, separatism and are counterproductive to the racial advances made in the United States (Fuller, 2009). While the BGLO movement was established to provide support as well as a social outlet for Black students, Patton, Flowers, and Bridges (2011) noted that:

> The decline in academic achievement among the collegiate chapters of these organizations (Harper, 2000), inappropriate membership selection practices

> (Patton & Bonner, 2001b), and the need to redefine their emphasis on community service (McKenzie, 1990) have led many university administrators, Greek affairs professionals, the national leadership of these organizations, and students to question the relevance of BGLOs and ponder measures that might be taken to improve some of their operational procedures and practices. (Patton & Bonner, 2001a, p. 115)

Supporters of the BGLO movement suggest that there remains a need for BGLOs at predominantly White institutions (PWIs). Research indicates that Black students continue to face challenges while attending PWIs (Feagin, Vera, & Imani, 1996; Flowers, 2002; Hinderline & Kenny, 2002; Lewis, Chesler, & Forman, 2001; Solorzano, Ceja, & Yosso, 2000). Therefore, university administrations have an opportunity to use BGLOs as a resource to combat the feelings of isolation felt by Black students. Initially, U.S. colleges and universities sought and admitted only students from the same schools and families (Lopez, Colson, & Schaberg, 1996). "The standards used were unjust not only to women and minorities but to everyone who would benefit from diversity and from exposure to different cultures" (Patitu & Terrell, 1998, p. 72).

Allegations of reverse discrimination have caused the discontinuance of a number of affirmative action programs (Pincus, 2003). Opponents argue that the need for affirmative action no longer exists although such programs have been beneficial in combating discrimination (Fuller, 2009; Patitu & Terrell, 1998). "Meanwhile, at least in the minds of the great majority of those who make the decisions about filling merit-based slots, affirmative action has played a central role in the change we've seen" (Lopez et al., 1996, p. 1).

While the current debate regarding the necessity of BGLOs continues, higher education professionals currently responsible for Greek Life at various colleges and universities find themselves in a unique situation. According to Allen (2013):

> Student affairs professionals working with Greek-letter organizations are in a unique circumstance. Some functional areas have a very narrowed and specific target population (first year students, minority students, athletes, etc.) but that spectrum is very wide for Greek-Life professionals. Greek students are of a

> variety of subpopulations making it a difficult task to assist this broad group. Their needs are complex due to the intersection of multiple identities. It can be challenging for a professional to be equipped to meet all these needs, especially the ones that they do not identify with or have littler experience in. Research on NPHC organizations will help increase the cultural competency of Greek Life professionals. They will have a better understanding of this group's past, present and future allowing them to better serve this population. (p. 6)

The need for culturally competent advisors working with NPHC organizations is important. Strayhorn and McCall (2012) explained that "without culturally competent advisors, students may be treated unfairly, advised against their own cultural practices, and these actions may lead to unproductive responses" (p. 702). Strayhorn and McCall (2012) continued by explaining that the needs for competent advisors is even more critical when dealing with BGLOs due to the idea that the cultural backgrounds of its members tend to differ frequently from those of their formal faculty advisors and the majority of students on campus at PWIs.

Purpose of the Study

The present study had two purposes. First, this study compared student learning outcomes of Black students who were members of BGLOs against Black student who did not belong to BGLOs. This study also examined the perceived relevance of BGLOs through the perspectives of the undergraduate student populations at Tennessee State University (TSU), University of Tennessee at Knoxville (UTK), The University of Tennessee at Chattanooga (UTC) and University of Tennessee at Martin (UTM). The study took into consideration possible variations in the perceived relevance of BGLOs based on a number of demographic factors. The limited amount of research associated with BGLOs places Greek-Life professionals at a disadvantage, forcing them to address the needs and issues of organizations about which they lack information (Allen, 2013; Kimbrough & Hutcheson, 1998). The present study, which looked at the perceived relevance of BGLOs at a Historically Black College and University

(HBCU) and PWIs, provides administrators information on the role BGLOs can fulfill on their campus based on the perceptions of the undergraduate student population: the BGLOs ultimate end user.

Rationale for the Study

BGLO members are currently faced with the dilemma (and constant challenge) of preserving the legacies set by their founding members while maintaining their relevance in a society that some perceive as being significantly different than the one in which their organizations rose to prominence. Issues such as membership retention, hazing and an overall divisive culture serve as serious threats to the future of BLGOs.

BGLOs have made significant contributions to the advancement of Black students at PWIs (Brown et al., 2005). However, current issues facing BGLOs, such as hazing allegations and unfavorable media attention, have caused administrations at predominantly White institutions (PWIs) to question the overall need and relevance of BGLOs (Hughey & Parks, 2007). Across the United States, "student affairs personnel, BGLO members and their supporters are concerned not about the past but about the contemporary state of affairs" (Hughey & Parks, 2007, p. 119). With the presumed risks BGLOs bring to PWIs and HBCUs, it is important to determine whether the benefits of having these organizations on campus outweigh their associated risks.

Theoretical/Conceptual Framework

This study is based on three models: 1) Tinto's (1987, 1988) model of student departure, 2) Nagasawa and Wong's (1999) theory of minority student survival, and 3) Strange and

Banning's (2001) dynamics of campus environments. Tinto's (1987, 1988) model of student departure and Nagasawa and Wong's (1999) theory of minority student survival, served as the foundational theories for the study. Each of the aforementioned models provides important information on the role of BGLOs in college life. "Tinto's model of student departure (1982, 1993) has provided the theoretical framework for studies examining the predictors of attainment and persistence" (Carter, 2006, p. 36). Tinto's model states that a student's decision to stay in, or withdraw from, college is attributable to their levels of academic and social integration (Draper, 2002).

When examining persistence in college, the benefits provided by BGLOs in cultivating the needs for academic and social integration are apparent (Draper, 2002). Each BGLO under the NPHC (National Pan-Hellenic Council) has specific academic goals, which must be met prior to joining the organization. Once aspirants become members, most organizations have academic advisors at the chapter level whose primary goal is to ensure the continued academic success of its members. Social amalgamation is important because Black students experience exclusion, racial discrimination and estrangement on predominantly White campuses (Allen, 1992; Turk, 2004). BGLOs provide the social networks necessary for Black students to succeed during their college experience at a PWI (Brown, 2000).

Nagasawa and Wong (1999) expanded on the research of Tinto (1987, 1988) and others by providing an explanation of how minority students overcame barriers to academic success in college. In addition to the academic challenges of college life, minority students at PWIs had the additional challenge of trying to fit into a culture that viewed them as outsiders. Nagasawa and Wong's theory of minority students' survival in college provides an understanding of why minority students view themselves as outsiders at PWIs. This theory also suggests how

organizations such as BGLOs can help combat the feelings felt by minority students at PWIs by providing the necessary subculture for minority students to feel like they have a place on college campuses where they are, in fact, the minority.

Nagasawa and Wong (1999) derived their concept of subcultures among minorities from Cohen (1955) who studied gang subcultures. Cohen (1955) determined that gang subcultures were a byproduct of desire by members of the lower class to obtain status and acceptance within middle class society. In a similar fashion, BGLOs were established as a response to minorities striving for acceptance at predominately White colleges and universities. BGLOs provided a means for members to create a subculture, which catered to their academic and social needs. BGLOs were formed out of a need for students to ban together to survive the added challenge of being a minority in a college setting (Parks, Hughey, & Cohen, 2014). Minority students continue to feel the need to band together in support of their educational endeavors—which is a need met by BGLOs.

Strange and Banning's (2001) dynamics of campus environments theory states that students and the campus environment interact by identifying characteristics that promote student development (Allen, 2013). Strange and Banning's (2001) dynamics of campus environments is comprised of four dimensions: physical components, human aggregates, organized environment, and constructed environments. According to Strange (2003), "recognizing them [the four dimensions], as well as their dynamics, is an important first step in understanding how they may be shaped to achieve educational purposes" (p. 299). While insight on the four dimensions will be provided in a later section, the present study would only focus on human aggregates and constructed environments. The dynamics of campus environment framework (Strange, 2003; Strange & Banning, 2001) was used to examine the perceived relevance of BGLOs through the

perspectives of the undergraduate student populations at Tennessee State University (TSU), University of Tennessee at Knoxville (UTK), University of Tennessee at Chattanooga (UTC), and University of Tennessee at Martin (UTM).

Research Questions

The researcher explored student learning outcomes of Black students with the intent of determining if membership in BGLOs had a relationship with student learning outcomes. The researcher also explored the possible difference in student perceptions of the relevance of BGLOs based on campus location, GPA category, class standing, race/ethnicity, status (i.e., full time student or part time student), gender, Greek affiliation, type of institution (i.e., HBCU or PWI). The researcher addressed a number of questions exploring student learning outcomes and student perceptions of the relevance of BGLOs. The research questions investigated in this study were:

RQ1: Is there a significant difference in the self-reported GPAs of Black students who are members of BGLOs versus those who are not members of BGLOs?

RQ2: Is there a significant difference in student perceptions of the relevance of BGLOs based on the following variables?

a(1) campus location

a(2) campus location segmented by race

b) GPA category

c) class standing

d) race/ethnicity

e) status

f) gender

g(1)) Greek affiliation

g(2)) Greek affiliation for Black students only

h) type of institution (i.e., HBCU or PWI)

RQ3: For those students who are members of a fraternity or sorority, is there a significant difference in their perceptions of the relevance of BGLOs based on the organization's governing council (i.e., NPHC, NPC, and IFC)?

Significance of the Study

This study contributed to the current research on the topic of BGLOs at PWIs. While existing research explores the overall experience of Blacks at PWIs, the relevance of BGLOs at PWIs has yet to be explored. In addition, the approach to studying the relevance of BGLOs at PWIs in this study is unique in that it seeks to compare and contrast these perspectives against the student population at a HBCU (i.e., TSU). Further, the extant BGLO research primarily uses a sample obtained from a minority population, which ignores the majority population. By using the entire student populations at TSU, UTK, UTC, and UTM, the study may provide more useful data and information in comparing the perceived relevance of BGLOs at PWIs and HBCUs. This information may prove to be useful to Greek-Life professionals at colleges and universities faced with the dual challenges of providing effective advisement to these organizations while justifying the existence of BGLOs on campus with the perceived risks associated with such organizations.

This study is also significant in that it seeks to provide insight regarding the impact of BGLO membership on student learning outcomes. The results are intended to be useful to

Greek-Life professionals at colleges and universities faced with the dual challenges of providing effective advisement to these organizations while justifying the existence of BGLOs on campus with the perceived risks associated with such organizations.

The approach of using quantitative research to explore the perceived relevance of BGLOs at HBCUs and PWIs is significant in that such an approach has yet to be explored using an entire student population. The results obtained from this study may not only be useful to university administrations for TSU, UTK, UTC and UTM, but other administrations at HBCUs and PWIs in the United States that face the same dilemma of understanding BGLOs and their role on college campuses across the nation.

Delimitations of the Study

The following delimitations are noted in the study:

1. Participation in (and the results of) this study was limited to undergraduate college students at the target universities (i.e., Tennessee State University, University of Tennessee at Knoxville; University of Tennessee at Chattanooga, and University of Tennessee at Martin).
2. The study is limited to determining student perceptions of BGLOs only, instead of all fraternities and sororities at the target universities used in the study.
3. Student perceptions of the relevance of BGLOs were measured with a researcher-developed, Likert scale questionnaire designed specifically for the study, which may impact validity and comparability with similar studies.

Limitations of the Study

The following limitations are noted in the study:

1. The instrument used to measure student perceptions of the relevance of BGLOs was a researcher-developed questionnaire. Reliability and validity issues were be addressed in another section.
2. The sample presented a limitation in terms of its ability to serve as an accurate representation of the student populations of all institutions in the United States.

Definition of Terms

Aspirant: An individual who has expressed interest in seeking membership in an organization (namely BGLOs).

BGLO/Black Greek Letter Organization(s): A predominantly Black fraternity/sorority that is identified as a member of the National Pan-Hellenic Council (NPHC).

Brother: A term used to refer to other members of a fraternity.

Chapter: A term used to refer to the local, collegiate organization of a fraternity or sorority.

Charter Member: A fraternity/sorority member who is recognized as one of the first duly initiated members of a particular chapter within their fraternity/sorority.

Divine Nine: A term used to identify the collective members of the NPHC (i.e., Alpha Phi Alpha, Alpha Kappa Alpha, Kappa Alpha Psi, Omega Psi Phi, Delta Sigma Theta, Phi Beta Sigma, Zeta Phi Beta, Sigma Gamma Rho, and Iota Phi Theta)

Emancipation Proclamation: A declaration issued by President Abraham Lincoln (effective January 1, 1863) declaring the freedom of all slaves in the United States.

Founder: A fraternity/sorority member who is identified as being one of the members responsible for the actual creation of that particular fraternity/sorority.

Fraternity: A Greek organization designated for males only.

Greek life: A term used to identify the overall experience of being a member of a fraternity/sorority.

Hazing: The act of harassing or abusing an individual seeking membership into a fraternity or sorority.

Interfraternity Council (IFC): An association of predominantly White national fraternities. Also referred to as North-American Interfraternity Council (NIC)

National Panhellenic Conference (NPC): An organization, which governs 26+/- predominantly White national sororities.

National Pan-Hellenic Council (NPHC): An organization developed to serve as a representative body for the nine Black Greek letter organizations.

Nontraditional Student: A term used to describe college students who do not meet the stereotypical standards (i.e., age, maturity, etc.) of college students.

Perception(s): A mental impression of someone/something perceived by the senses.

CHAPTER II

LITERATURE REVIEW

The purpose of this quantitative study was to provide insight regarding the perception of the relevance of BGLOs at PWIs. The chapter began with a review of the history of BGLOs in the United States along with the establishment of its governing body – the National Pan-Hellenic Council (NPHC). Next, the literature review highlighted current issues facing BGLOs – hazing allegations, negative portrayals of BGLOs in the media, and overall opposition to the BGLO movement. The researcher then discussed Tinto's (1987, 1988) model of student departure and Nagasawa and Wong's (1999) theory of minority student survival as they provide the pillars of the theoretical framework of the study. Next, Strange and Banning's (2001) dynamics of campus environments theory was explored as it served as the integrative theory for the study. The next section of the literature review highlighted DuBois' (1903) *Talented Tenth* theory as it pertained to BGLOs and their role in social action in the United States. The literature review then examined differences between BGLOs and predominantly White Greek letter organizations (WGLOs) at PWIs. The researcher concluded with an exploration of relevant BLGO research and provided an argument justifying the need for the study based on the current (as well as the historical) significance of BGLOs at PWIs.

History of Black Greek Letter Organizations (BGLOs) in America

In examining the perceived relevance of BGLOs, it was important to explore the historical significance of BGLOs and their role in U.S. society. Each BGLO highlighted was created with the intent of addressing relevant issues either directly on campus or in society as a whole. Historically, BGLOs have played a pivotal role in the overall advancement of Blacks (and other minorities) in the United States. While the vast majority of the current members of the National Pan-Hellenic Council (NPHC) was established prior to the Civil Rights movement, each organization contributed significantly to the movement. For instance, Rev. Dr. Martin Luther King, Jr., a leader during the Civil Rights movement, was also a member of Alpha Phi Alpha Fraternity, Inc. While there are a number of Black Greek letter organizations in existence within the United States, this section focused primarily on the nine BGLOs (collectively referred to as The Divine Nine) that make up the National Pan-Hellenic Council (Ross, 2000; Torbenson & Parks, 2009). In addition, the research also highlighted three important Black Greek letter organizations that preceded The Divine Nine due to their importance in providing the foundation for the formation of The Divine Nine. In studying the foundation of BGLOs, Hughey and Parks (2007) stated:

> The founding impetus for BGLOs is intertwined with literary societies, White fraternities and sororities, Black benevolent and secret societies, the Black church, Black World War I veterans and the burgeoning "New Negro" ethos of the Harlem Renaissance that combined to provide a spirit of intellectualism, brotherhood, racial uplift, spiritual foundations, discipline and racial consciousness. Their history speaks of fidelity to the overarching principles that they collectively set forth. (para. 3)

In exploring the current state of BGLOs in terms of their perceived relevance based on students at PWIs, it was important to provide background information on the organizations relevant to the study. While the organizations comprising The Divine Nine were noted, there

were organizations that preceded The Divine Nine which were deemed important and were, therefore, included in this section. The historical information provided on the following organizations – Alpha Kappa Nu, Gamma Phi, Sigma Pi Phi, Alpha Phi Alpha, Alpha Kappa Alpha, Kappa Alpha Psi, Omega Psi Phi, Delta Sigma Theta, Phi Beta Sigma, Zeta Phi Beta, Sigma Gamma Rho, and Iota Phi Theta – provided the context of the organizations examined in this study. A brief history of the NPHC along with its purpose was also included to provide a context of the organizations examined in the study.

Alpha Kappa Nu

Prior to the Civil War, fewer than 30 Blacks had obtained bachelor degrees from colleges and universities in the United States (Kimbrough, 2003; Roebuck & Murty, 1993). In a span of 79 years, from 1826-1905, only 7,488 Blacks had received degrees, with most of the degree attainments occurring toward the latter years (Griddings, 2002). Black Greek letter organizations (BGLOs) developed out of a sense of urgency for students of color to band together for support during their challenging college years. The first BGLO, Alpha Kappa Nu, was founded in 1903 at Indiana University (Kimbrough, 2003). The organization was in existence for less than one year due to too few registrants being available to assure continuation of the organization (Bryson, 2003). That same year, a social club named Alpha Kappa Nu Greek Society was formed at Indiana University, but disappeared shortly after its formation (Bryson, 2003).

Gamma Phi

Gamma Phi was established two years after Alpha Kappa Nu on March 1, 1905 at Wilberforce University (Washington & Nunez, 2005). It was noted as the sole fraternity on

campus until 1912. While the organization was in existence for over 30 years, there is no current documentation available to verify its continued existence of Gamma Phi (Crump, 1991; Washington & Nunez, 2005).

Sigma Pi Phi Fraternity (The Boulé)

In 1904, Sigma Pi Phi (also known as The Boulé) was founded in Philadelphia, Pennsylvania by professional Black men with the goal of developing a successful network of like-minded men. The initial members of Sigma Pi Phi felt estranged from not only White men, but other Black men as well (Brown et al., 2005). The fraternity's beliefs were rooted in the idea of equality of standing among its members. The organization insisted that candidates for membership be not only eligible, but also capable of leadership within the organization (Sigma Pi Phi Fraternity). Sigma Pi Phi would become the first continuous Black Greek letter fraternity, however, the organization was primarily for Black men who were already graduates of universities.

Alpha Phi Alpha Fraternity, Inc. (AΦA)

In 1906, on the campus of Cornell University, seven college men recognized the need for a strong bond of brotherhood among African descendants in The United States and established Alpha Phi Alpha Fraternity, Inc. (Alpha Phi Alpha). Alpha Phi Alpha initially served as a study group providing support for Black students at Cornell University facing racial prejudice (Parks, 2012; Wesley, 1996). Alpha Phi Alpha formally evolved into a full-fledged fraternity on December 4, 1906. The fraternity would be founded with a focus on manly deeds, scholarship and love for all mankind. Although Alpha Phi Alpha was established on the campus of a PWI,

the founders understood the importance of establishing a presence at Black universities as well. Alpha Phi Alpha understood that the social challenges experienced on the campus of Cornell University were similar to those at Black colleges, thus their decision to establish a second chapter at Howard University (Ross, 2000; Torbenson & Parks, 2009).

Alpha Kappa Alpha Sorority, Inc. (AKA)

During the summer of 1907, Ethel Hedgeman Lyle was dating George Lyle (who would eventually become her husband) – a member of the Alpha Phi Alpha chapter at Howard University (Beta Chapter). It was this connection that inspired Ethel to create a sorority for Black women at Howard University (Ross, 2000; Torbenson & Parks, 2009). Ethel shared her vision with other women at Howard University and eventually, created the first Black sorority with nine other women (Ross, 2000; Torbenson & Parks, 2009). Once created, the group presented its official name, motto, and colors to President Wilbur Thirkield as well as various deans at the university (Ross, 2000; Torbenson & Parks, 2009). The administration at Howard University accepted Alpha Kappa Alpha Sorority (AKA) as a new campus organization and AKA was founded in January 1908.

The growth and development of Alpha Kappa Alpha was challenged in 1912 when a group of undergraduate members suggested a change to the organization's name, motto, colors and symbols (Ross, 2000; Torbenson & Parks, 2009). Nellie Quander, a graduate member of AKA, attended this meeting and in response gathered other graduate members in support of preserving AKA as a permanent entity. The rift between the undergraduate members and graduate members of AKA resulted in the nonconforming undergraduate members leaving AKA and creating Delta Sigma Theta. It was during this time that the graduate members of AKA

legally incorporated the organization thus becoming Alpha Kappa Alpha Sorority, Inc. (Ross, 2000; Torbenson & Parks, 2009).

Kappa Alpha Psi, Fraternity, Inc. (ΚΑΨ)

After establishing their friendship at Howard University in 1910, Elder Diggs and Byron Kenneth Armstrong ventured to Indiana University. It was at Indiana University that they soon realized the challenges associated with being Black at a predominantly White institution (Ross, 2000; Torbenson & Parks, 2009). There were only 10 Black students enrolled at Indiana University at that time. Being denied use of the various facilities on campus, it was apparent that the administration at Indiana University set out to make the lives of those 10 Black students extremely harsh (Ross, 2000; Torbenson & Parks, 2009). In response to challenges facing the Black student population, Elder Diggs gathered nine Black men and formed Alpha Omega (Ross, 2000; Torbenson & Parks, 2009). Alpha Omega was formed with the intent of holding the men together while exploring the idea on forming a permanent fraternity for Black men. On January 5, 1911, the new fraternity was made permanent under the name Kappa Alpha Nu (Ross, 2000; Torbenson & Parks, 2009). In 1914, the organization modified its name by changing the Nu to Psi, thus becoming Kappa Alpha Psi. Jennings (2008) suggests that the name modification was the result of a member being referred to as a member of Kappa Alpha Nig instead of Kappa Alpha Nu.

Omega Psi Phi Fraternity, Inc. (ΩΨΦ)

In 1911, three liberal arts students at Howard University – Edgar Love, Frank Coleman, and Oscar Cooper – with the assistance of Professor Ernest Just, felt that the time had come for

the establishment of an Black fraternity founded on an Black campus (Ross, 2000; Torbenson & Parks, 2009). It is important to note that Alpha Phi Alpha Fraternity, Inc. established a chapter on the campus of Howard University in 1907; however, Alpha Phi Alpha was founded on a predominantly White campus (Cornell University). On November 17, 1911, Edgar Love, Frank Coleman, and Oscar Cooper, under the guidance of their faculty advisor, gave birth to Omega Psi Phi (Ross, 2000). Once Omega Psi Phi initiated its charter members, the organization developed its constitution and submitted a request to be recognized by the university as an official organization (Ross, 2000; Torbenson & Parks, 2009).

The administration at Howard University was hesitant to recognize Omega Psi Phi as a fully-fledged fraternity on campus due, in part, to the idea that secret societies could develop a lack of trust within the student body. Additionally, the administration feared that the organization could serve as a medium for immorality on campus (Ross, 2000; Torbenson & Parks, 2009). The members of Omega Psi Phi used various avenues, including mass publicity and public relations campaigns, to help convince Howard University administration (namely Howard University President Dr. Wilbur Thirkield) to recognize Omega Psi Phi as a fully-fledged organization. Members of Omega Psi Phi met with Dr. Thirkield to discuss the benefits of having Omega Psi Phi on the campus of Howard University. While Dr. Thirkield took the argument under consideration, the administration remained slow in recognizing Omega Psi Phi as an organization on campus.

In 1912, the administration at Howard University postponed a decision on the fraternity as they sought more data on Greek letter organizations in general at various universities. Eventually, the administration moved to recognize the organization on the campus of Howard University only; however, the members of Omega Psi Phi were steadfast on being recognized as

a national organization (Ross, 2000; Torbenson & Parks, 2009). After many meetings between the faculty and the members of Omega Psi Phi, the organization gained recognition as a national organization and was incorporated in 1914 (Ross, 2000; Torbenson & Parks, 2009).

Delta Sigma Theta, Sorority, Inc. (ΔΣΘ)

As previously mentioned, Delta Sigma Theta's origins began within AKA. The year of 1912 presented social changes in The United States which permeated through the campus of Howard University (Ross, 2000; Torbenson & Parks, 2009). During this time in U.S. history, Blacks were fighting for civil rights and women were fighting for voting rights (Ross, 2000; Torbenson & Parks, 2009). With the undergraduate members of AKA fitting into both categories, they saw the need to become active in both movements. The undergraduate members wanted to transform AKA from a local organizations into a national organization with a broad scope and perspective related to the social issues of that era (Ross, 2000; Torbenson & Parks, 2009).

In addition to the lack of active participation in the social movements of the day, the undergraduate members of AKA felt that the organization had failed to take the necessary steps to become an official sorority as opposed to just another club on the campus of Howard University. During this time, AKA was not incorporated and had not been granted the right to establish other chapters outside of Howard University (Ross, 2000; Torbenson & Parks, 2009). Additionally, the undergraduate members felt that the name Alpha Kappa Alpha was too imitative of the fraternity Alpha Phi Alpha, and that a new name and symbols should be developed to reflect the new identity of AKA. Taking the aforementioned thoughts into consideration, the undergraduate members consulted with a professor at Howard University and

chose the name Delta Sigma Theta. In the fall of 1912, a meeting was called to reorganize AKA (Ross, 2000; Torbenson & Parks, 2009). Upon hearing of the undergraduate AKAs' intentions, Nellie Quander gathered other graduate members who were in opposition to the new direction and gave the rebellious undergraduate members a deadline to do away with the proposed changes to the organization (Ross, 2000; Torbenson & Parks, 2009). As expected, the 22 undergraduate members declined, resulting in the founding of Delta Sigma Theta Sorority Inc. (Delta Sigma Theta) on January 13, 1913. The founders of Delta Sigma Theta had taken a risk and had decided to act on their principle. They were determined to lead an organization, which excelled both in the classroom and in the streets, with both scholastic and political activism as their main emphases.

The first public act performed by Delta Sigma Theta was their participation in the Women's Suffrage March in Washington, D.C. (Ross, 2000; Torbenson & Parks, 2009). "Being that this was a time when equal rights for women was not a popular view, many members of Delta Sigma Theta marched in defiance of Howard University administration, and in some cases, their families" (Ross, 2000, p. 239). Today, Delta Sigma Theta is a member the National Association for the Advancement of Colored People (NAACP) and the National Council of Negro Women (NCNW).

Phi Beta Sigma Fraternity, Inc. (ΦΒΣ)

During the summer of 1910, A. Langston Taylor had a chance encounter with a recent graduate of Howard University. The Howard graduate told Taylor stories of college life, and Greek life in particular, on Howard's campus. The discussion with the Howard graduate would

give Taylor the thought of developing a new fraternity for Black men (Ross, 2000; Torbenson & Parks, 2009).

Taylor arrived on the campus of Howard University in 1913 with the idea of creating a fraternity still cemented in his mind. Understanding that the task of developing a new Black fraternity at Howard University would be a considerable feat, Taylor sought the assistance of like-minded college men on campus (Ross, 2000). Taylor eventually partnered with Leonard Morse (Taylor's old college roommate) and Charles I. Brown (a fellow Howard student) and together the foundation of Phi Beta Sigma was formed (Ross, 2000).

In November 1913, during a meeting at Morse's home, the founders of the organization decided to initiate nine aspirants (Ross, 2000). On January 8, 1914, the members officially organized Phi Beta Sigma Fraternity (Ross, 2000). After deciding on its officers, Phi Beta Sigma submitted its application for official recognition from Howard University and received approval three months later.

Zeta Phi Beta Sorority, Inc. (ΖΦΒ)

The formation of Zeta Phi Beta Sorority, Inc. is unique in that the organization's inception was birthed in a conversation between Charles Taylor (member of Phi Beta Sigma) and Arizona Cleaver (Ross, 2000). The year was 1920 and Howard University already had two sororities on campus, both of which were founded at the university (i.e., Alpha Kappa Alpha Sorority, Inc. and Delta Sigma Theta Sorority, Inc.). After careful consideration, Cleaver considered that the need for a new sorority on campus was present and thus began the process organization. After an initial meeting attended by fourteen aspirants, five of those attendees

would eventually join Arizona and become the founders of Zeta Phi Beta Sorority, Inc. (Zeta Phi Beta; Ross, 2000).

As with previous organization, Zeta Phi Beta submitted documentation to Howard University to be recognized as an official sorority on campus. On January 16, 1920, the administration at Howard University granted Zeta Phi Beta full permission to organize and be recognized on campus, thus allowing them to become the third Black sorority (Ross, 2000). Zeta Phi Beta's constitution mirrored that of their brother organization (Phi Beta Sigma), thus creating the first and only constitutionally bound organization (Ross, 2000).

Sigma Gamma Rho, Sorority, Inc. (ΣΓP)

Founded on the campus of Butler College (now Butler University) November 12, 1922, Sigma Gamma Rho Sorority, Inc. (Sigma Gamma Rho) has the distinction of being the only Black sorority (within the National Pan-Hellenic Council) founded at a predominantly White institution. The founders of Sigma Gamma Rho established the organization with an emphasis on achievement and service for Blacks (Ross, 2000).

The Ku Klux Klan (KKK) was a prominent organization during Sigma Gamma Rho's formative years. With one-third of Indiana's White male population reportedly having membership within the KKK, the founders of Sigma Gamma Rho knew that the journey towards social impact would present significant challenges. While the racial climate on the campus of Butler College was intense, the racial climate beyond the campus was cause for considerable concern (Sigma Gamma Rho Sorority, 2008). Regardless of the racial climate in society at this time, the members of Sigma Gamma Rho sought not only survival, but expansion of the organization (Ross, 2000).

While the organization was established in 1922, Sigma Gamma Rho did not hold its first National Boulé until 1925. During its initial years, members of the organization realized the importance of dedicating more time and energy into expanding the organization than planning national conferences (Ross, 2000). Therefore, the members opted to dedicate the first three years of its existence developing the core ideals of the organization. The decision to focus the efforts of the organization on expansion allowed the members of Sigma Gamma Rho to build a firm foundation of service and sisterhood for the organization. The organization's expansion efforts also resulted in more members to assist in the development and execution of national programs.

Iota Phi Theta Fraternity, Inc. (ΙΦΘ)

While the other organizations in the NPHC were established prior to the Civil Rights Movement, Iota Phi Theta Fraternity, Inc. (Iota Phi Theta) was born within the movement. Iota Phi Theta was founded on September 19, 1968 on the campus of Morgan State College in Baltimore, Maryland (Ross, 2000). The unique factors regarding the founders of Iota Phi Theta are that each was atypical when compared to the traditional ideal of a college student. On average, the founders were three to five years older than their peers; some of the founders were parents while others had served in the military (Ross, 2000). In addition to most of the founders having full time jobs during their college careers, most of them knew each other from childhood. Their familiarity, coupled with the maturity of the founders, provided their different outlook on the meaning of fraternity (Ross, 2000).

Iota Phi Theta's development efforts were difficult with the fact that they were nontraditional students. In addition to their limited presence on campus, the fact that Iota Phi Theta was not a member of the NPHC, caused potential aspirants at Morgan State College to

question the overall legitimacy of the organization. While the members of Iota Phi Theta led by example with high GPAs and student leadership at Morgan State College, the organization remained small and local until 1967 when a group, referred to as the Pied Pipers, was initiated into the organization (Ross, 2000). This new group of young, dedicated college men would provide the necessary energy and vigor to expand the organization's appeal to other young college men. The group worked hard in expanding the organization by establishing chapters at Hampton Institute and Delaware State in 1967 and Norfolk State College & Jersey City State College in 1968 (Ross, 2000). In 1968, the organization was incorporated and later continued its expansion efforts by establishing a chapter at Southern Illinois University in 1974 (Ross, 2000).

National Pan-Hellenic Council (NPHC)

"The National Pan-Hellenic Council was established in 1930 at Howard University as a national coordinating body for the eight historically Black fraternities and sororities which had evolved on U.S. college and university campuses at that time" (Ross, 2000, p. 450). Iota Phi Theta would join the NPHC in 1996 thus making the total number of organizations within the council nine. Due, in part, to the blatant racism experienced at PWIs, Black students were forced to establish their own Greek-letter organizations. While BGLOs did not limit membership to Blacks, each organization developed a unique style in terms of their social engagement and humanitarian endeavors (Ross, 2000).

Affirmative Action and BGLOs

Affirmative action and similar policies played a significant role in the growth and expansion of BGLOs at PWIs. The progression of civil rights in The United States began with

The Civil Rights Act of 1866 which granted citizenship and rights to all male individuals in the United States regardless of race or color (Zachary, 2003). This was followed by the Civil Rights Act of 1875, also referred to as the Enforcement Act, which made racial discrimination illegal in public accommodations. However, the Supreme Court ruled the Enforcement Act unconstitutional in 1883. The battle for civil rights in the United States would not gain any significant momentum again until the 1960s with the passage of the Civil Rights Act of 1964.

The Civil Rights Act of 1964 provided legislative mandates which led to school desegregation and the increase in higher education diversity (Harper, 2013). A key component of the Civil Rights Act of 1964 was the establishment of affirmative action, which would become one of the most controversial policies in the United States (Charles, Fischer, Mooney, & Massey, 2009; Espenshade & Radford, 2009; Harper & Griffin, 2011; Harper, Patton, & Wooden, 2009). Executive Order 10925 (issued in 1961 by President John F. Kennedy) first established affirmative action. However, it was Executive Order 11246 (issued in 1965 by President Lyndon B. Johnson) which reaffirmed and strengthened affirmative action by requiring government contractors to take affirmative action to prevent discrimination on the basis of race, sex, religion, national origin and color (Aiken, Salmon, & Hanges, 2013). Affirmative action policies in higher education have led to the presumption that minorities have been accepted based on their race rather than academic achievement (Charles et al., 2009; Fries-Britt, 1998; Fries-Britt & Griffin, 2007; Fries-Britt & Turner, 2001; Harper, 2012), thus undermining the intended purpose of affirmative action which is to even the playing field for all. Such assumptions have also led to landmark U.S. Supreme Court cases related to affirmative action in higher education.

On July 23, 2003, the U.S. Supreme Court handed down decisions on two significant affirmative action cases from the University of Michigan. The first case involved Law School admissions procedures (*Grutter v. Bollinger*) and the other, admission to the undergraduate college (*Gratz v. Bollinger*). In both cases, White female plaintiffs charged that the University of Michigan discriminated against Whites by granting minority applicants special consideration under a biased admissions policy (Allen, 2005). At their core, the court cases served as a continuation of the long standing debate joining *Dred Scott; Plessy v. Ferguson; Brown v. Board of Education; Bakke v. Regents of the University of California;* and a host of other cases that dealt with race, equity and opportunity in U.S. society (Byrd-Chichester, 2000).

The fundamental difference in the two cases rests in the admission process' ability to individually assess each applicant. In *Grutter*, the Law School utilized a race-conscious admissions process which favored underrepresented minority groups (Allen, 2005). However, the admissions process also took into account additional factors, which were evaluated individually with each applicant. In *Gratz,* the University utilized a points system with a total of 100 points required for admission. The admission process allocated 20 points to all underrepresented minorities, thus granting one-fifth of the necessary points to minorities just for being minorities. In this case, the university placed too much emphasis on race thus resulting in the unfair weighting of race in the admissions process. With the inability to individually assess each applicant, the points system was found to be unconstitutional (Allen, 2005).

> The court's decisions (to support the Law School in *Grutter* and to overturn the college in *Gratz*) briefly halted the storm but failed to fully resolve ongoing debate over fairness, equity, affirmative action and race-conscious admissions in U.S. higher education. (p. 18)

Scholars in higher education have suggested that the degree to which students are engaged in campus events is related to the racial makeup of the student population (Allen, 1987; Desousa & Kuh, 1996; Fleming, 1984; Flowers, 2002; Flowers & Pascarella, 1999). If affirmative action policies played a pivotal role in the increase in diversity in higher education, the potential removal of such policies could result in the decrease in diversity in higher education. This could prove to have a lasting effect on the racial makeup of colleges and universities in The United States. While the presence of BGLOs is prevalent at historically Black colleges and universities (HBCUs), BGLOs at PWIs represent a small percentage of the total student population. If campus diversity declines due to the lack of affirmative action policies, the presence of BGLOs will begin a continuous decline until these organizations are no longer present at PWIs (Pike, Kuh and Gonyea, 2007).

Hazing in BGLOs

When exploring the relevance of BGLOs, it is important to highlight one of the most prevalent issues facing BGLOs – hazing. Hazing has been a dilemma within BGLOs since the inception of the BGLO movement (Bailey & Hughey, 2013) and continues to threaten the legacy of these organizations. The death of Florida A&M University (FAMU) drum major Robert Champion in November 2011 caused a number of organizations, both within and outside the NPHC, to revisit their policies regarding hazing in their organization. While the FAMU incident was not related to any BGLO at FAMU, it is important to highlight the details of this incident to observe how hazing allegations can cause harm to both the organization(s) involved as well as the college or university itself. "Three days before the hazing death of FAMU drum major Robert Champion, the university's dean of students (Dean Henry Kirby) urged top

administrators to impose a long-term suspension of the school's famous marching band because of concerns about hazing" (Balona, 2012, p. 1). Instead, the university opted to gather members of the band together to reinforce their written Anti-Hazing Agreement and remind students that hazing was against FAMU policies as well as a federal crime (Balona, 2012). FAMU's response to Dean Kirby's suggestion, coupled with other developments surrounding the case, have caused FAMU to come under direct scrutiny from the university's Board of Trustees, the State of Florida and the general public.

While the case involving Robert Champion did not involve BGLOs or a PWI, hazing cases involving BGLOs at PWIs have called into question the relevance and overall need of BGLOs at PWIs. Specifically, the University of Tennessee at Chattanooga (UTC) was forced to deal with two major hazing incidents involving Black Greek letter organizations within the past decade. The first case involved members of Kappa Alpha Psi Fraternity, Inc. in 2008. Prospective member Jamaal Strickland reported that as a pledge he was forced to endure beatings and paddling (Koch, 2009). The alleged hazing suffered by Mr. Strickland resulted in a leg injury as well as medical expenses, according to the lawsuit filed by Mr. Strickland's attorney (Koch, 2009). The lawsuit alleged that "Kappa Alpha Psi, Fraternity, Inc. was negligent for failing to properly supervise its members during the pledge process which led to the hazing activities which resulted in Mr. Strickland's inquiries" (Koch, 2009, p. 1). UTC's investigation found sufficient evidence to support the hazing allegations and placed the organization on inactive status until 2013 (Koch, 2009). Kappa Alpha Psi was reinstated to active status at UTC in 2014.

The second incident involved members of Delta Sigma Theta Sorority, Inc. in 2009. Jasmine Johnson, along with her mother Karen Drake (who was an employee at UTC at the

time of the incident), alleged that five members of the Theta Rho chapter of Delta Sigma Theta Sorority, Inc. engaged in three separate hazing incidents. According to reports, Ms. Johnson stated that "she was punched in the head, chest and stomach, kicked in the stomach and back and sprayed in the face with vinegar" (Report, 2009, p. 1). The allegations resulted in UTC issuing an order for the organization to cease all activities on campus pending the outcome of the investigation. The Theta Rho chapter was eventually suspended until 2014, but was reinstated in 2017.

Negative Portrayals of BGLOs in the Media

Research has shown that media portrayal of negative events in BGLOs tends to provide overly negative coverage of the incidents and the students involved (Cole, Harris, Pusha III, & Reeves, 2009). Media coverage of negative BGLO events reach a state of being problematic when the stories are presented to the public before all of the facts are gathered related to that particular event (Cole et al., 2009). In addition to the countless hazing allegations that continue to plague public perception of BGLOs, the media's portrayals of these organizations has also provided an unflattering image of BGLOs and their role in today's society. "The tension over whether media depictions of nonWhite groups are either meta-narratives or collections of differing voices makes the examination of BGLO [media] coverage a useful and timely place for theoretical refinement" (Hughey & Hernandez, 2013, p. 302).

When dealing with the public perception of BGLOs, two themes, stepping and hazing, seem to represent the knowledge scope of these organizations (Hughey & Parks, 2007). While the true pillars of most (if not all) BGLOs are brotherhood/sisterhood, service and scholarship, the media's portrayal of BGLOs seldom highlights these attributes. In fact, two of the more

popular films highlighting BGLOs within the past few decades (i.e., School Daze and Stomp the Yard) have portrayed BGLOs more as educated gangs focused on hazing and bitter rivalries (Whaley, 2010).

While hazing and organizational rivalries are current issues that threaten the overall continuance and relevance of BGLOs, the media's portrayal of these organizations is often unfavorable compared to the ideal public opinion of BGLOs (Kimbrough, 2003). Each organization in the NPHC has national programs that are geared toward social action, mentorship, education and service. For instance, Alpha Phi Alpha Fraternity, Inc. has national partnerships with various organizations from March of Dimes, Big Brothers/Big Sisters, Boy Scouts of America and American Cancer Society to Wells Fargo and the Federal Bureau of Investigations (Alpha Phi Alpha Fraternity, 2008b). Each of the aforementioned partnerships serves a particular role in the overall betterment of U.S. society, however media and cinematic depictions of this facet of BGLOs are rarely, if ever, provided (Alpha Phi Alpha Fraternity, 2008b).

Tinto's Model of Student Departure

Research using Tinto's framework has contributed a great deal to the understanding of what affects student departure and student retention (Carter, 2006). It is important to understand how negative experiences can lead students to become college dropouts, while positive experiences cause students to continue their educational endeavors and eventually graduate (Pascarella & Terenzini, 2005). In developing the theory, Tinto (1987) stated the following:

> Individuals enter institutions of higher education with a range of differing family and community backgrounds (e.g., as measured by social status and

> size of community), bringing with them a variety of personal attributes (e.g., sex, race, and physical handicaps), skills (e.g. intellectual and social), value orientations (e.g. intellectual and political preferences), and varying type of precollege educational experiences and achievements (e.g. high school grade point average). Each affects departure indirectly through its direct effect upon the formulation of individual intentions and commitments regarding future educational activities. (p. 115)

Prior to entering college, students possess various characteristics (i.e., family background, skills and abilities, and prior schooling), which develop their intentions, goals and institutional commitments. Tinto (1987) identified commitments as the level of devotion students possessed in regards to achieving their goals in college (goal commitment) as well as their devotion to the actual institution (institutional commitment).

When students embark upon their college journey, they develop institutional experiences within the academic and social systems (Seidman, 2012; Tinto, 1987). Each system is comprised of formal and informal experiences. Within the academic system, students' intentions, goals and institutional commitments influence their academic performance (formal) and faculty/staff interactions (informal). According to Tinto (1987), in the social system, those same intentions, goals and institutional commitments influence institutional experiences in the form of extracurricular activities (formal) and peer group interactions (informal). When the student's institutional experiences are developed from the academic and social systems, the process of academic and social integration begins, leading to revised goals and commitments (Seidman, 2012; Tinto, 1987).

Academic integration is described as the process of understanding what is required to obtain the desired academic performance in college (Seidman, 2012; Tinto, 1987). This form of integration is the result of the students' personal academic performance (e.g., amount of time spent studying) and faculty/staff interactions (e.g., class discussions, meetings outside of class

time). Social integration is described as the process of finding ones "niche" within college life. This form of integration is the result of the students' interactions with extracurricular activities (e.g., student organizations, fraternities & sororities, and student government) and peer-group interactions. This is the stage in which BGLOs can play a pivotal role in minority students' decision to depart from (or remain enrolled in) college. By providing extracurricular activities on campus, BGLOs provide minority students with opportunities to engage in social integration in college.

Upon completing the academic and social integration processes, students develop revised goals and commitments, which influence their decision to either, remain or withdraw from college. Interactive experiences, which further one's social and intellectual integration into the academic and social life of the college, are seen to enhance the likelihood that the individual will persist within the institution until degree completion (Seidman, 2012; Tinto, 1987).

As illustrated in Figure 2.1, Tinto (1987) observed that successful retention lies within the willingness of institutions to involve themselves in meeting the social and intellectual needs of their students. By fully embracing the idea of BGLOs and the potential role they can play, namely in the social integration phase of this model, PWIs have the potential to increase its influence on minority students' decision to depart from (or remain enrolled in) college. When institutions commit to developing the social and academic facets of college life, they must then commit to the development of useful data analysis regarding student retention that focus on the relationship between individual attributes, student experiences while enrolled and student decisions to continue in (or withdraw from) college (Seidman, 2012; Tinto, 1987).

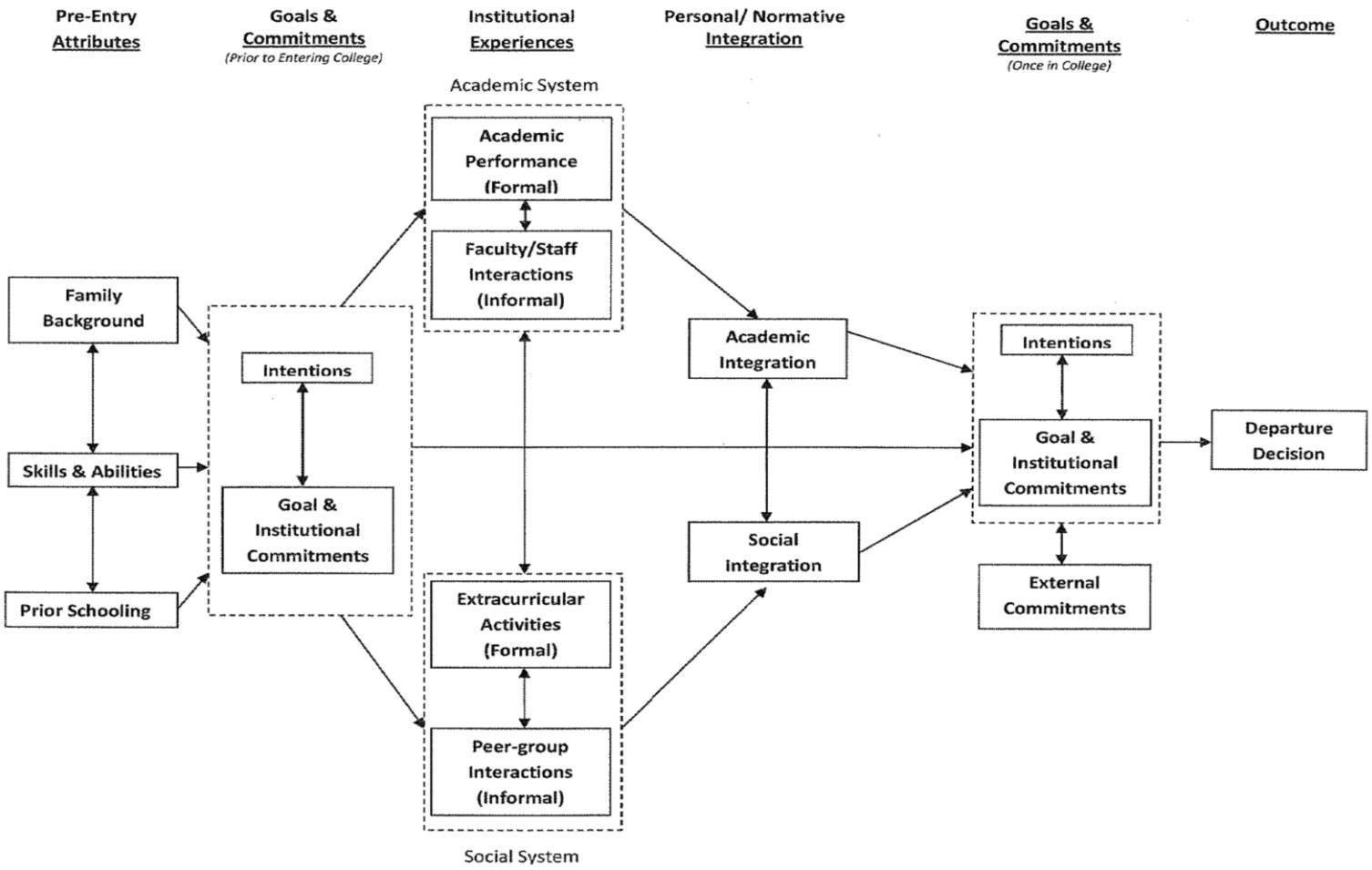

Figure 2.1 Tinto's (1987) model of student departure

Nagasawa and Wong's (1999) Theory of Minority Student Survival

While Tinto (1987) focused on the relationship between students and college life with a longitudinal process, Nagasawa and Wong (1999) explored the specific relationship of minority students and their survival in college. In exploring Nagasawa and Wong's theory of minority student survival, it is important to distinguish the difference between surviving and success. According to Nagasawa and Wong (1999), the term *survival* refers to the extent in which students overcome challenges and continue the pursuit of a college degree. In contrast, the term *success* refers to the actual end result of obtaining a college degree (Cornell & Hartmann, 2007; Nagasawa & Wong, 1999).

Numerous models and studies are available which address the problem of retention and attrition of minority students in college. However, Tinto (1987), Richardson and Bender (1987), Ogbu (1983), and Nagasawa and Wong (1999) included an explanation of how minority students achieved academic success in college despite barriers along the path to success in college. Their strategy was to create a new theory, via conjecture, based on observations and existing theoretical models to provide some form of reasoning for the occurrence in question (Cornell & Hartmann, 2007; Nagasawa & Wong, 1999; Popper, 1968). The conjecture derived from the theory of subculture, which was developed by Cohen (1955) as he studied the culture of gangs among male juvenile delinquents.

According to Cohen (1955), the subculture of gangs was a result of problems of adjustment among children of the working class which gave way to gang (or subculture) behavior as an attempt to solve the problems of striving for status within a middle-class society (Cornell & Hartmann, 2007; Nagasawa & Wong, 1999). The subculture described by Cohen (1955) refers to the behavioral foundation for groups within a particular culture (Cornell &

Hartmann, 2007; Nagasawa & Wong, 1999). Members of the subculture focus on remaining detached from others outside the group while providing its members with a sense of status and identity. As with the development of gang subcultures as studied by Cohen (1955), the BGLO movement was established as a direct response to minority students' struggle to adjust to the demands of their environment. While the gang subculture provided its members with a sense of status and identity within the gangs, the BGLO movement provided its members with a sense of status within the realm of higher education.

The development of subcultures among minorities on college campuses can be attributed to the culture of educational institutions themselves. Educational institutions are structured or geared for educational elites (Cornell & Hartmann, 2007; Nagasawa & Wong, 1999). Due in part to such factors as the degree to which a student is prepped for college in secondary education and that particular student's family background, some students are more prepared to meet the demands of college than others (Cornell & Hartmann, 2007; Nagasawa & Wong, 1999). In general, White, middle-class students find it easier to gain access to mainstream social and intellectual life than do minority students. In fact, some minority students that come from predominantly Black high schools experience a certain level of culture shock upon entering a predominantly White college campus. In addition, minority students are more visible at PWIs thus viewed as outsiders and isolated from the majority White student population (Cornell & Hartmann, 2007; Nagasawa & Wong, 1999). Therefore, minority students must struggle to overcome the academic requirements of college, in addition to the social barriers embedded within the college culture (Allen, 1988, 2005; Feagin, 1992). Hence, the need for ethnic subcultures is evident in that it serves as a support system that helps sustain students in college (Cornell & Hartmann, 2007; Nagasawa & Wong, 1999).

As illustrated in Figure 2.2, the four axioms related to Nagasawa and Wong's Theory of Minority Students' Survival in College (1999) are:

> Axiom 1. "The Problem"
> In college, racial/ethnic minority students are more likely than nonminority students to face barriers of cultural/racial hostility, lack of college preparation, and social isolation in college.
>
> Axiom 2. "Ethnic Subculture and the Formation of Social Networks"
> If minority students are faced with barriers and a critical mass of minority students exists on campus, then they will form and relate to other in viable social networks rooted in ethnic subculture.
>
> Axiom 3. "Social and Academic Integration"
> If minority students are actively engaged in viable social networks, then they are more likely to be integrated into the college social and academic systems than students who are not.
>
> Axiom 4. "Success in College"
> If students are integrated into the college social and academic systems, then they are more likely to overcome barriers and succeed in college than students who are not. (p. 84)

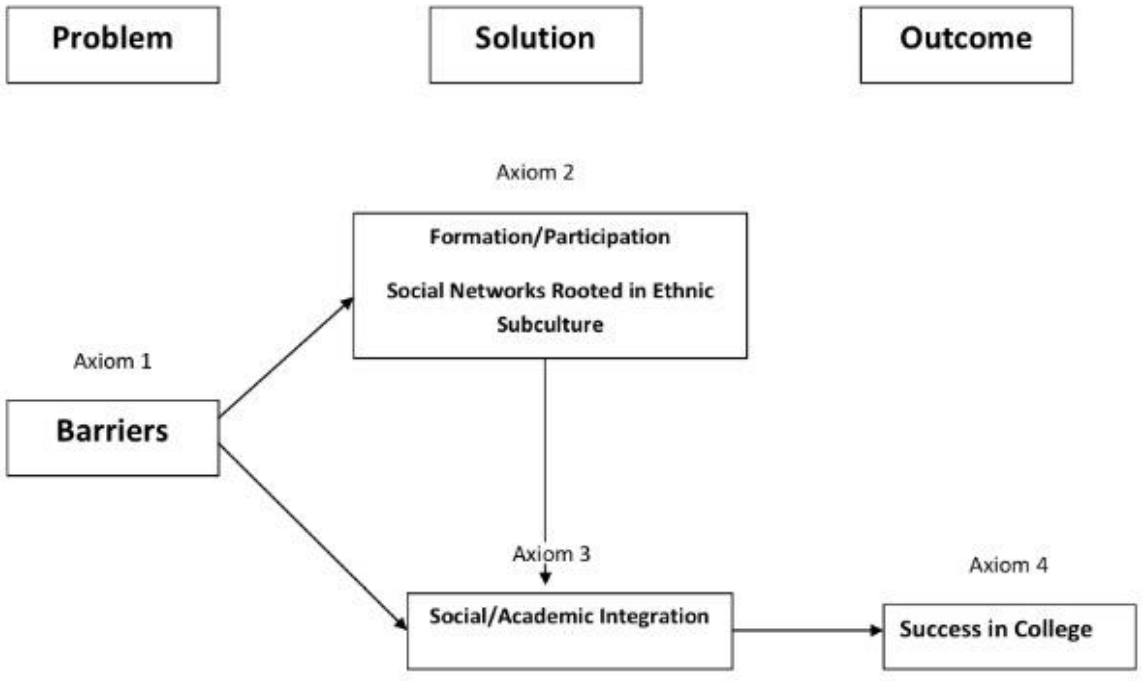

Figure 2.2 Nagasawa and Wong's (1999) theory of minority students' survival in college

As illustrated in Figure 2.3, Nagasawa and Wong (1999) highlighted four types of adaptive behaviors related to college survival. These adaptive behaviors (which are viewed as "pure" types) are determined based on the presence or absence of a critical mass of minority students as well as the presence or absence of social networks at the college.

	Barriers **Present**			
1. Critical Mass of Minority Students				
	Absent		**Present**	
2. Campus Social Networks				
	Absent	**Present**	**Absent**	**Present**
3.	Type 1 "Loner"	Type 2 "Ethnic"	Type 3 "Isolate"	Type 4 "Core"

Figure 2.3 Nagasawa and Wong's (1999) adaptive behaviors related to college survival

Type 1: The "Loner" adaptive behavior is the result of the absence of both a critical mass of minority students and campus social networks. The dropout risk is high for this adaptive behavior, due to the fact that minority students are forced to navigate the social and academic systems of college alone.

Type 2: The "Ethnic Islet" adaptive behavior is the result of the absence of a critical mass of minority students and the presence of social networks on campus. Under this adaptive behavior, minority students of the same ethnic group are more likely to spend time with each other, thus isolating themselves from the negative social and academic aspects of college. The members within the group provide the necessary support to help each other remain in college.

Type 3: The "Isolate" adaptive behavior is the result of the presence of a critical mass of minority students and the absence of campus social networks. Under this adaptive behavior, minority students are aware that there are other minority students on campus, yet the lack of social networks causes them to be isolated from each other. If social networks are not developed under this type, minority

> students are more likely to dropout under this type than if they were under the "Ethnic Islet" category.
>
> Type 4: The "Ethnic Core" adaptive behavior is the result of the presence of both a critical mass of minority students and campus social networks. Under this adaptive behavior, minority students are able to network both socially and academically with other students of the same ethnic group, thus creating a subculture on campus. These subcultures provide support of its members, thus making the chances of surviving college greater in this category that the other three categories. (Nagasawa & Wong, 1999, p. 85)

Strange and Banning's (2001) Dynamics of Campus Environments

A student's decision to withdraw or persist in college is affected by both individual characteristics and the characteristics of the college environment (Lewin, 1936; Strange & Banning, 2001). The ability of any postsecondary institution to carry out its educational mission and vision depends, in part, on how well its principal environmental features are understood and shaped accordingly (Strange & Banning, 2001). The success of both students and student organizations (such as BGLOs) is reliant upon both entities existing within a satisfying campus environment (Allen, 2013). For this reason, Strange and Banning's (2001) concept on the dynamic of campus environments served as the core conceptual framework for this study. Strange and Banning (2001) identified four dimensions that promote student development in an attempt to explain how students and the campus environment interact with each another. The four dimensions in student and campus environment interaction were: physical environment, human aggregates, organized environments and constructed environments (Strange, 2003). While this section highlights all four dimensions of Strange and Banning's (2001) dynamics of campus environments, the research for this study only utilized human aggregates and constructed environments.

Physical Environment

Within U.S. culture, the process of transitioning from high school to college coincides with the transition from late adolescence to young adulthood (Chickering & Reisser, 1993; Strange & Banning, 2001). An integral part of the transitional process is the actual selection of the postsecondary institution. The institution selected becomes a vital place to establish new relationships, test aspects of autonomy & identity, explore values, sample the wealth of human culture and knowledge, and pursue vocational interests and goals (Strange & Banning, 2001). While it would be ideal to state that all students that enter college persist to graduation, but as retention studies indicate, not all college experiences are successful. In fact, Strange and Banning (2001) stated:

> Anywhere from 30 to 60 percent of the students who enter college, depending on the type of institution, decide to leave before completing a degree or program certificate. At times, this decision to drop out of school is highly appropriate, given the developmental status and needs of some students. At other times, the decision to leave a particular institution may result from its failure to offer a sufficiently supportive educational environment or one congruent with its stated purpose and goals. (p. xi)

A prospective student's initial experience with a college campus is normally during a college visit (Strange, 2003). It is during this visit that the prospective student is exposed to the physical features of the campus. In fact, it is the physical features which are among the most important elements in developing that first impression of an institution (Strange, 2003; Sturner, 1973; Thelin & Yankovich, 1987). Everything from the physical layout of the campus and the shape/design of a residence hall to the interior color schemes and weather on the day of the campus visit play a part in a prospective student's connection to the physical environment. Existing research captured the importance of the physical environment and its influence within

three distinct positions: architectural determinism, architectural possibilism, and architectural probabilism (Bell, Fisher, Baum, & Greene, 1990; Porteous, 1977; Strange & Banning, 2001).

Architectural determinism is a philosophy that there is a direct link between the physical environment and human behavior (Strange & Banning, 2001). Determinism is also referred to as environmentalism. This philosophy suggests that behaviors are, to an extent, attributed to a direct, causal and mechanistic manner by the physical environment (Ellen, 1982; Strange & Banning, 2001). The limitation associated with this philosophy is that it does not account for the influence people have on the physical environment. For instance, people on campus routinely make alterations to the physical environment to meet their own needs, instead of allowing the physical environment to direct their behavior (Strange & Banning, 2001).

Architectural possibilism was developed to address the limitations of determinism. This philosophy views the physical environment as an influence on human behavior rather than a causal attribute as reflected in determinism (Strange & Banning, 2001; Wissler, 1929). Possibilism identifies the physical environment as a source of opportunities that may set limits on, but not restrict, behavior (Strange & Banning, 2001). For instance, an attempt to gain student support for an institution's sports teams would be challenging if the sports stadium was located miles away from campus. The limitation associated with possibilism is that it does not address the idea of the physical environment providing more than simply the opportunity for use (Strange & Banning, 2001). A campus walkway leading to the student center does more than create the opportunity for use, it creates a probability for use.

Architectural probabilism emerged to capture the probabilistic relationship between physical environments and behavior (Strange & Banning, 2001). This philosophy states that there is a probabilistic relationship between behaviors and the physical environment. For

instance, a facility with a warm and welcoming entrance will have a higher probability of use than a facility with a cold and unwelcoming entrance. The warm entrance does not cause entry to the facility, but it does increase the probability of use (Strange & Banning, 2001).

Architectural determinism, possibilism and probabilism each offer insight into the relationship between the physical environment (i.e., campus) and the behaviors of its occupants (namely current and prospective students) (Strange & Banning, 2001). These three concepts also support the idea that the physical environment with its designs and spaces, can influence both current and prospective students on campus (Strange & Banning, 2001).

Human Aggregate (Aggregate Environment)

Moos (1986) noted that the character of an environment is implicitly dependent on the typical characteristics of its members. According to Strange and Banning (2001), these human characteristics influence the level at which students are attracted to, and retained by, these environments. As it relates to this study, student organizations such as BGLOs possess the potential to attract and retain minority students to PWIs. According to Strange and Banning (2001), "the level of attraction and retention is partially dependent upon the nature of their work as reflected in the collective characteristics of present members" (p. 35).

Studies within recent decades have examined the nature of environments attributed to various human aggregates at postsecondary institutions (Strange & Banning, 2001). As they pertain to this research, the most relevant study was conducted by Clark and Trow (1966). According to Walsh (1973), Clark and Trow (1966) were among the first to observe that students share certain broad patterns of student orientation toward college which tend to give meaning to the informed relations among students. Clark and Trow (1966) described four subcultures on

college campuses: the Academic, the Nonconformist, the Collegiate, and the Vocational. Each subculture is the result of the combination of two dimensions: the degree to which students identify with the institution and the degree to which students identify with the institution's ideals.

Students within the Academic subculture identify as much with the institution as with its ideas. Students that fall into this category are considered serious students with high scholastic achievement and active participation in campus activities. Students within this group tend to graduate and enroll in graduate/professional programs while placing high value on the intellectual aspects of the institution (e.g., libraries, laboratories, and seminar rooms; Strange & Banning, 2001).

Students within the Nonconformist subculture share the high level of identity in terms of the institutions ideas, this group identifies very little (if at all) with the actual institution. Students within this group tend to have a sense of detachment from the institution as well as its faculty and administration (Strange & Banning, 2001). Students within this subculture tend to value individualism, personal identity, self-awareness and contempt for organized society (Strange & Banning, 2001; Walsh, 1973).

In contrast to the Nonconformist subculture, students in the Collegiate subculture, possess a certain level of loyalty to their institution, but remain indifferent or resistant to the ideas (Walsh, 1973). The Collegiate subculture tends to place high value on campus life, living group functions and valuable friendships (Strange & Banning, 2001).

Lastly, the Vocational subculture is characterized by students who care little about ideas or involvement in the institution (Strange & Banning, 2001). According to Walsh (1973), Vocational students view a college education as "off-the-job training leading to a diploma and a

better job than they could otherwise obtain. Ideas, scholarship, social life and extracurricular activities are not particularly valued" (p. 43).

While the descriptions provided of the aforementioned subcultures are somewhat dated, they are relevant to the present study of BGLOs. As it related to BGLOs located at PWIs, student affairs administrators continue to rely on the leaders of this particular subculture to get involved in campus activities (Strange & Banning, 2001). It is within this subculture where BGLOs are most prevalent, serving as conduits between minority students (both members and non-members) and the institution. For instance, BGLOs typically participate in campus-wide Welcome Week and Greek Week activities where organizations develop week-long activities available to all students on campus.

Organized Environments

According to Strange and Banning (2001), organizations can be viewed as environments with a purpose. The purpose of colleges and universities as organizations is threefold: educate students, construct and disseminate knowledge and serve the community (Strange, 2003; Strange & Banning, 2001). The degree to which a college or university is successful in each of the aforementioned categories is typically measured by activities associated with said categories. For instance, the level at which a college or university is successful at educating students can be measured by the number of courses taught or by an increase in test scores (Strange & Banning, 2001). A college or university's adequacy in constructing and disseminating knowledge may be measured by the number and quality of research grants obtained and faculty articles published. Finally, the level of community engagement of a college or university could be examined by

reviewing the college or university's participation in professional and civic groups in the community (Strange & Banning, 2001).

Whether implied or explicitly stated, the purpose of an organization serves as the guide for decision-making and resource allocation. While the overall decisions and allocation of resources will undoubtedly vary among organizations, Strange and Banning (2001) identified seven structural components that appear consistent among organizations: complexity, centralization, formalization, stratification, production, efficiency, and morale.

Complexity refers to the number of occupational subunits and specialties present, as well as the intensity and extent of the knowledge and expertise require in them (Hage & Aiken, 1970; Strange & Banning, 2001). According to Hage and Aiken (1970), this dimension is also evident in the degree to which an organization's members attempt to gain knowledge involving their respective activities and the overall organizational activities. Centralization refers to the way in which power is distributed in a particular setting (Hage & Aiken, 1970; Strange & Banning, 2001). As an organization, each postsecondary institution is charged with making a variety of decisions related to personnel, programs and resource allocation. Organizations are considered highly centralized when the decision-making responsibilities are shared among a few individuals. Organizations are considered as having a low degree of centralization (decentralized) when a number of individuals share the decision-making responsibilities (Strange & Banning, 2001).

Organizations typically form a set of rules and guidelines, thus establishing a degree of formalization (Strange & Banning, 2001). Formalization refers to the recognition of the importance of rules and guidelines in an organization. Formalization contains three key concepts: number of rules, specificity of established rules and the extent to which rules are enforced. Organizations are identified as being highly formalized when they rank high in each of

the aforementioned concepts. Stratification refers to the degree of differential distribution of an organization's rewards (i.e., income, esteem, perks, and prestige). Highly stratified organizations have many different levels of status, distinguished by rewards (Strange & Banning, 2001). Stratification can exist within student organizations when access to the organization's resources is limited to its leadership.

Production refers to the actual quality or quantity of an organization's products and/or services. According to Strange and Banning (2001), "all organizations need to produce for reasons of justifying their existence, maintaining current resources, attracting new resources and creating a sense of accomplishment" (p. 68). Efficiency refers to an organization's relative emphasis on the cost reduction of its products and/or services (Hage & Aiken, 1970; Strange & Banning, 2001). An organization is recognized as being highly efficient (or operating at maximum efficiency) when the highest production levels are realized from the fewest resources. Morale refers to the extent to which an organization's member or participants are satisfied with that particular organizational system (Strange & Banning, 2001). Higher morale is usually associated with lower turnover, and higher turnover is often reflective of lower morale (Strange & Banning, 2001).

Constructed Environments

The fourth dimension in student and campus environment interaction, constructed environments, differ from the physical environment, human aggregate and organizational environments in that it focuses on the subjective views and experiences of participant observers (Strange & Banning, 2001). The constructed environment assumes that the best way to gain an

understanding of a particular environment is to gather the collective perspectives of those within. Strange and Banning (2001) explained the fundamental difference as follows:

> Although an environment can be measured independently as being seventy degrees Fahrenheit (a physical fact), it may seem 'warm' to one person and 'cool' to another, leading one individual to put on a sweater and another to take one off. Likewise, identically composed human aggregates may seem 'friendly' to one person but 'overbearing' to another. Similarly, a high degree of formalization (many explicit rules), a feature of the organizational environment, may be reassuring to one participant yet restricting to another, with obvious consequences for their respective satisfaction. (p. 86)

At the core of this perceptual dimension is the idea that using the perceived perspective of both internal participants and external observers is important when attempting to gain insight and understanding into how people are likely to react to those environments. As it pertains to BGLOs, student affairs personnel, as well as university administrators at PWIs, should recognize the role organizations such as BGLOs play in helping to develop favorable perspectives of current and prospective minority students. According to Strange and Banning (2001), whether individuals are attracted to a particular environment, or satisfied and stable within the environment, is a function of how they perceive, evaluate and construct the environment. The concept of constructed environments utilizes the perception of an environment to gage the environmental press, social climate and campus culture (Allen, 2013; Strange, 2003). The present study focuses on the relationship between perceptions of an environment (e.g., college campus) and campus culture. Schein (1992) defined campus culture as:

> A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems. (p. 12)

Kuh and Hall (1993) utilized the work of Dyer (1986), Lundberg (1985), and Schein (1985) to develop and describe four levels of campus culture: artifacts, perspectives, values, and

assumptions. Artifacts are tangible aspects (e.g., physical, verbal and behavioral) which possess meaning that is only known by members of the organization (Kuh & Hall, 1993; Strange & Banning, 2001). All postsecondary institutions have some physical artifacts (e.g. buildings and landscape features) that are unique to that particular institution. These physical artifacts normally serve as a point of interest on a typical admissions or orientation tour (Strange & Banning, 2001). Such artifacts as a postsecondary institution's "Founders Hall", newly constructed library, state of the art classroom or dormitory all serve as examples of physical environments that would more than likely be highlighted on a college tour. Verbal artifacts include language, stories, and myths (Strange & Banning, 2001). Language includes institution-specific terms as well as cultures and subcultures typical of college-age individuals (Hancock, 1990; Strange & Banning, 2001). Stories would focus on significant individuals and events unique to a particular institution. Behavioral artifacts include campus rituals and celebratory activities and events that serve to connect members to the institution, acknowledge their participation in the institution's subcultures (sorority and fraternity pledging) and mark the completion of their experience at the institution (commencement) (Strange & Banning, 2001).

According to Kuh and Hall (1993), perspectives are the rules and norms shared and accepted by society. Perspectives define how things are done and determine what is deemed as acceptable behavior for all parties associated with the institution (Kuh & Hall, 1993; Strange & Banning, 2001). Perspectives are fairly easy to determine and the various group members identify and adhere to those perspectives. Therefore, students become aware of appropriate customs and ideologies on campus fairly quickly (Strange & Banning, 2001). Members of the culture and subcultures on campus recognize certain perspectives as typical of those who reflect and construct institutional culture (Strange & Banning, 2001). In the case of BGLOs at PWIs,

the perspectives current BGLO members have of the institution can become the perspective of new members as well as non-members who look to BGLOs for support on campus.

The third level of campus culture is values. Compared to perspectives, values are more abstract and reflect the ideals of the institution. Values serve as the basis for which members of the culture or subculture judge people and action (Kuh & Hall, 1993; Strange & Banning, 2001). According to Strange and Banning (2001), an institution's catalogs, vision, mission statement and core planning documents all provide insight into the institution's values. Just as postsecondary institutions have values, BGLOs also possess values which reflect the ideals of the organization. For instance, Alpha Phi Alpha's mission statement is to promote scholarship, develop leadership and uplift the downtrodden of mankind through service (Alpha Phi Alpha Fraternity, 2008a). The organization's mission statement reflects its aims of manly deeds, scholarship and love for all mankind (Alpha Phi Alpha Fraternity, 2008a). For both members and nonmembers alike, Alpha Phi Alpha's aims and mission statement reflect the values of the organization.

The fourth, and arguably deepest, level of campus culture is assumptions. Kuh and Hall (1993) defined assumptions as "tacit beliefs that members use to define their role, their relationship to others, and the nature of the organization in which they live" (p. 17). Schein (1992) provided a suggestion which stated that other artifacts of organizational culture (e.g. organizational missions, primary goals and the means chosen to measure goals) all reflect the following assumptions:

1. The nature of reality and truth: The shared assumptions that define what is real and what is not, what is a fact in the physical realm and the social realm, how truth is ultimately to be determined and whether truth is revealed or discovered.

2. The nature of time: The shared assumptions that define the basic concept of time in the group, how time is defined and measured, how many kinds of time there are, and the importance of time in the culture.
3. The nature of space: The shared assumptions about space and its distribution, how space is allocated and owned, the symbolic meaning of space around the person, the role of space in defining aspects of relationships such as degree of intimacy or definitions of privacy.
4. The nature of human nature: The shared assumptions that define what it means to be human and what human attributes are considered intrinsic or ultimate. Is human nature good, evil or neutral? Are human beings perfectible or not?
5. The nature of human activity: The shared assumptions that define what is the right thing for human beings to do in relating to their environment on the basis of the foregoing assumptions about reality and the nature of human nature. In one's basic orientation to life, what is the appropriate level of activity or passivity? At the organizational level, what is the relationship of the organization to its environment? What is work and what is play?
6. The nature of human relationships: The shared assumptions that define what is the ultimate right way for people to relate to each other, to distribute power and love. Is life cooperative or competitive; individualistic, group collaborative, or communal? What is the appropriate psychological contract between employers and employees? Is authority ultimately based on traditional lineal authority, moral consensus, law or charisma? What are the basic assumptions about how conflict should be resolved and how decisions should be made? (Schein, 1992, pp. 95-96)

According to Schein (1985), the purpose of organizational culture is to solve problems of external adaptation and internal integration. External adaptation focuses on what is required of groups to survive in a changing environment, while internal integration focuses on what groups must do to function and maintain internal relationships (Schein, 1985; Strange & Banning, 2001). The issues associated with external adaptation include developing the following: a core mission, specific goals, a strategy to achieve set goals, criteria for measuring success and revised strategies for achieving goals not met (Strange & Banning, 2001). Internal integration deals with establishing and maintaining a set of concepts and common language, developing a selection criteria for those seeking membership, deciding how power is used, delimiting relationships, providing insight on the nature of rewards and punishment, and developing the core ideology of

the group to guide the group during unexpected events (Schein, 1985; Strange & Banning, 2001). When examined through the lens of organizational culture, it can be argued that formal student organizations such as BGLOs are subcultures that assist students in developing a sense of meaning of the college experience. "In effect, they are powerful tools in socializing students to the goals and purposes of higher education, what it means to be a member of a community and how to go about the business of being a college student" (Strange & Banning, 2001, p. 104).

BGLOS and WGLOs at PWIs

Recent and historical research indicate that Black students face a significant amount of adversity while attending PWIs (Feagin et al., 1996; Flowers, 2002; Hinderline & Kenny, 2002; Lewis et al., 2001; Solorzano et al., 2000). According to Patton et al. (2011), Black students often feel isolated, marginalized and excluded at PWIs while dealing with the added challenges of adapting to the academic and social cultures on campus. Such feelings are due in large part to the perceived uneasy campus racial climate at PWIs (Ancis, Sedlacek, & Mohr, 2000; Cabrera, Nora, Terenzini, Pascarella, & Hagedom, 1999; Hurtado, 1992; Rankin & Reason, 2005). The literature on racial climates at colleges and universities details numerous instances of Black students being excluded from study groups and experiencing lower expectations from school faculty (Patton et al., 2011). With such adversity, Black students often seek support and networks from such organizations as Black student unions and BGLOs. According to Brown (2000), "social support is arguably the most important determinant of college success and satisfaction, particularly for Black students attending predominantly White institutions" (p. 480).

BGLOs and White Greek letter organizations (WGLOs) are governed by separate and independent organizations, which may explain some of the differences between these Greek

societies. BGLOs (both fraternities and sororities) are governed by the National Pan-Hellenic Council (NPHC) while White fraternities and sororities are governed by the Interfraternity Council (IFC) and National Panhellenic Conference (NPC) respectively. Until the Civil Rights movements of the 1960s, most historically White Greek letter organizations prohibited non-Whites from obtaining membership (Parks, 2008; Whipple, Baier, & Grady, 1991). Although federal regulations have been in place prohibiting discrimination based on race since the 1960s, Black and White Greek letter organizations remain predominantly segregated.

Whipple et al. (1991) compared Black and White Greeks at a PWI. They collected information on the length of time students affiliated with their chapter; economic factors; family education levels and various academic variables. Their results showed that only 7.9% of Black Greeks joined their fraternity/sorority as a freshman while 81.6% of White Greeks joined their fraternity/sorority as a freshman. Therefore, Black Greeks are active within their undergraduate chapters for a shorter period than White Greeks in college (Parks, 2008; Whipple et al., 1991). The shorter time frame in Greek life as an undergraduate student may have a direct relationship to the increased levels of alumni participation in undergraduate chapter matters post-graduation for Black Greeks compared to White Greeks (Parks, 2008; Whipple et al., 1991).

Data on economic factors showed that over 76% of Black Greeks received some form of need-based financial aid compared to only 18% of White Greeks (Whipple et al., 1991). The study showed that over 40% of Black Greeks were first generation college students compared to only 13.7% for White Greeks (Whipple et al., 1991). These factors could possibly contribute to the sense of social responsibility and need for achievement among Black Greeks.

Whipple et al. (1991) also found that "BGLOs provide the major social structure for most Black students on campus, both members and non-members alike, whereas WGLOs generally

only provide social activities for their own members, guests and other WGLOs" (p. 141). Lastly, compared to WGLOs, Whipple et al. (1991) suggested that BGLOs are more service oriented than WGLOs, emphasizing a sense of social obligation and high achievement among members.

Talented Tenth Theory

In 1903, W.E.B. Dubois wrote his *Talented Tenth* essay based on his belief that the advancement of Blacks would come from one-tenth of the total Black population. This belief led Dubois to stress the importance of college trained Blacks. While Dubois' emphasis on the importance of higher education among Black *men* reflected the mores of his time, the theory is applicable to the educational progression of Black *women* as well.

The Talented Tenth served as Dubois' manifesto of how to solve The United States' problem of developing Blacks after Lincoln's 1863 Emancipation Proclamation. Dubois stressed three primary points in support of his ideology on *The Talented Tenth*. First, he highlighted the accomplishments of past Black men to justify his stance that such men were worthy of leadership. Secondly, he provided information regarding how the aforementioned men were educated and developed for leadership (DuBois, 1903, 2008). Lastly, he showed their relation to the problem(s) facing Blacks during that time (DuBois, 1903, 2008).

Dubois demonstrated his support of the Emancipation Proclamation by showing how slavery inadvertently crippled U.S. society as a whole. DuBois (1903) stated in *The Talented Tenth:*

> From the very first it has been the educated and intelligent of the Negro people that have led and elevated the mass, and the sole obstacles that nullified and retarded their efforts were slavery and race prejudice; for what is slavery but the legalized survival of the unfit and the nullification of the work of natural internal leadership? Negro leadership therefore sought from the first to rid the race of this

> awful incubus that it might make way for natural selection and the survival of the fittest. (para. 3)

Dubois understood that in order to cultivate a nation with newly freed men, that nation would have to invest in the education of those men so that they could become productive members of society. Rather than force newly freed Black men to fend for themselves, Dubois believed that the nation as a whole would benefit more from educating and training these men so that they could provide for themselves and their families. In cultivating this "talented tenth" of the Black population, The United States would begin the process of developing a race of people who would contribute to the success of the nation as opposed to serving as a hindrance to such progress.

While Dubois' essay was written at the inauguration of the BGLO movement, the ideology of *The Talented Tenth* remains prominent within today's BGLOs. BGLOs seek to recruit potential members who are well equipped to carry forth the mission and vision of that particular organization (Nealy, 2007). This ideology is evident in each organization's commitment to serving their communities and developing leadership within their respective organizations. *The Talented Tenth* reflected Dubois' thoughts regarding leadership in the Black community as well as his strategy for utilizing that leadership for the advancement of the entire race (DuBois, 2008; Green, 1977). As it pertains to the possible relevance of BGLOs today, the idea of *The Talented Tenth* lies within BGLOs overcoming their current challenges with the goal of continuing to engage in service to the community and social action.

Relevant BGLO Studies

The need for, and relevance of BGLOs, both within and outside these organizations, has often been the topic of discussion (McKenzie, 1990; Parks, 2008; Ruffins & Roach, 1997).

Black college students with a desire to be active on campus tend to join student organizations such as BGLOs (Kimbrough, 1997, 2003; McClure, 2006; Ross, 2000). Membership in BGLOs has provided Black students at both HBCUs and PWIs the opportunity to gain experience in leadership roles, social engagement and networking, all of which having academic achievement and community service as their focal points (Harper, 2008; Harper & Harris, 2006; Kimbrough, 1995, 1997; Patton & Bonner, 2001a). While history has documented the impact of BGLOs on Black college students (Kimbrough, 1997, 2003), the broader relevance of BGLOs remains a critical topic of debate on college campuses (Patton et al., 2011).

Patton et al. (2011) examined the degree to which Black college students' affiliation with a BGLO contributed to engagement in effective educational practices. The researchers used data provided by the National Survey of Student Engagement (NSSE). The purpose of the NSSE is to measure students' participation in educational experiences that prior studies have associated with valued outcomes. The NSSE collects data from thousands of first-year students and seniors at 4-year colleges and universities across the nation each year (Patton et al., 2011). The research utilized data collected in 2003. During this year, the participating colleges and universities (437 in total), provided approximately 350,000 student files from which the study's sample was selected. The NSSE standard sampling method required an equal number of first-year students and seniors selected for the study (Patton et al., 2011). For the study, a sample of 9,539 was obtained with 2,996 HBCU students and 6,543 PWI students. For HBCUs, approximately 8% of the sample were members of Greek letter organizations, while approximately 7% of the sample at PWIs were members of Greek letter organizations. According to Patton et al. (2011):

> The results of the study suggest that, similar to previous findings that compared HBCU and PWI student outcomes (Fleming, 1984; Flowers & Pascarella, 1999; Nelson Laird, Bridges, Morelon, Williams, & Salinas Holmes, 2007; Watson & Kuh, 1996), African American students in fraternities and sororities at HBCUs are slightly more engaged in

> effective educational practices than African American students in fraternities and sororities at PWIs. While the study provided a comparison of BGLO members at HBCUs compared to those at PWIs, the overall finding of the study that membership in these organizations enhances African American student engagement. (p. 119)

While the study provided a comparison of BGLO members at HBCUs compared to those at PWIs, the overall findings suggest that membership in these organizations enhances Black student engagement (Patton et al., 2011).

Kimbrough and Hutcheson (1998) studied the impact of membership in BGLOs on Black students' involvement in collegiate activities and their development of leadership skills. Kimbrough and Hutcheson's study was comprised of an actual sample of 387 Black students from 12 institutions (7 PWIs and 5 HBCUs) (Kimbrough & Hutcheson, 1998). Of the 387 students used in the study, 62% were from HBCUs. Greek students made up 47% (n=183) of the total sample, with most (60% or 110) attending PWIs (Kimbrough & Hutcheson, 1998).

Kimbrough and Hutcheson (1998) used three survey instruments: the Student Involvement and Leadership Scale (SILS), the Competing Values Management Skills Instrument (CVMSI), and the Leadership Assessment Scale (LAS). The SILS, developed by the researchers for their study, assesses participants' levels of involvement in student, community and civic organizations at three points: high school, freshman year, and their present year of college (Kimbrough & Hutcheson, 1998). The CVMSI was developed by Quinn (1998) to assess leadership potential by measuring respondents' self-reported scores on 32 tasks. The LAS was also developed by the researchers for this particular study. The LAS was used to "measure students' perceptions of the ability of different student organizations and student leadership positions to offer opportunities for the development of leadership skills" (Kimbrough & Hutcheson, 1998, p. 99).

Kimbrough and Hutcheson's findings suggest that BGLO members are more likely to be involved in campus organizations and activities than their non-BGLOs affiliated peers (Kimbrough & Hutcheson, 1998; Parks, 2008). Their results also suggest that BGLO members have an increased level of campus involvement within their particular fraternity/sorority as well as other/non-Greek affiliated organizations on campus (Kimbrough & Hutcheson, 1998; Parks, 2008). Finally, according to Kimbrough and Hutcheson (1998), Black Greeks and non-Greeks in the study sample shared similar views on the ability of various student organizations and positions to develop leadership skills in Black students. Additionally, BGLO members believed that their organizations fostered more development of leadership skills for its members than their non-BGLO affiliated counterparts (Kimbrough & Hutcheson, 1998; Parks, 2008).

McClure (2006) studied Black Greek fraternity members at a PWI to examine the function of fraternity membership. McClure interviewed 20 upperclassmen who were members of a single BGLO at a PWI, representing various majors, and ranging in age from 19 to 23 (McClure, 2006). The interview process utilized a hybrid approach which combined elements of the interview guide approach with a standardized open-ended interview (McClure, 2006; Patton et al., 2011). The interviews, which lasted from 25 to 90 minutes, were analyzed for common themes (McClure, 2006).

McClure (2006) found that membership in fraternities increased the sense of closeness participants felt with not only each other, but the campus as well. As it relates to Blau's (1994) ideas about the role and function of voluntary associations, the fraternity was one mechanism through which its members could connect to Black history (McClure, 2006). According to McClure (2006):

> The history of the fraternity and its previous members provided an important personal connection to Black history and created a need for the members to live up to this legacy.

> Several members talked about how learning about the historical figures who were members of the fraternity made them feel more personally connected to that history, often times to men who were already personal heroes. (p. 1045)

McClure (2006) also provided insight regarding the importance of fraternities in providing social networks for its members and nonmembers alike. While most members expressed high levels of satisfaction with college life, they also expressed a sense of understanding regarding the challenges minority students face while attending a PWI (McClure, 2006). Participants expressed the notion of minority students experiencing a unique degree of alienation at PWIs which can have adverse effects on their academic performance (Feagin & Sikes, 1995; Kimbrough, 2003; Steele, 1999). As a result of the alienation felt on campus by minority students, BGLOs feel a sense of responsibility to reach out to other minority students and help them feel a part of the campus community. As a minority student at a PWI, building strong relationships with BGLO members can help to alleviate the sense of alienation at college (McClure, 2006).

McClure's (2006) findings help provide insight into the importance of providing supportive environments for members that encourage success in college and provide a sense of satisfaction with their campus experiences (Knox, Lindsay, & Kolb, 1992). These findings are especially important in the context of current questions about the value and the purpose of Greek organizations (Kimbrough, 1995, 2003).

Summary

Greek letter organizations provide their members with a chance to align themselves with other students who share similar values and cultures (Andersen et al., 2002). Tinto (1987) stated that "though the existence of minority subcultures does not, in itself, ensure persistence, the

absence of compatible student groups does appear to undermine the likelihood of persistence" (p. 59). In Tinto's model, one of the main components in determining a student's decision to either stay in school or dropout is their social integration. BGLOs fulfill the social interaction as well as support for the academic integration (GPA requirements); institutional requirements (must be enrolled to be active within the chapter) facets of the model.

As described in the Nagasawa and Wong (1999) theory of minority student survival, the role of subcultures within a society is important in terms of the survival of the members within those subcultures. BGLOs serve as a subculture within PWIs providing a sense of identity as well as a support system to its members within a culture that views them as outsiders. BGLOs address the problems faced by minority students (Axiom 1) by providing social networks (Axiom 2) which provide an avenue for social/academic integration (Axiom 3) thus leading to the increased probability of college survival (Axiom 4).

The birth of the BGLO movement was a direct response to the need for minority students to ban together with the goal of providing both social and academic support within a culture where they were viewed as outcasts. According to Whipple et al. (1991), studies have shown the disparity between Black and White Greeks in terms of educational level and economic factors which led to Black Greeks developing a sense of social obligation as well as the need for high achievement among themselves which is an echo of *The Talented Tenth* ideology. With *The Talented Tenth* theory serving as an ideological foundation, membership in predominantly Black fraternal organizations serves as a rite of passage for young Black men and women seeking to transition into productive members of society. However, it is the social and academic integration provided by these organizations, which serves as the drawing factor for minority students at PWIs.

CHAPTER III

METHODOLOGY

Population and Sample Description

The study population, as outlined in Table 3.1, consisted of undergraduate students at four public universities located in the state of Tennessee: Tennessee State University (TSU), University of Tennessee at Knoxville (UTK), University of Tennessee-Chattanooga (UTC), and University of Tennessee at Martin (UTM). The study utilized convenience sampling based on the need to obtain a sample with a willingness to participate in the study. The sample, as outlined in Table 3.2, consisted of those undergraduate students who completed the survey prior to the deadline. The sample also included full-time or part-time undergraduate students.

Table 3.1 Population Description

Institution	Black	White	Other	Total
UTK	1,468 (6.6%)	17,369 (78.5%)	3,302 (14.9%)	22,139 (100%)
UTC	1,081 (10.6%)	7,787 (76.6%)	1,302 (12.8%)	10,170 (100%)
UTM	856 (13.6%)	4,883 (77.8%)	540 (8.6%)	6,279 (100%)
TSU	5,221 (73.8%)	1,482 (21.0%)	370 (5.2%)	7,073 (100%)
Total	8,626 (18.9%)	31,521 (69.0%)	5,514 (12.1%)	45,661 (100%)

Table 3.2 Sample Description

Institution	Black	White	Other	Total
UTK	24 (72.7%)	6 (18.2%)	3 (0.1%)	33 (100%)
UTC	61 (37.4%)	78 (47.9)	24 (14.7%)	163 (100%)
UTM	12 (54.6%)	7 (31.8%)	3 (13.6%)	22 (100%)
TSU	47 (87.0%)	3 (5.6%)	4 (7.4%)	54 (100%)
Total	144 (52.9%)	94 (34.6%)	34 (12.5%)	272 (100%)

Independent Variables

The independent variables in the study consisted of the demographic information collected for each participant, including campus location (i.e., TSU, UTK, UTC, or UTM); class standing (i.e., Freshman, Sophomore, Junior, or Senior); current status (i.e., Full Time or Part Time); grade point average (i.e., 2.00 or below, 2.01-2.49, 2.50-3.09, 3.10-3.59, 3.60-4.00); gender (Male or Female); race/ethnicity (i.e., Asian, Black/African-American, White/Caucasian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, Other); fraternity/sorority membership (i.e., Yes or No), and organization's governing council for those participants indicating they were a member of a fraternity or sorority (i.e., NPC, IFC, NPHC, or N/A).

Dependent Variables

The dependent variables for this study were 1) each participant's perception of relevance (or lack thereof) regarding BGLOs at PWIs, and 2) student learning outcomes. Student perceptions were measured using student responses on the relevance of BGLOs at their

universities based on five scales (leadership, community engagement, campus engagement, administrative support and overall relevance). Student learning outcomes were measured using the self-reported grade point average information collected in the demographics section of the survey. The scale available for recording grade point average was 2.00 or below, 2.01-2.49, 2.50-3.09, 3.10-3.59, and 3.60-4.00.

Instrumentation

The researcher gathered data using a researcher-developed survey. In developing the survey questions, the researcher focused on creating questions which would accurately measure student perceptions of BGLOs at PWIs based on the following scales: 1) leadership, 2) campus engagement, 3) community engagement, 4) administrative support and 5) overall relevance. To ensure that the questions developed had face and content validity, the researcher invited a panel with expertise in higher education, student development/student life, Greek life, BGLOs and assessments to review the instrument for content validity. The details regarding the process of validating the survey are highlighted in the Validity and Reliability section.

Once validated, the relevance survey questions were uploaded to Qualtrics Survey Software. An email communication containing the link to the survey was submitted to colleagues for a test run to ensure that the survey was functioning properly. Upon receiving confirmation from all colleagues, an email communication was submitted to the dissertation chair for final confirmation. When the proposal phase was approved and IRB approval was obtained, an email to key contacts at each university was submitted for distribution to all undergraduate students who were enrolled at TSU, UTK, UTC, and UTM with a link to the survey on Qualtrics Survey Software.

The survey consisted of a consent form, which provided information regarding the purpose of the study, voluntary participation, the process of actually completing the survey, confidentiality statements and contact information for IRB contacts at each university. The consent form concluded with an option to "agree" with the consent form and proceed with the survey or "disagree" with the consent form, which took the participant to the end of the survey. The survey measured student perceptions of BGLOs at PWIs based on five scales (i.e., leadership, community engagement, campus engagement, administrative support, and overall relevance). The researcher provided definitions for each scale along with 3 to 4 questions, which measured student perceptions of each scale.

The survey used a Likert scale in which the response to each question ranged from 1, strongly agree, to 5, strongly disagree. The survey concluded with demographic information, including campus location (i.e., TSU, UTK, UTC, or UTM); class standing (i.e., Freshman, Sophomore, Junior, or Senior); current status (i.e., Full Time or Part Time); grade point average (i.e., 2.00 or below, 2.01-2.49, 2.50-3.09, 3.10-3.59, 3.60-4.00); gender (Male or Female); race/ethnicity (i.e., Asian, Black/African-American, White/Caucasian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, Other); fraternity/sorority membership (i.e., Yes or No) and organization's governing council (i.e., NPC, IFC, NPHC, or N/A).

In constructing the researcher-developed survey, it was important to place the demographic items in the most appropriate section of the instrument. Consensus within the research community was to place demographic items at the end of the instrument (Colton & Covert, 2007). Dillman (2000) and Babbie (1990) suggested placing demographic information at the end of surveys to keep participants engaged and avoid possible discomfort from answering questions deemed to be sensitive and personal.

Reliability and Validity

According to Warwick and Linninger (1975), the two primary goals in questionnaire design are 1) obtaining relevant information as it pertains to the overall purpose of the study, and 2) collecting information with maximum reliability and validity. In developing the research study, the researcher had to deal with reliability and validity issues that posed a threat to the overall credibility of the study. Carmines and Zeller (1979) described reliability as the propensity towards finding a degree of consistency within recurring measurements. The reliability of the instrument, as well as the scale reliability, were examined at the end of the data collection phase of the study.

The researcher calculated Cronbach's alpha (α) to provide evidence of the internal consistency reliability of the instrument. Cronbach's alpha reflects the degree to which the scale items measure the same construct (Ritter, 2010). "Internal consistency coefficients are convenient to calculate because such coefficients require only a single measure given at one time" (Ritter, 2010, p. 6). Based on the responses provided by the BGLO survey validation panel, Question L3 (National Pan-Hellenic Council organizations promote a sense of responsibility on campus) did not accurately measure leadership as defined by the researcher. Therefore, this item was removed from both the calculation of Cronbach's alpha and the survey, resulting in a total of 17 items.

In developing a study focused on student perceptions, the researcher had to address common method variance. Common method variance is variance due to the measurement method rather than the constructs the measures represent (Reio, 2010). In particular, the self-report nature of the questionnaire study could yield bias (positive or negative) regarding student perceptions of BGLOs at PWIs. The self-report method used in this study relied on each

respondent's emotions and personal feelings about BGLOs at that point in time. For instance, if the researcher had a group of participants who completed the survey on a day when the news media released a story about a hazing incident involving a BGLO, it is safe to assume that the participants' perceptions of the relevance of BGLOs for that day may not have been an accurate reflection of the participants' overall perceptions of BGLOs. Therefore, the researcher communicated the importance of responding to each survey question in terms of the participants' overall experiences rather than isolated moments or experiences to improve stability and reliability in the research results.

In addition to reliability, the researcher also had to address validity issues related to content and face validity factors. Content validity refers to the extent to which the items in the survey measure what they are intended to measure. Face validity refers to the extent to which the survey looked like it would accurately measure student perceptions of the relevance of BGLOs. To ensure the face and content validity of the survey, the researcher assembled a panel of 11 experts with experience in BGLOs. The validation process began with the researcher identifying the scales associated with the survey which were a total of 18 questions. The researcher also provided a definition of each scale. The panel was charged with using their professional experiences and expertise to determine if each item belonged to its particular scale by indicating Yes, No or Not Sure on the validity survey.

The validation process used a points rating scale with "1" being assigned for each "Yes" response and "0" being assigned to each "No" or "Not Sure" response. The researcher established a benchmark approval rate of 70% for each question. The approval rates were calculated by taking the total scores of each question and dividing this figure by 11 (total number of respondents). All questions receiving a score below 70% were removed from the final version

of the survey. Based on the responses provided by the BGLO survey validation panel, the original leadership question #3 which was "National Pan-Hellenic Council organizations promote a sense of responsibility on campus," scored an approval rate of 64%. Therefore, leadership question #3 was removed from the BGLO survey, thus resulting in a total of 17 questions.

Research Design

The research design utilized both descriptive and inferential statistics. Descriptive statistics were used to describe the characteristics of a given sample (Urdan, 2010). Inferential statistics were used to provide a generalization about the population using the information gathered from the sample (Urdan, 2010). The data was analyzed for a possible relationship between the demographic information collected and student perceptions of the relevance of BGLOs at PWIs.

The researcher also established partnerships with key staff members at each university (i.e., TSU, UTK, UTC, and UTM) regarding the process of sending an email communication to the undergraduate student populations at each school. The email from each partner contained a link to the survey. The survey served as my primary medium for obtaining quantitative data.

The researcher used *t*-tests and One-Way ANOVA tests to analyze the data collected. The dependent variables for this study consisted of the five scales (i.e., leadership, campus engagement, community engagement, administrative support, and overall relevance) used to measure student perceptions of the relevance of BGLOs at PWIs. Based on the dichotomous data type associated with status, gender and fraternity/sorority membership, a *t*-test was used to analyze these independent variables and determine whether a difference exists between the two

groups identified. The remaining independent variables (i.e., campus location, class standing, grade point average, race/ethnicity, and organization's governing council) were analyzed using One Way ANOVA due to their categorical data type with more than two levels. The One Way ANOVA was used to determine whether a difference existed between more than two groups identified.

CHAPTER IV

RESULTS

Introduction to Results

The purpose of this study was to compare student learning outcomes of Black students with BGLO membership with those for Black students not associated with a BGLO. The study also explored student perceptions of the relevance of BGLOs at four universities located in Tennessee. The study took into consideration possible variations in the perceived relevance of BGLOs based on a number of demographic factors. The research questions used to guide the study are listed in the Overview of Study Results section of this chapter.

To measure the reliability of the survey, the researcher ran Cronbach's alpha. A reliability coefficient of .7 is deemed acceptable in most social science research studies (Urdan, 2010). The results of the Cronbach's alpha test yielded a score of .817, thus establishing the reliability of the instrument.

The researcher developed a correlation matrix which measured the relationships between each scale as well as the demographic information collected in the survey. According to Searle and Khuri (2017), examining the absolute values of each correlation, as displayed in Table 4.1, the following assumptions were used to interpret the results of each matrix:

Table 4.1 Interpretation of Correlation Values

Absolute Value	Interpretation
1.00	Perfect Correlation
0.80-0.99	Strong Correlation
0.50-0.79	Moderate Correlation
0.30-0.49	Weak Correlation
0.00-0.29	Possible Correlation

Results of the study showed that there were moderate to strong correlations between leadership, community engagement and overall relevance scales. However, campus engagement and administration support scales were not significantly related to any of the other scales. Aside from a weak correlation between race/ethnicity and organization's governing council, Table 4.2 shows that no significant relationships were found between the independent variables used in the survey and the following (i.e., campus location, class standing, grade point average, gender, race/ethnicity, fraternity/sorority membership, and organization's governing council).

Table 4.2 Interitem Correlation Matrix

	L/S	CoE/S	CaE/S	A/S	O/R	Univ	Class	Status	GPA	Gender	R/E	F/S	G/C
L/S	1.000	.828	.246	-.016	.774	-.310	-.380	-.145	-.106	-.157	.471	.101	-.407
CoE/S	.828	1.000	.228	.056	.792	-.207	-.233	-.078	-.119	-.215	.475	.054	-.356
CaE/S	.246	.228	1.000	-.046	.287	.062	-.181	-.185	.193	-.058	.069	.179	.025
A/S	-.016	.056	-.046	1.000	.041	-.207	.036	-.080	.074	-.067	-.137	-.125	.129
O/R	.774	.792	.287	.041	1.000	-.318	-.284	-.099	-.099	-.319	.486	-.034	-.271
Univ	-.310	-.207	.062	-2.07	-.318	1.000	.094	.144	-.001	.129	-.299	.190	.291
Class	-.380	-.233	-.181	.036	-.284	.094	1.000	.348	-.044	-.016	-.156	-.220	-.019
Status	-.145	-.078	.193	-.080	-.099	.144	.348	1.000	-.196	.092	-.049	-.081	.005
GPA	-.106	-.119	-.058	.074	-.099	-.001	-.044	-.196	1.000	-.163	-.222	-.007	.261
Gender	-.157	-.215	.069	-.067	-.319	.129	-.016	.092	-.163	1.000	-.044	.046	-.154
R/E	.471	.475	.179	-.137	.486	-.299	-.156	-.049	-.222	-.044	1.000	-.142	-.448
F/S	.101	.054	.025	-.125	-.034	.190	-.220	-.081	-.007	.046	-.142	1.000	-.025
G/C	-.407	-.356	.051	.129	-.271	.291	-.019	.005	.261	-.154	-.448	-.025	1.000

Key
L/S: Leadership Scale
CoE/S: Community Engagement Scale
CaE/S: Campus Engagement Scale
A/S: Administration Support Scale
O/R: Overall Relevance Scale
Univ: University of attendance
Class: Class standing (freshman, sophomore, etc.)
Status: Status of student (full time, part time)
GPA: GPA category
Gender: Gender category
R/E: Race/ethnicity category
F/S: Fraternity/sorority membership category
G/C: Governing council category for students with fraternity/sorority membership

However, in examing the relationships between each scale and the demographic information, the correlation matrix revealed weak correlations within the leadership, community engagement and overall relevance scales. The leadership scale had weak correlations with university attendance, class standing, race/ethnicity and organization's governing council. The community engagement scale had weak correlations with race/ethnicity and organization's governing council. The overall relevance scale had a weak correlation with the race/ethnicity.

Overview of Study Results

In this section, the researcher used descriptive statistics to describe the characteristics of the population sample. In addition, the researcher highlighted the findings for Research Questions 1-3. The researcher ran a Chi square test for Research Question 1. For Research Questions 2a-3, the researcher ran ANOVA and *t*-tests. An alpha value of .05 for all tests. The research questions associated with this study were:

RQ1: Is there a significant difference in the self-reported GPAs of Black students who are members of BGLOs versus those who are not members of BGLOs?

RQ2: Is there a significant difference in student perceptions of the relevance of BGLOs based on the following variables?

a(1) campus location

a(2) campus location segmented by race

b) GPA category

c) class standing

d) race/ethnicity

e) full or part-time status

f) gender

g(1) Greek affiliation

g(1) Greek affiliation for Black students only

h) type of institution (i.e., HBCU or PWI)

RQ3: For those students who are members of a fraternity or sorority, is there a significant difference in student perceptions of the relevance of BGLOs based on the organization's governing council (i.e., NPHC, NPC, and IFC)?

Results for Research Question 1

Is there a statistically significant difference in the self-reported GPAs of Black students who are members of BGLOs versus those who are not members of BGLOs?

H_o: $\mu_{\text{Black Greeks GPA}} = \mu_{\text{Black non-Greeks GPA}}$

H_a: $\mu_{\text{Black Greeks GPA}} \neq \mu_{\text{Black non-Greeks GPA}}$

The total number of Black participants was 144. Research Question 1 divided student responses into two groups. Group 1 was comprised of Black students who were members of a BGLO, while those in Group 2 did not belong to a BGLO. GPAs were divided into four groups as outlined in Table 4.3. The research question yielded a total of 144 responses comprised of 7 students with GPAs ranging from 2.49 or below, 56 students with GPAs ranging from 2.50 to 3.09, 52 students with GPAs ranging from 3.10 to 3.59 and 29 students with GPAs ranging from 3.60 to 4.00.

Table 4.3 Descriptive Statistics for Research Question 1

	Are you a member of a fraternity/sorority?					
GPA Category	Yes	%	No	%	Total	%
4.00-3.60	7	4.9	22	15.3	29	20.1
3.59-3.10	17	11.8	35	24.3	52	36.1
3.09-2.50	15	10.4	41	28.5	56	38.9
2.49 or below	1	0.7	6	4.2	7	4.9
Total	40	27.8	104	72.2	144	100.0

The researcher used the Chi-square test to determine whether the self-reported GPAs of Black students differed based on membership in a BGLO. As illustrated in Table 4.4, the Chi-square test was not statistically significant, Pearson's χ^2 (3) = 1.480, p = .687, indicating that there was no significant difference in the self-reported GPAs of Africa-American students with memberships in BGLOs and those without membership in BGLOs.

Table 4.4 Chi-Square Tests for Research Question 1

	Value	*df*	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.480[a]	3	.687
Likelihood Ratio	1.556	3	.669
Linear-by-Linear Association	.094	1	.759
N of Valid Cases	144		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 1.94.

Results for Research Question $2a_{(1)}$

Is there a statistically significant difference in student perceptions of the relevance of BGLOs based on campus location?

H_o: $\mu_{UTM} = \mu_{TSU} = \mu_{UTK} = \mu_{UTC}$

H_1: $\mu_{UTM} \neq \mu_{TSU} \neq \mu_{UTK} \neq \mu_{UTC}$

For Research Question $2a_{(1)}$, the researcher ran a One-Way ANOVA to measure student perceptions of the relevance of BGLOs using campus location as the independent variable. The sample was divided into four groups as outlined in Table 4.5. The research question yielded a total of 272 responses comprised of 33 students from UTK, 163 students from UTC, 22 students from UTM, and 54 students from TSU.

Table 4.5 Descriptive Statistics for Research Question $2a_{(1)}$

Campus Location	*N*	%
UT-Martin	22	8.09
TSU	54	19.85
UT-Knoxville	33	12.13
UT-Chattanooga	163	59.93
Total	272	100.00

The ANOVA measured student responses regarding the relevance of BGLOs at their universities based on five scales (leadership, community engagement, campus engagement, administrative support and overall relevance). The ANOVA identified statistically significant differences between groups. However, the results of the ANOVA were not statistically significant in terms of Community Engagement or Campus Engagement. These results are summarized in Table 4.6.

Table 4.6 ANOVA Tests for Research Question $2a_{(1)}$

		Sum of Squares	*df*	Mean Square	*F*	Sig.
Leadership	Between Groups	15.229	3	5.076	4.615	.004
	Within Groups	294.777	268	1.100		
	Total	310.007	271			
Community Engagement	Between Groups	7.208	3	2.403	1.258	.289
	Within Groups	511.834	268	1.910		
	Total	519.042	271			
Campus Engagement	Between Groups	17.466	3	5.822	1.642	.180
	Within Groups	950.416	268	3.546		
	Total	967.882	271			
Administration Support	Between Groups	31.124	3	10.375	12.396	.000
	Within Groups	224.294	268	.837		
	Total	255.418	271			
Overall Relevance	Between Groups	10.757	3	3.586	3.000	.031
	Within Groups	320.341	268	1.195		
	Total	331.098	271			

The ANOVA test found statistically significant differences between the means of the following scales: (1) Leadership (p = .004), (2) Administration Support (p = .000) and (3) Overall Relevance (p = .031). To identify the specific bases for these differences, the researcher performed a post hoc examination using a Tukey HSD test. The results of the post hoc Tukey HSD test for Overall Relevance deemed the difference in means as not statistically significant; therefore the post hoc test for this scale was not interpreted.

The post hoc Tukey HSD test used to interpret the results of the ANOVA test measuring Leadership revealed two distinct subsets for the four campus locations. Students at UT-Chattanooga had significantly higher mean scores (M = 2.609, SD = 1.121) than students at TSU (M = 2.099, SD = .926). For this study, the higher mean indicates the lower perception for the variable. Therefore, the results revealed that TSU students had significantly higher perceptions of BGLOs' leadership on campus than UT-Chattanooga students. All other comparisons were

not statistically significant. The results of the Tukey HSD for Leadership are provided in Table 4.7.

Table 4.7 Tukey HSD[a,b] Results for Research Question 2a$_{(1)}$ (Leadership)

Campus Location	*N*	Subset for alpha = 0.05	
		1	2
UT-Martin	22	2.000	
TSU	54	2.099	2.099
UT-Knoxville	33	2.424	2.424
UT-Chattanooga	163		2.609
Sig.		.273	.133

a. Uses Harmonic Mean Sample Size =39.836.
b. The group sizes were unequal. The harmonic mean of the group size was used. Type I error levels are not guaranteed.

The post hoc Tukey HSD test used to interpret the results of the ANOVA test measuring Administration Support revealed three distinct subsets for the four campus location. The post hoc Tukey's HSD tests showed that students at UT-Knoxville had statistically significant higher mean scores (M = 3.172, SD = 1.054) than students at UT-Chattanooga (M = 2.687, SD = .914), UT-Martin (M = 2.455, SD = 1.036) and TSU (M = 2.012, SD = .763). Therefore, the study revealed that UT-Knoxville students had significantly lower perceptions of campus administration's support of BGLOs than students at the other schools. The results of the Tukey HSD for Administration Support are provided in Table 4.8

Table 4.8 Tukey HSD[a,b] Results for Research Question $2a_{(1)}$ (Administration Support)

Campus Location	*N*	Subset for alpha = 0.05		
		1	2	3
TSU	54	2.012		
UT-Martin	22	2.455	2.455	
UT-Chattanooga	163		2.687	2.687
UT-Knoxville	33			3.172
Sig.		.138	.668	.087

a. Uses Harmonic Mean Sample Size =39.836.
b. The group sizes were unequal. The harmonic mean of the group size was used. Type I error levels are not guaranteed.

Results for Research Question $2a_{(2)\text{-UTK}}$

Is there a statistically significant difference in student perceptions of the relevance of BGLOs based on race at UT-Knoxville?

H_o: $\mu_{UTK\text{-}Black} = \mu_{UTK\text{-}White} = \mu_{UTK\text{-}Other}$

H_1: $\mu_{UTK\text{-}Black} \neq \mu_{UTK\text{-}White} \neq \mu_{UTK\text{-}Other}$

For Research Question $2a_{(2)\text{-UTK}}$, the researcher ran a One-Way ANOVA to measure student perceptions of the relevance of BGLOs at UT-Knoxville using race as the independent variable. The sample was divided into three groups as outlined in Table 4.9. The research question yielded a total of 33 responses comprised of 24 Black students, 6 White students and 3 students classified as Other.

Table 4.9 Descriptive Statistics for Research Question $2a_{(2)\text{– UTK}}$

UT-Knoxville	*N*	%
Black	24	72.73
White	6	18.18
Other	3	9.09
Total	33	100.00

The ANOVA test measured student responses regarding the relevance of BGLOs at UTK based on five scales (leadership, community engagement, campus engagement, administrative support, and overall relevance). Using race as the independent variable, the results of the ANOVA are outlined in Table 4.10. Once the ANOVA test was performed, a statistically significant result was indicated when at least one group differed from the other groups. The ANOVA test was not significant for all five scales. Therefore, the null hypothesis was retained for all five scales, indicating that there was no statistically significant difference in student perceptions of the relevance of BGLOs based on class standing for all five scales.

Table 4.10 ANOVA Test for Research Question $2a_{(2)\text{-UTK}}$

		Sum of Squares	*df*	Mean Square	*F*	Sig.
Leadership	Between Groups	.639	2	.320	.358	.702
	Within Groups	26.755	30	.892		
	Total	27.394	32			
Community Engagement	Between Groups	1.750	2	.875	.651	.529
	Within Groups	40.310	30	1.344		
	Total	42.061	32			
Campus Engagement	Between Groups	14.446	2	7.223	2.178	.131
	Within Groups	99.500	30	3.317		
	Total	113.946	32			
Administration Support	Between Groups	.638	2	.319	.274	.762
	Within Groups	34.944	30	1.165		
	Total	35.582	32			
Overall Relevance	Between Groups	.833	2	.417	.325	.725
	Within Groups	38.426	30	1.281		
	Total	39.259	32			

The ANOVA showed no statistically significant differences between the means for the five scales. Because the ANOVA showed no significant differences between the means for the five scales, the post hoc Tukey HSD test for the five scales was not necessary.

Results for Research Question $2a_{(2)\text{-UTC}}$

Is there a statistically significant difference in student perceptions of the relevance of BGLOs based on race at UT-Chattanooga?

H_o: $\mu_{\text{UTC-Black}} = \mu_{\text{UTC-White}} = \mu_{\text{UTC-Other}}$

H_1: $\mu_{\text{UTC-Black}} \neq \mu_{\text{UTC-White}} \neq \mu_{\text{UTC-Other}}$

For Research Question $2a_{(2)\text{-UTC}}$, the researcher ran a One-Way ANOVA to measure student perceptions of the relevance of BGLOs at UT-Chattanooga using race as the independent variable. The sample was divided into three groups as outlined in Table 4.11. The research question yielded a total of 163 responses comprised of 61 Black students, 78 White students, and 24 students classified as Other.

Table 4.11 Descriptive Statistics for Research Question $2a_{(2)-\text{UTC}}$

UT-Knoxville	*N*	%
Black	61	37.42
White	78	47.85
Other	24	14.73
Total	163	100.00

The ANOVA measured student responses regarding the relevance of BGLOs at their universities based on five scales (leadership, community engagement, campus engagement, administrative support, and overall relevance). The ANOVA identified statistically significant differences between groups. However, the results of the ANOVA were not statistically significant in terms of Campus Engagement. These results are summarized in Table 4.12.

Table 4.12 ANOVA Test for Research Question $2a_{(2)\text{-UTC}}$

		Sum of Squares	*df*	Mean Square	*F*	Sig.
Leadership	Between Groups	32.556	2	16.278	15.219	.000
	Within Groups	171.132	160	1.070		
	Total	203.688	162			
Community Engagement	Between Groups	71.642	2	35.821	21.660	.000
	Within Groups	264.610	160	1.654		
	Total	336.252	162			
Campus Engagement	Between Groups	9.075	2	4.538	1.658	.194
	Within Groups	437.772	160	2.736		
	Total	446.847	162			
Administration Support	Between Groups	5.702	2	2.851	3.520	.032
	Within Groups	129.564	160	.810		
	Total	135.265	162			
Overall Relevance	Between Groups	37.086	2	18.543	17.449	.000
	Within Groups	170.030	160	1.063		
	Total	207.117	162			

The results of the ANOVA found statistically significant differences between the means for the following scales: (1) Leadership (p = .000), (2) Community Engagement (p = .000), Administration Support (p = .032) and (3) Overall Relevance (p = .000). A Tukey HSD test was performed to provide interpretation regarding the difference in means noted as statistically significant in the ANOVA test. While the ANOVA test found statistically significant differences between the means for Administration Support, the post hoc Tukey HSD test deemed the difference in means not statistically significant; therefore the post hoc test for this scale was not interpreted.

The post hoc Tukey HSD test used to interpret the results of the ANOVA test measuring Leadership revealed two distinct subsets for the 3 categories of race. The post hoc Tukey's HSD tests showed that Black students (M = 2.049, SD = 1.105) had significantly lower mean scores than White students (M = 2.868, SD = .922) and students classified as Other (M = 3.194, SD =

1.187). Therefore, the study revealed that Black students had significantly higher perceptions of BGLOs' leadership on campus than White students and students classified as Other. The results of the Tukey HSD for Leadership are provided in Table 4.13.

Table 4.13 Tukey HSD[a,b] Results for Research Question $2a_{(2)\text{-UTC}}$ (Leadership)

Race	*N*	Subset for alpha = 0.05	
		1	2
Black	61	2.049	
White	78		2.868
Other	24		3.194
Sig.		1.000	.316

a. Uses Harmonic Mean Sample Size =42.325
b. The group sizes were unequal. The harmonic mean of the group size was used. Type I error levels are not guaranteed.

The post hoc Tukey HSD test used to interpret the results of the ANOVA test measuring Community Engagement revealed two distinct subsets for the 3 categories of race. The post hoc Tukey's HSD tests showed that Black students (*M* = 2.585, *SD* = 1.394) had significantly lower mean scores than White students (*M* = 3.876, *SD* = 1.101) and students classified as Other (*M* = 4.153, *SD* = 1.542). Therefore, the study revealed that Black students had significantly higher perceptions of BGLOs' engagement in the community than White students and students classified as Other. The results of the Tukey HSD for Leadership are provided in Table 4.14.

Table 4.14 Tukey HSD[a,b] Results for Research Question $2a_{(2)\text{-UTC}}$ (Community Engagement)

Race	*N*	Subset for alpha = 0.05	
		1	2
Black	61	2.585	
White	78		3.876
Other	24		4.153
Sig.		1.000	.584

a. Uses Harmonic Mean Sample Size =42.325.
b. The group sizes were unequal. The harmonic mean of the group size was used. Type I error levels are not guaranteed.

The post hoc Tukey HSD test used to interpret the results of the ANOVA test measuring Overall Relevance revealed two distinct subsets for the 3 categories of race. The post hoc Tukey's HSD tests showed that Black students (M = 1.984, SD = .948) had significantly lower mean scores than White students (M = 2.906, SD = 1.025) and students classified as Other (M = 3.125, SD = 1.239). Therefore, the study revealed that Black students had significantly higher perceptions of BGLOs' overall relevance than White students and students classified as Other. The results of the Tukey HSD for Leadership are provided in Table 4.15.

Table 4.15 Tukey HSD[a,b] Results for Research Question $2a_{(2)\text{-UTC}}$ (Overall Relevance)

Race	*N*	Subset for alpha = 0.05	
		1	2
Black	61	1.984	
White	78		2.906
Other	24		3.125
Sig.		1.000	.592

a. Uses Harmonic Mean Sample Size =42.325.
b. The group sizes were unequal. The harmonic mean of the group size was used. Type I error levels are not guaranteed.

Results for Research Question $2a_{(2)\text{-UTM}}$

Is there a statistically significant difference in student perceptions of the relevance of BGLOs based on race at UT-Martin?

H_o: $\mu_{\text{UTM-Black}} = \mu_{\text{UTM-White}} = \mu_{\text{UTM-Other}}$

H_1: $\mu_{\text{UTM-Black}} \neq \mu_{\text{UTM-White}} \neq \mu_{\text{UTM-Other}}$

For Research Question $2a_{(2)\text{-UTM}}$, the researcher ran a One-Way ANOVA to measure student perceptions of the relevance of BGLOs at UT-Martin using race as the independent variable. The sample was divided into three groups as outlined in Table 4.16. The research question yielded a total of 22 responses comprised of 12 Black students, 7 White students and 3 students classified as Other.

Table 4.16 Descriptive Statistics for Research Question $2a_{(2)\text{ – UTM}}$

UT-Knoxville	*N*	%
Black	12	54.55
White	7	31.82
Other	3	13.63
Total	22	100.00

The ANOVA measured student responses regarding the relevance of BGLOs at their universities based on five scales (leadership, community engagement, campus engagement, administrative support and overall relevance). The ANOVA identified statistically significant differences between groups. However, the results of the ANOVA were not statistically significant in terms of Community Engagement, Campus Engagement, Administration Support and Overall Relevance. These results are summarized in Table 4.17.

Table 4.17 ANOVA Test for Research Question $2a_{(2)\text{-UTM}}$

		Sum of Squares	*df*	Mean Square	*F*	Sig.
Leadership	Between Groups	5.655	2	2.827	4.275	.029
	Within Groups	12.567	19	.661		
	Total	18.222	21			
Community Engagement	Between Groups	5.497	2	2.748	1.514	.245
	Within Groups	34.483	19	1.815		
	Total	39.980	21			
Campus Engagement	Between Groups	18.469	2	9.235	1.707	.208
	Within Groups	102.783	19	5.410		
	Total	121.253	21			
Administration Support	Between Groups	1.968	2	.984	.908	.420
	Within Groups	20.598	19	1.084		
	Total	22.566	21			
Overall Relevance	Between Groups	1.359	2	.680	1.358	.281
	Within Groups	9.509	19	.500		
	Total	10.869	21			

The results of the ANOVA found statistically significant differences between the means for Leadership (p = .029). A Tukey HSD test was performed to provide interpretation regarding the difference in means noted as statistically significant in the ANOVA test. While the ANOVA test found statistically significant differences between the means for Leadership, the post hoc Tukey HSD test deemed the difference in means not statistically significant; therefore the post hoc test for this scale was not interpreted.

Results for Research Question $2a_{(2)\text{-TSU}}$

Is there a statistically significant difference in student perceptions of the relevance of BGLOs based on race at TSU?

H_o: $\mu_{TSU\text{-}Black} = \mu_{TSU\text{-}White} = \mu_{TSU\text{-}Other}$

H_1: $\mu_{TSU\text{-}Black} \neq \mu_{TSU\text{-}White} \neq \mu_{TSU\text{-}Other}$

For Research Question $2a_{(2)\text{-TSU}}$, the researcher ran a One-Way ANOVA to measure student perceptions of the relevance of BGLOs at TSU using race as the independent variable. The sample was divided into three groups as outlined in Table 4.18. The research question yielded a total of 54 responses comprised of 47 Black students, 3 White students and 4 students classified as Other.

Table 4.18 Descriptive Statistics for Research Question $2a_{(2)-\text{TSU}}$

UT-Knoxville	*N*	%
Black	47	87.04
White	3	5.55
Other	4	7.41
Total	54	100.00

The ANOVA measured student responses regarding the relevance of BGLOs at their universities based on five scales (leadership, community engagement, campus engagement, administrative support and overall relevance). The ANOVA identified statistically significant differences between groups. However, the results of the ANOVA were not statistically significant in terms of Leadership, Community Engagement, Campus Engagement and Administration Support. These results are summarized in Table 4.19.

Table 4.19 ANOVA Test for Research Question $2a_{(2)\text{-TSU}}$

		Sum of Squares	*df*	Mean Square	*F*	Sig.
Leadership	Between Groups	4.763	2	2.381	2.983	.060
	Within Groups	40.711	51	.798		
	Total	45.473	53			
Community Engagement	Between Groups	5.193	2	2.596	1.499	.233
	Within Groups	88.348	51	1.732		
	Total	93.541	53			
Campus Engagement	Between Groups	8.850	2	4.425	.870	.425
	Within Groups	259.521	51	5.089		
	Total	268.370	53			
Administration Support	Between Groups	2.515	2	1.258	2.261	.115
	Within Groups	28.365	51	.556		
	Total	30.881	53			
Overall Relevance	Between Groups	9.338	2	4.669	4.429	.017
	Within Groups	53.759	51	1.054		
	Total	63.097	53			

The results of the ANOVA found statistically significant differences between the means for Overall Relevance (p = .017). A Tukey HSD test was performed to provide interpretation regarding the difference in means noted as statistically significant in the ANOVA test. While the ANOVA test found statistically significant differences between the means for Overall Relevance, the post hoc Tukey HSD test deemed the difference in means not statistically significant; therefore the post hoc test for this scale was not interpreted.

Results for Research Question 2b

Is there a statistically significant difference in student perceptions of the relevance of BGLOs based on GPA category?

H_o: $\mu_{2.49 \text{ or below}} = \mu_{2.50\text{-}3.09} = \mu_{3.10\text{-}3.59} = \mu_{3.60\text{-}4.00}$

H_1: $\mu_{2.49 \text{ or below}} \neq \mu_{2.50\text{-}3.09} \neq \mu_{3.10\text{-}3.59} \neq \mu_{3.60\text{-}4.00}$

For Research Question 2b, the researcher ran a One-Way ANOVA to measure student perceptions using GPA category as the independent variable. The sample was divided into four groups as outlined in Table 4.20. The research question yielded a total of 272 responses comprised of nine students with GPAs ranging from 2.49 or below, 83 students with GPAs ranging from 2.50 to 3.09, 87 students with GPAs ranging from 3.10 to 3.59 and 93 students with GPAs ranging from 3.60 to 4.00.

Table 4.20 Descriptive Statistics for Research Question 2b

GPA Category	*N*	%
2.49 or below	9	3.31
2.50-3.09	83	30.51
3.10-3.59	87	31.99
3.60-4.00	93	34.19
Total	272	100.00

The ANOVA measured student responses regarding the relevance of BGLOs at their universities based on five scales (leadership, community engagement, campus engagement, administrative support and overall relevance). Using GPA category as the independent variable, the results of the ANOVA are outlined in Table 4.21. The results of the ANOVA identified a statistically significant result when at least one group differed from the other groups. As illustrated in Table 4.10, the ANOVA test was not significant in terms of Campus Engagement (p = .110) and Administration Support (p = .202).

Table 4.21 ANOVA Tests for Research Question 2b

		Sum of Squares	*df*	Mean Square	*F*	Sig.
Leadership	Between Groups	22.896	3	7.632	7.124	.000
	Within Groups	287.110	268	1.071		
	Total	310.007	271			
Community Engagement	Between Groups	30.358	3	10.119	5.550	.001
	Within Groups	488.684	268	1.823		
	Total	519.042	271			
Campus Engagement	Between Groups	21.522	3	7.174	2.032	.110
	Within Groups	946.360	268	3.531		
	Total	967.882	271			
Administration Support	Between Groups	4.357	3	1.452	1.550	.202
	Within Groups	251.061	268	.937		
	Total	255.418	271			
Overall Relevance	Between Groups	16.237	3	5.412	4.607	.004
	Within Groups	314.861	268	1.175		
	Total	331.098	271			

The results of the ANOVA found statistically significant differences between the means for the following scales: (1) Leadership (p = .000), (2) Community Engagement (p = .001) and (3) Overall Relevance (p = .004). A Tukey HSD test was performed to provide interpretation regarding the difference in means noted as statistically significant in the ANOVA test. While the ANOVA test found statistically significant differences between the means for Community Engagement, the post hoc Tukey HSD test deemed the difference in means not statistically significant; therefore the post hoc test for this scale was not interpreted.

The post hoc Tukey HSD test used to interpret the results of the ANOVA test measuring Leadership revealed two distinct subsets for the 4 categories of GPAs. The post hoc Tukey HSD test showed that students with GPAs ranging from 3.60 to 4.00 (M = 2.738, SD = .972) had significantly higher mean scores on the Leadership scale than students with GPAs ranging from 2.50-3.09 (M = 2.096, SD = 1.073) and 2.49 or below (M = 1.741, SD = .795). The post hoc

Tukey HSD did not reveal a significant difference between students with GPAs ranging from 3.60 to 4.00 (*M* = 2.738, *SD* = .972) and students with GPAs ranging from 3.10 to 3.59 (*M* = 2.510, *SD* = 1.083) Therefore, the study revealed that students with GPAs ranging from 3.60 to 4.00 had significantly lower perceptions of BGLOs' leadership on campus than students with GPAs ranging from 2.50 to 3.09 and 2.49 or below. All other comparisons were not significant. The results of the Tukey HSD for Leadership are provided in Table 4.22.

Table 4.22 Tukey HSD[a,b] Results for Research Question 2b (Leadership)

		Subset for alpha = 0.05	
GPA Category	*N*	1	2
2.49 or below	9	1.741	
2.50-3.09	83	2.096	2.096
3.10-3.59	87		2.510
3.60-4.00	93		2.738
Sig.		.580	.101

c. Uses Harmonic Mean Sample Size =39.836.
d. The group sizes were unequal. The harmonic mean of the group size was used. Type I error levels are not guaranteed.

The post hoc Tukey HSD test used to interpret the results of the ANOVA test measuring Overall Relevance revealed two distinct subsets for the 4 categories of GPA. The post hoc Tukey's HSD tests showed that students with GPAs ranging from 3.60 to 4.00 (*M* = 2.695, *SD* = 1.115) had significantly higher mean scores than students with GPAs ranging from 2.50-3.09 (*M* = 2.245, *SD* = 1.027) and students with GPAs ranging from 2.49 or below (*M* = 1.593, *SD* = .547). Therefore, the study revealed that students with GPAs ranging from 3.60 to 4.00 had significantly lower perceptions of BGLOs' overall relevance than students with GPAs ranging from 2.50 to 3.09 and 2.49 or below. All other comparisons were not significant. The results of the Tukey HSD for Overall Relevance are provided in Table 4.23.

Table 4.23 Tukey HSD[a,b] Results for Research Question 2b (Overall Relevance)

GPA Category	*N*	Subset for alpha = 0.05	
		1	2
2.49 or below	9	1.593	
2.50-3.09	83	2.245	2.245
3.10-3.59	87		2.536
3.60-4.00	93		2.695
Sig.		.117	.415

a. Uses Harmonic Mean Sample Size =39.836.
b. The group sizes were unequal. The harmonic mean of the group size was used. Type I error levels are not guaranteed.

Results for Research Question 2c

Is there a statistically significant difference in student perceptions of the relevance of BGLOs based on class standing?

H_o: $\mu_{Freshman} = \mu_{Sophomore} = \mu_{Junior} = \mu_{Senior} = \mu_{UG\ Spec/Other}$

H_1: $\mu_{Freshman} \neq \mu_{Sophomore} \neq \mu_{Junior} \neq \mu_{Senior} \neq \mu_{UG\ Spec/Other}$

For Research Question 2c, the researcher ran a One-Way ANOVA to measure student perceptions using class standing as the independent variable. The sample was divided into five groups as outlined in Table 4.24. The research question yielded a total of 272 responses comprised of 42 Freshman students, 43 Sophomore students, 64 Junior students, 113 Senior students and 10 Undergraduate Special/Undergraduate Other students.

Table 4.24 Descriptive Statistics for Research Question 2c

Class Standing	*N*	%
Freshman	42	15.44
Sophomore	43	15.81
Junior	64	23.53
Senior	113	41.54
UG Spec./Other	10	3.68
Total	272	100.00

The ANOVA test measured student responses regarding the relevance of BGLOs at their universities based on five scales (leadership, community engagement, campus engagement, administrative support and overall relevance). Using class standing as the independent variable, the results of the ANOVA are outlined in Table 4.25. Once the ANOVA test was performed, a statistically significant result was indicated when at least one group differed from the other groups. The ANOVA test was not significant for all five scales. Therefore, the null hypothesis was retained for all five scales indicating that there was no statistically significant difference in student perceptions of the relevance of BGLOs based on class standing for all five scales.

Table 4.25 ANOVA Tests for Research Question 2c

		Sum of Squares	*df*	Mean Square	*F*	Sig.
Leadership	Between Groups	7.729	4	1.932	1.707	.149
	Within Groups	302.278	267	1.132		
	Total	310.007	271			
Community Engagement	Between Groups	8.542	4	2.136	1.117	.349
	Within Groups	510.500	267	1.912		
	Total	519.042	271			
Campus Engagement	Between Groups	18.635	4	4.659	1.310	.266
	Within Groups	949.246	267	3.555		
	Total	967.882	271			
Administration Support	Between Groups	5.043	4	1.261	1.344	.254
	Within Groups	250.376	267	.938		
	Total	255.418	271			
Overall Relevance	Between Groups	8.059	4	2.015	1.665	.158
	Within Groups	323.039	267	1.210		
	Total	331.098	271			

The ANOVA found no statistically significant differences between the means for the five scales. Because the ANOVA found no significant differences between the means for the five scales, the post hoc Tukey HSD test for the five scales was not necessary.

Results for Research Question 2d

For Research Question 2d, the researcher ran a One-Way ANOVA to measure student perceptions using race as the independent variable.

H_o: $\mu_{Black} = \mu_{White} = \mu_{Other}$

H_1: $\mu_{Black} \neq \mu_{White} \neq \mu_{Other}$

The sample was divided into three groups as outlined in Table 4.26. The research question yielded a total of 272 responses comprised of 5 students identifying as Asian, 144 students identifying as Black/African-American, 94 students identifying as White/Caucasian, 4 students identifying as American Indian/Alaska Native, 1 student identifying as Native

Hawaiian/Other Pacific Islander and 24 student identifying as Other. Since total responses for students identifying as American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Asian were under 10, these groups were re-coded in SPSS and added to Other.

Table 4.26 Descriptive Statistics for Research Question 2d

Race	*N*	%
Black	144	52.94
White	94	34.56
Other	34	12.50
Total	272	100.00

The ANOVA measured student responses regarding the relevance of BGLOs at their universities based on five scales (leadership, community engagement, campus engagement, administrative support and overall relevance). Using race as the independent variable, the results of the ANOVA are outlined in Table 4.27. Once the ANOVA was performed, a statistically significant result was indicated when at least one group differed from the other groups. The results of the ANOVA were not statistically significant in terms of Campus Engagement (p = .786) and Administration Support (p = .712).

Table 4.27 ANOVA Results for Research Question 2d

		Sum of Squares	*df*	Mean Square	*F*	Sig.
Leadership	Between Groups	42.850	2	21.425	21.573	.000
	Within Groups	267.156	269	.993		
	Total	310.007	271			
Community Engagement	Between Groups	75.008	2	37.504	22.720	.000
	Within Groups	444.035	269	1.651		
	Total	519.042	271			
Campus Engagement	Between Groups	1.734	2	.867	.241	.786
	Within Groups	966.148	269	3.592		
	Total	967.882	271			
Administration Support	Between Groups	.643	2	.322	.339	.712
	Within Groups	254.775	269	.947		
	Total	255.418	271			
Overall Relevance	Between Groups	38.578	2	19.289	17.738	.000
	Within Groups	292.520	269	1.087		
	Total	331.098	271			

The ANOVA test found statistically significant differences between the means for the following scales: (1) Leadership (p = .000), (2) Community Engagement (p = .000) and (3) Overall Relevance (p = .000). A Tukey HSD test was performed to provide interpretation regarding the difference in means noted as statistically significant in the ANOVA test.

The post hoc Tukey HSD test used to interpret the results of the ANOVA test measuring Leadership revealed two distinct subsets for the three categories of race. The post hoc Tukey's HSD tests showed that Black students (M = 2.065, SD = .993) had significantly lower mean scores than White students (M = 2.812, SD = .935) and students classified as Other (M = 2.971, SD = 1.167). Therefore, the study revealed that Black students had significantly higher perceptions of BGLOs' leadership on campus than White students and students classified as Other. The results of the Tukey HSD for Leadership are provided in Table 4.28.

Table 4.28 Tukey HSD[a,b] Results for Research Question 2d (Leadership)

Race	*N*	Subset for alpha = 0.05	
		1	2
Black	144	2.065	
White	94		2.812
Other	34		2.971
Sig.		1.000	.642

a. Uses Harmonic Mean Sample Size =39.836.
b. The group sizes were unequal. The harmonic mean of the group size was used. Type I error levels are not guaranteed.

The post hoc Tukey HSD test used to interpret the results of the ANOVA test measuring Community Engagement revealed two distinct subsets for the three categories of race. The post hoc Tukey's HSD tests showed that Black students (*M* = 2.813, *SD* = 1.351) had significantly lower mean scores than White students (*M* = 3.865, *SD* = 1.111) and students classified as Other (*M* = 3.863, *SD* =1.438). Therefore, the study revealed that Black students had significantly higher perceptions of BGLOs' community engagement than White students and students classified as Other. The results of the Tukey HSD for Community Engagement are provided in Table 4.29.

Table 4.29 Tukey HSD[a,b] Results for Research Question 2d (Community Engagement)

Race	*N*	Subset for alpha = 0.05	
		1	2
Black	144	2.813	
Other	34		3.863
White	94		3.865
Sig.		1.000	1.000

a. Uses Harmonic Mean Sample Size =39.836.
b. The group sizes were unequal. The harmonic mean of the group size was used. Type I error levels are not guaranteed.

The post hoc Tukey HSD test used to interpret the results of the ANOVA test measuring Overall Relevance revealed two distinct subsets for the three categories of race. The post hoc

Tukey's HSD tests showed that Black students (M = 2.116, SD = .994) had significantly lower mean scores than White students (M = 2.858, SD = 1.058) and students classified as Other (M = 2.902, SD = 1.196). Therefore, the study revealed that Black students had significantly higher perceptions of BGLOs' overall relevance than White students and students classified as Other. The results of the Tukey HSD for Overall Relevance are provided in Table 4.30.

Table 4.30 Tukey HSD[a,b] Results for Research Question 2d (Overall Relevance)

Race	*N*	Subset for alpha = 0.05	
		1	2
Black	144	2.116	
White	94		2.858
Other	34		2.902
Sig.		1.000	.969

a. Uses Harmonic Mean Sample Size =39.836.
b. The group sizes are unequal. The harmonic mean of the group size is used. Type I error levels are not guaranteed.

Results for Research Question 2e

For Research Question 2e, a *t*-test for independent samples was conducted to evaluate whether or not there was a statistically significant difference in student perceptions of the relevance of BGLOs using current status as the independent variable.

H_o: $\mu_{\text{Full Time}} = \mu_{\text{Part Time}}$

H_1: $\mu_{\text{Full Time}} \neq \mu_{\text{Part Time}}$

The sample was divided into two groups as outlined in Table 4.31. The research question yielded a total of 272 responses comprised of 255 responses from full time students and 17 responses from part time students. The group statistics for the sample are outlined in Table 4.32.

Table 4.31 Descriptive Statistics for Research Question 2e

Status	*N*	%
Full Time	255	93.75
Part Time	17	6.25
Total	272	100.00

Table 4.32 Group Statistics for Research Question 2e

		N	*M*	*SD*	*SEM*
Leadership	Full Time	255	2.476	1.078	.068
	Part Time	17	1.843	.718	.174
Community Engagement	Full Time	255	3.346	1.375	.086
	Part Time	17	2.726	1.430	.347
Campus Engagement	Full Time	255	4.567	1.832	.115
	Part Time	17	3.824	2.574	.624
Administration Support	Full Time	255	2.611	.969	.061
	Part Time	17	2.333	.993	.241
Overall Relevance	Full Time	255	2.505	1.109	.069
	Part Time	17	1.961	.935	.227

In conjunction with the *t*-test, the researcher conducted Levene's Test for Equality of Variances to determine if the assumptions of the *t*-test were met. The Levene's Test for Equality of Variances used an alpha value (α) of .05 for each scale. For those scales that had Sig. values less than or equal to the alpha value of .05 ($p \leq .05$), the researcher rejected the null hypothesis for the assumption of homogeneity of variance (i.e., no difference in variances), concluded that there was a significant difference between the two group's variances and used the results associated with the "Equal variances not assumed" row of data. For those scales that had Sig. values greater than the alpha value of .05 ($p > .05$), the researcher retained the null hypothesis, concluded that there was no significant difference between the two group's variances and use the results associated with the "Equal variances assumed" row of data.

For Leadership, the *F* value for Levene's test was 4.776 with $p = .030$. Because this value was less than .05, the researcher rejected the null hypothesis for the assumption of homogeneity of variance, concluded that there was a significant difference between the two variances, and used the data associated with "Equal variances not assumed." The *t*-test was significant, $t\ (21.144) = 3.387$, $p = .003$. Therefore, the null hypothesis was rejected indicating that part time students had significantly higher perceptions of BGLOs' leadership on campus than full time students.

For Community Engagement, the *F* value for Levene's test was .010 with $p = .921$. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and used the data associated with "Equal variances assumed." The *t*-test was not significant, $t\ (270) = 1.798$, $p = .073$. Therefore, the null hypothesis was retained indicating that there was no significant difference in student perceptions of Community Engagement in BGLOs between full time and part time students.

For Campus Engagement, the *F* value for Levene's test was 6.754 with $p = .010$. Since this value was less than .05, the researcher rejected the null hypothesis for the assumption of homogeneity of variance, concluded that there was a significant difference between the two variances, and used the data associated with "Equal variances not assumed." The *t*-test was not significant, $t\ (17.098) = 1.172$, $p = .257$. Therefore, the null hypothesis was retained indicating that there was no significant difference in student perceptions of Campus Engagement in BGLOs between full time and part time students.

For Administration Support, the *F* value for Levene's test was .037 with $p = .848$. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and used the data associated with "Equal variances assumed." The *t*-test was not significant, $t\ (270) = 1.140$, $p = .255$. Therefore, the null hypothesis was retained indicating that there was no significant difference in student perceptions of Administration Support in BGLOs between full time and part time students.

For Overall Relevance, the *F* value for Levene's test was 5.694 with $p = .018$. Since this value was less than .05, the researcher rejected the null hypothesis for the assumption of homogeneity of variance, concluded that there was a significant difference between the two variances, and used the data associated with "Equal variances not assumed." As illustrated in Table 4.33, the *t*-test was significant, $t\ (19.135) = 2.294$, $p = .033$. Therefore, the null hypothesis was rejected indicating that part time students had significantly higher perceptions of BGLOs' overall relevance than full time students.

Table 4.33 T-Tests for Research Question 2e

		Levene's Test for Equality of Variances		*t*-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	*t*	*df*	Sig. (2-tailed)	Mean Difference	Std Error Difference	Lower	Upper
Leadership	Equal variances assumed	4.776	.030	2.382	270	.018	.633	.266	.110	1.156
	Equal variances not assumed			3.387	21.144	.003	.633	.187	.244	1.021
Community Engagement	Equal variances assumed	.010	.921	1.798	270	.073	.621	.345	-.059	1.300
	Equal variances not assumed			1.738	18.029	.099	.621	.257	-.130	1.372
Campus Engagement	Equal variances assumed	6.754	.010	1.576	270	.116	.744	.472	-.186	1.673
	Equal variances not assumed			1.172	17.098	.257	.744	.635	-.595	2.083
Administrative Support	Equal variances assumed	.037	.848	1.140	270	.255	.277	.243	-.201	.756
	Equal variances not assumed			1.116	18.090	.279	.277	.248	-.244	.799
Overall Relevance	Equal variances assumed	5.694	.018	1.975	270	.049	.544	.275	.002	1.086
	Equal variances not assumed			2.294	19.135	.033	.544	.237	.048	1.040

Results for Research Question 2f

For Research Question 2f, the researcher conducted a *t*-test to measure student perceptions using gender as the independent variable.

H_o: $\mu_{Male}=\mu_{Female}$

H_1: $\mu_{Male} \neq \mu_{Female}$

The sample was divided into two groups as outlined in Table 4.34. The research question yielded a total of 272 responses comprised of 88 responses from male students and 184 responses from female students. The group statistics for the sample are outlined in Table 4.35.

Table 4.34 Descriptive Statistics for Research Question 2f

Status	*N*	%
Male	88	32.35
Female	184	67.65
Total	272	100.00

Table 4.35 Group Statistics for Research Question 2f

		N	*M*	*SD*	*SEM*
Leadership	Male	88	2.659	1.067	.114
	Female	184	2.330	1.057	.078
Community Engagement	Male	88	3.648	1.346	.143
	Female	184	3.145	1.376	.101
Campus Engagement	Male	88	4.489	1.754	.187
	Female	184	4.536	1.956	.144
Administration Support	Male	88	2.580	.954	.102
	Female	184	2.600	.981	.072
Overall Relevance	Male	88	2.799	1.140	.121
	Female	184	2.313	1.056	.078

For Leadership, the *F* value for Levene's test was .004 with $p = .951$. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of

homogeneity of variance, concluded that there was no significant difference between the two variances and used the data associated with "Equal variances assumed." The *t*-test not significant, t (270) = 2.397, p =.017. Therefore, the null hypothesis was rejected indicating that female students had significantly higher perceptions of BGLOs' leadership on campus than male students.

For Community Engagement, the F value for Levene's test was 1.202 with p = .274. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and use the data associated with "Equal variances assumed." The *t*-test was significant, t (270) = 2.839, p =.005. Therefore, the null hypothesis was rejected indicating that female students had significantly higher perceptions of BGLOs' community engagement than male students.

For Campus Engagement, the F value for Levene's test was .858 with p = .355. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and use the data associated with "Equal variances assumed." The *t*-test was not significant, t (270) = .194, p =.846. Therefore, the null hypothesis was retained indicating that there was not a significant difference in student perceptions of Campus Engagement in BGLOs between male and female students.

For Administration Support, the F value for Levene's test was .002 with p = .962. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two

variances and use the data associated with “Equal variances assumed.” The *t*-test was not significant, t (270) = .159, p =.873. Therefore, the null hypothesis was retained indicating that there was not a significant difference in student perceptions of Administration Support in BGLOs between male and female students.

For Overall Relevance, the F value for Levene’s test was 1.058 with p = .305. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and use the data associated with “Equal variances assumed.” The *t*-test was significant, t (270) = 3.459, p =.001. Therefore, the null hypothesis was rejected indicating that female students had significantly higher perceptions of BGLOs’ leadership on campus than male students. These results appear in Table 4.36.

Table 4.36 T-Tests for Research Question 2f

		Levene's Test for Equality of Variances		*t*-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	*t*	*df*	Sig. (2-tailed)	Mean Difference	Std Error Difference	Lower	Upper
Leadership	Equal variances assumed	.004	.951	2.397	270	.017	.329	.137	.059	.600
	Equal variances not assumed			2.389	169.974	.018	.329	.138	.057	.602
Community Engagement	Equal variances assumed	1.202	.274	2.839	270	.005	.503	.177	.154	.851
	Equal variances not assumed			2.861	174.889	.005	.503	.176	.156	.850
Campus Engagement	Equal variances assumed	.858	.355	-.194	270	.846	-.048	.245	-.531	.436
	Equal variances not assumed			-.202	189.355	.840	-.048	.236	-.513	.418
Administrative Support	Equal variances assumed	.002	.962	-.159	270	.873	-.020	.126	-.268	.228
	Equal variances not assumed			-.161	175.849	.872	-.020	.125	-.266	.226
Overall Relevance	Equal variances assumed	1.058	.305	3.459	270	.001	.486	.140	.209	.762
	Equal variances not assumed			3.367	160.253	.001	.486	.144	.201	.770

Results for Research Question $2g_{(1)}$

For Research Question $2g_{(1)}$, the researcher ran a *t*-test to measure student perceptions using fraternity/sorority membership as the independent variable.

H_o: $\mu_{\text{Greek Affiliated}} = \mu_{\text{Non-Greek Affiliated}}$

H_1: $\mu_{\text{Greek Affiliated}} \neq \mu_{\text{Non-Greek Affiliated}}$

The sample was divided into two groups as outlined in Table 4.37. The research question yielded a total of 272 responses comprised of 82 "yes" responses for Greek affiliated students and 190 "no" responses for non-Greek affiliated students. The group statistics for the sample are outlined in Table 4.38.

Table 4.37 Descriptive Statistics for Research Question $2g_{(1)}$

Status	*N*	%
Yes	82	30.15
No	190	69.85
Total	272	100.00

Table 4.38 Group Statistics for Research Question $2g_{(1)}$

		N	*M*	*SD*	*SEM*
Leadership	Greek	82	2.390	1.185	.131
	Non-Greek	190	2.456	1.018	.074
Community Engagement	Greek	82	3.358	1.571	.174
	Non-Greek	190	3.286	1.299	.094
Campus Engagement	Greek	82	4.374	1.895	.209
	Non-Greek	190	4.584	1.890	.137
Administration Support	Greek	82	2.699	.995	.110
	Non-Greek	190	2.574	.959	.070
Overall Relevance	Greek	82	2.520	1.140	.126
	Non-Greek	190	2.449	1.092	.079

For Leadership, the *F* value for Levene's test was 3.125 with $p = .078$. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and use the data associated with "Equal variances assumed." The *t*-test was not significant, $t\ (270) = .466$, $p = .642$. Therefore, the null hypothesis was retained indicating there was no significant difference in student perceptions of Leadership in BGLOs between male and female students.

For Community Engagement, the *F* value for Levene's test was 6.806 with $p = .010$. Since this value was less than .05, the researcher rejected the null hypothesis for the assumption of homogeneity of variance, concluded that there was a significant difference between the two variances, and used the data associated with "Equal variances not assumed." The *t*-test was not significant, $t\ (130.938) = .363$, $p = .717$. Therefore, the null hypothesis was retained indicating that there was not a statistically significant difference in student perceptions of Community Engagement in BGLOs between full time and part time students.

For Campus Engagement, the *F* value for Levene's test was .025 with $p = .875$. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and use the data associated with "Equal variances assumed." The *t*-test was not significant, $t\ (270) = .841$, $p = .401$. Therefore, the null hypothesis was retained indicating that there was no significant difference in student perceptions of Campus Engagement in BGLOs between male and female students.

For Administration Support, the *F* value for Levene's test was .030 with $p = .862$. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and use the data associated with "Equal variances assumed." The *t*-test was not significant, $t\ (270) = 1.184$, $p = .237$. Therefore, the null hypothesis was retained indicating that there was no significant difference in student perceptions of Administration Support in BGLOs between male and female students.

For Overall Relevance, the *F* value for Levene's test was .192 with $p = .661$. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and use the data associated with "Equal variances assumed." The *t*-test was not significant, $t\ (270) = .487$, $p = .627$. Therefore, the null hypothesis was retained indicating that there was no significant difference in student perceptions of Overall Relevance in BGLOs between male and female students. These results are summarized in Table 4.39.

Table 4.39 T-Tests for Research Question $2g_{(1)}$

		Levene's Test for Equality of Variances		*t*-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	*t*	*df*	Sig. (2-tailed)	Mean Difference	Std Error Difference	Lower	Upper
Leadership	Equal variances assumed	3.125	.078	-.466	270	.642	-.066	.142	-.345	.213
	Equal variances not assumed			-.439	134.995	.662	-.066	.150	-.363	.231
Community Engagement	Equal variances assumed	6.806	.010	.392	270	.696	.072	.183	-.289	.432
	Equal variances not assumed			.363	130.938	.717	.072	.197	-.319	.462
Campus Engagement	Equal variances assumed	.025	.875	-.841	270	.401	-.210	.250	-.702	.282
	Equal variances not assumed			-.840	153.336	.402	-.210	.250	-.704	.284
Administrative Support	Equal variances assumed	.030	.862	1.184	270	.237	.152	.128	-.101	.404
	Equal variances not assumed			1.168	148.823	.245	.152	.130	-.105	.409
Overall Relevance	Equal variances assumed	.192	.661	.487	270	.627	.071	.146	-.217	.359
	Equal variances not assumed			.479	147.882	.633	.071	.149	-.223	.365

Results for Research Question $2g_{(2)}$

For Research Question $2g_{(2)}$, the researcher ran a *t*-test to measure student perceptions using fraternity/sorority membership of Black students only as the independent variable.

H_o: $\mu_{\text{Greek Affiliated Black Students}} = \mu_{\text{Non-Greek Affiliated Black Students}}$

H_1: $\mu_{\text{Greek Affiliated Black Students}} \neq \mu_{\text{Non-Greek Affiliated Black Students}}$

The sample was divided into two groups as outlined in Table 4.40. The research question yielded a total of 144 responses comprised of 40 "yes" responses for Greek affiliated Black students and 104 "no" responses for non-Greek affiliated Black students. The group statistics for the sample are outlined in Table 4.41.

Table 4.40 Descriptive Statistics for Research Question $2g_{(2)}$

Status	*N*	%
Yes	40	27.78
No	104	72.22
Total	144	100.00

Table 4.41 Group Statistics for Research Question $2g_{(2)}$

		N	*M*	*SD*	*SEM*
Leadership	Black Greeks	40	1.792	.917	.145
	Black Non-Greeks	104	2.170	1.005	.099
Community Engagement	Black Greeks	40	2.542	1.335	.211
	Black Non-Greeks	104	2.917	1.349	.132
Campus Engagement	Black Greeks	40	4.300	2.392	.378
	Black Non-Greeks	104	4.542	2.101	.206
Administration Support	Black Greeks	40	2.875	1.169	.185
	Black Non-Greek	104	2.548	1.124	.110
Overall Relevance	Black Greeks	40	2.025	.950	.150
	Black Non-Greeks	104	2.151	1.012	.993

For Leadership, the *F* value for Levene's test was 2.796 with $p = .097$. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and use the data associated with "Equal variances assumed." The *t*-test was significant, $t\ (142) = 2.071$, $p = .040$. Therefore, the null hypothesis was rejected indicating that Black students with membership in BGLOs had significantly higher perceptions of BGLOs' leadership on campus than Black students without membership in BGLOs.

For Community Engagement, the *F* value for Levene's test was .972 with $p = .326$. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and use the data associated with "Equal variances assumed." The *t*-test was not significant, $t\ (142) = .1.498$, $p = .136$. Therefore, the null hypothesis was retained indicating there was no significant difference in student perceptions of Community Engagement in BGLOs between Black students with membership in BGLOs and Black students without membership in BGLOs

For Campus Engagement, the *F* value for Levene's test was 2.395 with $p = .124$. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and use the data associated with "Equal variances assumed." The *t*-test was not significant, $t\ (142) = .595$, $p = .553$. Therefore, the null hypothesis was retained indicating that there was no significant difference in student perceptions of Campus Engagement in BGLOs between Black students with membership in BGLOs and Black students without membership in BGLOs.

For Administration Support, the *F* value for Levene's test was .117 with $p = .733$. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and use the data associated with "Equal variances assumed." The *t*-test was not significant, $t\ (142) = 1.546$, $p = .124$. Therefore, the null hypothesis was retained indicating that there was no significant difference in student perceptions of Administration Support in BGLOs between Black students with membership in BGLOs and Black students without membership in BGLOs.

For Overall Relevance, the *F* value for Levene's test was 1.486 with $p = .225$. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and use the data associated with "Equal variances assumed." The *t*-test was not significant, $t\ (142) = .678$, $p = .499$. Therefore, the null hypothesis was retained indicating that there was no significant difference in student perceptions of Overall Relevance in BGLOs between Black students with membership in BGLOs and Black students without membership in BGLOs. These results are summarized in Table 4.42.

Table 4.42 T-Tests for Research Question 2g(2)

		Levene's Test for Equality of Variances		*t*-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	*t*	*df*	Sig. (2-tailed)	Mean Difference	Std Error Difference	Lower	Upper
Leadership	Equal variances assumed	2.796	.097	-2.071	142	.040	-.378	.183	-.739	-.017
	Equal variances not assumed			-2.157	77.085	.034	-.378	.175	-.727	-.029
Community Engagement	Equal variances assumed	.972	.326	-1.498	142	.136	-.375	.250	-.870	.120
	Equal variances not assumed			-1.505	71.494	.137	-.375	.249	-.872	.122
Campus Engagement	Equal variances assumed	2.395	.124	-.595	142	.553	-.242	.406	-1.045	.562
	Equal variances not assumed			-.561	63.462	.577	-.242	.431	-1.102	.619
Administrative Support	Equal variances assumed	.117	.733	1.546	142	.124	.327	.211	-.091	.745
	Equal variances not assumed			1.519	68.427	.133	.327	.215	-.102	.756
Overall Relevance	Equal variances assumed	1.486	.225	-.678	142	.499	-.126	.185	-.492	.241
	Equal variances not assumed			-.698	75.073	.487	-.126	.180	-.484	.233

Results for Research Question 2h

For Research Question 2h, the researcher ran a *t*-test to measure student perceptions using type of institution (i.e., PWI vs. HBCU) as the independent variable.

H_o: $\mu_{PWI} = \mu_{HBCU}$

H_1: $\mu_{PWI} \neq \mu_{HBCU}$

The sample was divided into two groups as outlined in Table 4.43. The research question yielded a total of 272 responses comprised of 218 students at PWIs and 54 students at the HBCU. The group statistics for the sample are outlined in Table 4.44.

Table 4.43 Descriptive Statistics for Research Question 2h

Institution	*N*	%
PWI	218	80.15
HBCU	54	19.85
Total	272	100.00

Table 4.44 Group Statistics for Research Question 2h

		N	*M*	*SD*	*SEM*
Leadership	PWI	218	2.520	1.088	.074
	HBCU	54	2.099	.926	.126
Community	PWI	218	3.364	1.395	.094
Engagement	HBCU	54	3.080	1.329	.181
Campus	PWI	218	4.411	1.778	.120
Engagement	HBCU	54	4.963	2.250	.306
Administration	PWI	218	2.737	.964	.065
Support	HBCU	54	2.012	.763	.104
Overall	PWI	218	2.524	1.105	.075
Relevance	HBCU	54	2.253	1.091	.148

For Leadership, the *F* value for Levene's test was 4.012 with $p = .046$. Since this value was less than .05, the researcher rejected the null hypothesis for the assumption of homogeneity

of variance, concluded that there was a significant difference between the two variances, and used the data associated with "Equal variances not assumed." The *t*-test was significant, *t* (92.768) = 2.488, *p* =.005. Therefore, the null hypothesis was rejected indicating that HBCU students had significantly higher perceptions of BGLOs' leadership on campus than PWI students.

For Community Engagement, the *F* value for Levene's test was .317 with *p* = .574. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and used the data associated with "Equal variances assumed." The *t*-test was not significant, *t* (270) = 1.350, *p* =.178. Therefore, the null hypothesis was retained indicating that there was not a significant difference in student perceptions of Community Engagement in BGLOs between students at PWIs and students at HBCUs.

For Campus Engagement, the *F* value for Levene's test was 8.720 with *p* = .003. Since this value was less than .05, the researcher rejected the null hypothesis for the assumption of homogeneity of variance, concluded that there is a significant difference between the two variances, and used the data associated with "Equal variances not assumed." The *t*-test was not significant, *t* (70.259) = 1.676, *p* =.098. Therefore, the null hypothesis was retained indicating that there was not a significant difference in student perceptions of Campus Engagement in BGLOs between students at PWIs and students at HBCUs.

For Administration Support, the *F* value for Levene's test was 3.826 with *p* = .051. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference

between the two variances and use the data associated with "Equal variances assumed." The *t*-test was significant, t (270) = 5.135, p =.000. Therefore, the null hypothesis was rejected indicating that HBCU students had significantly higher perceptions of campus administration's support of BGLOs than PWI students.

For Overall Relevance, the F value for Levene's test was .668 with p = .414. Since this value was greater than .05, the researcher retained the null hypothesis for the assumption of homogeneity of variance, concluded that there was no significant difference between the two variances and used the data associated with "Equal variances assumed." The *t*-test was not significant, t (270) = 1.620, p =.106. Therefore, the null hypothesis was retained indicating that there was not a significant difference in student perceptions of Leadership in BGLOs between students at PWIs and students at HBCUs. These results are summarized in Table 4.45.

Table 4.45 T-Tests for Research Question 2h

		Levene's Test for Equality of Variances		*t*-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	*t*	*df*	Sig. (2-tailed)	Mean Difference	Std Error Difference	Lower	Upper
Leadership	Equal variances assumed	4.012	.046	2.618	270	.009	.421	.161	.104	.738
	Equal variances not assumed			2.884	92.768	.005	.421	.146	.131	.711
Community Engagement	Equal variances assumed	.317	.574	1.350	270	.178	.284	.210	-.130	.697
	Equal variances not assumed			1.391	84.346	.168	.284	.204	-.122	.689
Campus Engagement	Equal variances assumed	8.720	.003	-1.930	270	.055	-.552	.286	-1.114	.011
	Equal variances not assumed			-1.676	70.259	.098	-.552	.329	-1.208	.105
Administrative Support	Equal variances assumed	3.826	.051	5.135	270	.000	.725	.141	.447	1.002
	Equal variances not assumed			5.906	99.400	.000	.725	.123	.481	.968
Overall Relevance	Equal variances assumed	.668	.414	1.620	270	.106	.271	.168	-.058	.601
	Equal variances not assumed			1.632	82.040	.106	.271	.166	-.059	.602

Results for Research Question 3

For Research Question 3, the researcher ran a One-Way ANOVA to measure student perceptions using governing council as the independent variable.

H_o: $\mu_{NPHC} = \mu_{NPC} = \mu_{IFC}$

H_1: $\mu_{NPHC} \neq \mu_{NPC} \neq \mu_{IFC}$

The sample was divided into three groups as outlined in Table 4.46. The research question yielded a total of 81 responses comprised of 28 responses from Greek affiliated students within the National Panhellenic Council (NPC), 17 responses from Greek affiliated students within the Interfraternity Council (IFC) and 36 responses from Greek affiliated students within the National Pan-Hellenic Council (NPHC).

Table 4.46 Descriptive Statistics for Research Question 3

Governing Council	*N*	%
NPHC	36	44.44
NPC	28	34.57
IFC	17	20.99
Total	81	100.00

The ANOVA test measured student responses regarding the relevance of BGLOs at their universities based on five scales (leadership, community engagement, campus engagement, administrative support and overall relevance). Using governing council as the independent variable, the results of the ANOVA are outlined in Table 4.47. Once the ANOVA test was performed, a statistically significant result was indicated when at least one group differed from the other groups.

Table 4.47 ANOVA Tests for Research Question 3

		Sum of Squares	*df*	Mean Square	*F*	Sig.
Leadership	Between Groups	29.371	2	14.686	14.257	.000
	Within Groups	80.344	78	1.030		
	Total	109.715	80			
Community Engagement	Between Groups	53.195	2	26.597	14.413	.000
	Within Groups	143.941	78	1.845		
	Total	197.136	80			
Campus Engagement	Between Groups	.756	2	.378	.099	.906
	Within Groups	298.374	78	3.825		
	Total	299.130	80			
Administration Support	Between Groups	1.601	2	.801	.782	.461
	Within Groups	79.867	78	1.024		
	Total	81.468	80			
Overall Relevance	Between Groups	24.208	2	12.104	11.795	.000
	Within Groups	80.042	78	1.026		
	Total	104.250	80			

The ANOVA test found significant differences between the means for the following scales: (1) Leadership (p = .000), (2) Community Engagement (p = .000) and (3) Overall Relevance (p = .000). A Tukey HSD test was performed to provide interpretation regarding the difference in means noted as significant in the ANOVA test.

The post hoc Tukey HSD test used to interpret the results of the ANOVA test measuring Leadership revealed two distinct subsets for the three categories of race. The post hoc Tukey's HSD tests showed that Greeks affiliated with NPHC (M = 1.750, SD = .753) had significantly lower mean scores than Greeks affiliated with NPC (M = 2.774, SD = 1.183) and IFC (M = 3.177, SD = 1.191). Therefore, the null hypothesis was rejected indicating that NPHC affiliated Greeks had significantly higher perceptions of BGLOs leadership on campus than NPC and IFC affiliated Greeks. The results of the Tukey HSD for Leadership are provided in Table 4.48.

Table 4.48 Tukey HSD[a,b] Results for Research Question 3 (Leadership)

Governing Council	*N*	Subset for alpha = 0.05	
		1	2
NPHC	36	1.750	
NPC	28		2.774
IFC	17		3.177
Sig.		1.000	.351

a. Uses Harmonic Mean Sample Size =39.836.
b. The group sizes were unequal. The harmonic mean of the group size was used. Type I error levels are not guaranteed.

The post hoc Tukey HSD test used to interpret the results of the ANOVA test measuring Community Engagement revealed two distinct subsets for the three categories of governing council. The post hoc Tukey's HSD tests showed that Greeks affiliated with NPHC (*M* = 1.910, *SD* = .979) had significantly lower mean scores than Greeks affiliated with NPC (*M* = 2.795, *SD* = 1.063) and IFC (*M* = 3.441, *SD* = 1.029). Therefore, the null hypothesis was rejected indicating that NPHC affiliated Greeks had significantly higher perceptions of BGLOs community engagement than NPC- and IFC-affiliated Greeks. The results of the Tukey HSD for Community Engagement are provided in Table 4.49.

Table 4.49 Tukey HSD[a,b] Results for Research Question 3 (Community Engagement)

Governing Council	*N*	Subset for alpha = 0.05	
		1	2
NPHC	36	1.910	
NPC	28		2.795
IFC	17		3.441
Sig.		1.000	.074

a. Uses Harmonic Mean Sample Size =39.836.
b. The group sizes were unequal. The harmonic mean of the group size was used. Type I error levels are not guaranteed.

The post hoc Tukey HSD test used to interpret the results of the ANOVA test which measured Overall Relevance revealed two distinct subsets for the three categories of governing

council. The post hoc Tukey's HSD tests showed that Greeks affiliated with NPHC (*M* = 1.982, *SD* = .873) had significantly lower mean scores than Greeks affiliated with NPC (*M* = 2.619, *SD* = 1.005) and IFC (*M* = 3.412, *SD* = 1.128). Therefore, the null hypothesis was rejected indicating that NPHC affiliated Greeks had significantly higher perceptions of BGLOs overall relevance than NPC and IFC affiliated Greeks. The results of the Tukey HSD for Overall Relevance were provided in Table 4.50.

Table 4.50 Tukey HSD[a,b] Results for Research Question 3 (Overall Relevance)

		Subset for alpha = 0.05	
Race	*N*	1	2
NPHC	36	1.982	
NPC	28	2.619	
IFC	17		3.412
Sig.		.077	1.000

a. Used Harmonic Mean Sample Size =39.836.
b. The group sizes were unequal. The harmonic mean of the group size was used. Type I error levels were not guaranteed.

Conclusion

The information provided in this chapter details some useful insight regarding student learning outcomes of Black students with BGLO membership with those for Black students not associated with a BGLO. The information provided also yields insight regarding student perceptions of the relevance of BGLOs at four universities located in Tennessee. Chapter 5 provided more depth regarding the findings and implications of the study.

CHAPTER V

FINDINGS, DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Introduction of the Study

A review of the literature explored the role of Black Greek Letter Organizations (BGLOs) at Predominately White Institutions (PWIs) through the lens of Tinto's (1987, 1988) model of student departure, 2) Nagasawa and Wong's (1999) theory of minority student survival and 3) Strange and Banning's (2001) dynamics of campus environments. The review revealed, within the overall culture of PWIs, BGLOs provide a subculture to which minority students can align themselves. In Tinto's model, one of the main components in determining a student's decision to either stay in school or dropout is their social integration. The review revealed that BGLOs fulfill the social interaction component as well as provide support for the academic integration (GPA requirements) and institutional requirements (must be enrolled to be active within the chapter) facets of the model.

Regarding Nagasawa and Wong's model, the role of subcultures within a society is important in terms of the survival of the members within those subcultures. BGLOs serve as a subculture within PWIs providing a sense of identity as well as a support system to its members within the overall culture at PWIs. In Strange and Banning's model, two of the four dynamics (i.e., human aggregate and constructed environments) were utilized in this study. The human aggregate dynamic shows how student organizations such as BGLOs possess potential to attract and retain minority students to PWIs. The constructed environment dynamic provides higher education administrators with insight regarding the role student organizations such as BGLOs

play in help current and prospective students develop favorable perceptions of the college or university.

The primary purpose of the present study was to examine student learning outcomes of Black students with the intent of determining if membership in BGLOs had a relationship with student learning outcomes. The researcher explored the difference (if any) of BGLO membership on student learning outcomes by cross referencing fraternity/sorority membership of Black students with self-reported GPAs.

The present study also examined student perceptions of the relevance of BGLOs by examining student perceptions based on five scales (i.e., Leadership, Campus Engagement, Community Engagement, Administration Support, and Overall Relevance). This took into account possible variations in student perceptions based on several demographic factors which served as independent variables (i.e., campus location, GPA, class standing, race, current status, gender, Greek affiliation, type of institution, and organization's governing council for those students who were members of fraternities and sororities). The following sections provided a summary, conclusions, implications and recommendations for further study.

Summary of the Findings

The findings presented as part of this study provide insight regarding BGLOs influence (if any) on student learning outcomes for Black students as well as the significant difference in perceptions of the relevance of BGLOs based on a number of variables. The researcher used quantitative statistical methods to examine perceptual differences between groups based on a number of independent variables.

Membership in BGLOs and Learning Outcomes (Research Question 1)

Research Question 1 asked whether there was a statistically significant difference in the self-reported GPAs of Black students who were members of BGLOs versus those who were not members of BGLOs. This research question was addressed by dividing the respondents into two groups. Results of the independent samples *t*-test determined that there was no statistically significant difference between the self-reported GPAs for both groups. The results suggest that membership in BGLOs does not yield a significant variance in perceived academic performance between Black students with BGLO membership and those without membership in BGLOs. Therefore, the researcher cannot conclude that BGLOs provide significant contributions to the academic integration and overall academic performance of Black students.

Relevance of BGLOs by Campus Location (Research Question 2a(1))

Research Question 2a(1) sought to determine if there was a statistically significant difference in student perceptions of the relevance of BGLOs based on campus location. This research question was addressed by dividing the respondents based on campus location. The results of the ANOVA test determined that there was no significant difference in student perceptions based on campus location for Community Engagement, Campus Engagement, and Overall Relevance.

However, the results of the test did determine that there was a significant difference in student perceptions based on campus location for Leadership and Administration Support. The results of the study revealed that students at the predominately Black institution had significantly higher perceptions of BGLOs' leadership on campus and the university administration's support of BGLOs than PWI students. Therefore, the researcher can conclude that BGLOs at HBCUs

provide significant contributions to the social integration of students on campus via perceptions of leadership and the university administrations support of BGLOs.

Relevance of BGLOs by Campus Location Segemented by Race (Research Question 2a(2))

Research Question 2a(2) sought to determine if there was a statistically significant difference in student perceptions of the relevance of BGLOs based on campus location segmented by race. This research question was addressed by dividing the respondents for each campus location by race. For UTM, TSU, and UTK, the results of the ANOVA test determined that there was no significant difference in student perceptions based on race for all five scales (i.e., Leadership, Community Engagement, Campus Engagement, Administration Support, and Overall Relevance). Therefore, the researcher can not conclude that BGLOs provide significant contributions to the social integration of students based on race for UTM, TSU, and UTK.

In regards to UTC, results of the test determined that there was no significant difference in student perceptions based on race for Campus Engagement and Administration Support. The results of the ANOVA test did determine that there was a significant difference in student perceptions based on race for Leadership, Community Engagement and Overall Relevance.

Overall results of the study revealed that Black students had significantly higher perceptions of BGLOs' leadership on campus, engagement in the community and overall relevance than White students and students classified as Other. Therefore, the researcher can conclude that BGLOs provide significant contributions to the social integration of Black students via perceptions of leadership on campus, engagement in the community and overall relevance.

Relevance of BGLOs and Performance Levels (Research Question 2b)

Research Question 2b sought to determine if there was a statistically significant difference in student perceptions of the relevance of BGLOs based on GPA. This research question was addressed by dividing the respondents into four groups based on GPA (i.e 3.60-4.00, 3.10-3.59, 2.50-3.09 and 2.49 or below). The results of the one-way ANOVA test determined that there was no significant difference in student perceptions based on GPA for Campus Engagement, Community Engagement and Administration Support.

However, the results of the test did determine that there was a significant difference in student perceptions based on GPA for Leadership and Overall Relevance. Overall, the results of the study revealed that students with GPAs of 2.49 or below had significantly higher perceptions of BGLOs' leadership on campus and BGLOs' overall relevance than students in the remaining GPA categories. Therefore, the researcher can conclude that BGLOs may provide significant contributions to the social integration of students with GPAs of 2.49 or below.

Relevance of BGLOs and Class Standing (Research Question 2c)

Research Question 2c sought to determine if there was a statistically significant difference in student perceptions of the relevance of BGLOs based on class standing. This research question was addressed by dividing the respondents into five groups (i.e Freshman, Sophomore, Junior, Senior and Undergraduate Special/Other). Results of the one-way ANOVA test determined that there was no significant difference in student perceptions based on class standing for all five scales (i.e., Leadership, Community Engagement, Campus Engagement, Administration Support, and Overall Relevance). Therefore, the researcher can not conclude that

BGLOs provide significant contributions to the social integration of students across all four class standings at these institutions.

Relevance of BGLOs and Race (Research Question 2d)

Research Question 2d sought to determine if there was a statistically significant difference in student perceptions of the relevance of BGLOs based on race. This research question was addressed by dividing the respondents into three groups (i.e., Black, White, and Other). Results of the one-way ANOVA test determined that there was no significant difference in student perceptions based on race for Campus Engagement and Administration Support. However, the results of the test did determine that there was a significant difference in student perceptions based on race for Leadership, Community Engagement, and Overall Relevance.

Overall, results of the study revealed that Black students had significantly higher perceptions of BGLOs' leadership on campus, engagement in the community and overall relevance than White students and student within the "Other" category. Therefore, the researcher can conclude that BGLOs provide significant contribuitions to the social integration of Black students via perceptions of leadership on campus, engagement in the community, and overall relevance.

Relevance of BGLOs and Current Status (Research Question 2e)

Research Question 2e sought to determine if there was a statistically significant difference in student perceptions of the relevance of BGLOs based on current status. This research question was addressed by dividing the respondents into two groups (i.e., full-time and part-time). Results of the independent samples *t*-test determined that there was no significant

difference in student perceptions based on current status for Community Engagement, Campus Engagement and Administration Support.

The results of the test did determine that there was a significant difference in student perceptions based on current status for Leadership and Overall Relevance. Overall, results of the study revealed that part time students had significantly higher perceptions of BGLOs' leadership on campus and overall relevance than full time students. Therefore, the researcher can conclude that BGLOs provide significant contributions to the social integration of part time students via perceptions of leadership on campus and overall relevance.

Relevance of BGLOs and Gender (Research Question 2f)

Research Question 2f sought to determine if there was a statistically significant difference in student perceptions of the relevance of BGLOs based on gender. Results of the test determined that there was no significant difference in student perceptions based on gender for Campus Engagement and Administration Support. The results of the independent samples *t*-test did determine that there was a significant difference in student perceptions based on gender for Leadership, Community Engagement and Overall Relevance.

Overall results of the study revealed that female students had significantly higher perceptions of BGLOs' leadership on campus, engagement in the community and overall relevance than male students. Therefore, the researcher can conclude that BGLOs provide significant contributions to the social integration of female students via perceptions of leadership on campus, engagement in the community and overall relevance.

Relevance of BGLOs and Greek Affiliation (Research Question 2g(1))

Research Question 2g(1) sought to determine if there was a statistically significant difference in student perceptions of the relevance of BGLOs based on Greek affiliation. This research question was addressed by dividing the respondents into two groups (i.e., Greek affiliated students and non-Greek affiliated students). Results of the independent samples *t*-test determined that there was no significant difference in student perceptions based on Greek affiliation for all five scales (i.e., Leadership, Community Engagement, Campus Engagement, Administration Support, and Overall Relevance). Therefore, the researcher can not conclude that BGLOs provide significant contributions to the social integration of students based on whether or not students were affiliated with them.

Relevance of BGLOs and Greek Affiliation for Black Students Only (Research Question 2g(2))

Research Question 2g(2) sought to determine if there was a statistically significant difference in student perceptions of the relevance of BGLOs based on Greek affiliation for Black students only. This research question was addressed by dividing the respondents into two groups (i.e., Greek affiliated Black students and non-Greek affiliated Black students). Results of the independent samples *t*-test determined that there was no significant difference in student perceptions based on Greek affiliation for Black students for Community Engagement, Campus Engagement, Administration Support, and Overall Relevance. The results of the independent samples *t*-test did determine that there was a significant difference in perceptions of Black students based on Greek affiliation for Leadership.

Overall results of the study revealed that Greek affiliated Black students had significantly higher perceptions of BGLOs' leadership on campus than non-Greek affiliated Black students.

Therefore, the researcher can conclude that BGLOs provide significant contributions to the social integration of Greek affiliated Black students via perceptions of leadership on campus.

Relevance of BGLOs and Type of Institution (Research Question 2h)

Research Question 2h sought to determine if there was a statistically significant difference in student perceptions of the relevance of BGLOs based on the type of institution. This research question was addressed by dividing the respondents into two groups (i.e., Predominately White Institutions and Historically Black Colleges and Universities). Results of the independent samples *t*-test determined that there was no significant difference in student perceptions based on type of institution for Community Engagement, Campus Engagement and Overall Relevance.

The results of the test did determine that there was a significant difference in student perceptions based on type of institution for Leadership and Administration Support. Overall, results of the study revealed that HBCU students had significantly higher perceptions of BGLOs' leadership on campus and the university administation's support of BGLOs than PWI students. Therefore, the researcher can conclude that BGLOs provide significant contributions to the social integration of HBCU students via perceptions of leadership on campus and university administration's support of BGLOs.

Relevance of BGLOs and Governing Council (Research Question 3)

Research Question 3 sought to determine whether there was a statistically significant difference in student perceptions of the relevance of BGLOs based on the organization's governing council for Greek affiliated students. This research question was addressed by

dividing the respondents into three groups: National Pan-Hellenic Council (NPHC), National Panhellenic Council (NPC), and Interfraternity Council (IFC). Results of the one-way ANOVA test determined that there was no significant difference in student perceptions based on governing council for Campus Engagement and Administration Support.

The results of the test did determine that there was a significant difference in student perceptions based on governing council for Leadership, Community Engagement, and Overall Relevance. Overall, the study revealed that NPHC students had significantly higher perceptions of BGLOs' leadership on campus, engagement in the community and overall relevance than NPC students and IFC students. Therefore, the researcher can conclude that BGLOs provide significant contributions to the social integration of NPHC members via perceptions of leadership on campus, engagement in the community and overall relevance.

Implications of the Study

Previous research focused on BGLOs' role at colleges and universities (namely at PWIs) is limited. The findings from this research study provided insight regarding student perceptions of the relevance of BGLOs. In addition to the insight provided, a number of conclusions were drawn from the data provided in this study.

First, in terms of Leadership and Overall Relevance, students with lower self-reported GPAs were more likely to have favorable perceptions of BGLOs than students with higher self-reported GPAs. The relationship between student perceptions and GPA could be due in part to some students placing more of an emphasis on engaging in the social activities on campus and less emphasis on academic performance. BGLOs play a role in providing a social atmosphere on campus. BGLOs would have a higher degree of visibility and overall engagement with students

who dedicate more time to social activities on campus and less time on academics. While the relationship between student performance and perceptions of BGLOs appear to be contrasting in nature, student organizations such as BGLOs may serve as the only entity keeping students with lower GPA engaged in the overall college experience.

Second, Black students were more likely to have favorable perceptions of BGLOs leadership on campus, engagement in the community and overall relevance, than White students and students classified as "Other" in the study. Patton et al. (2011) noted that Black students often feel isolated, marginalized and excluded at PWIs. In addition, Black students are also faced with the task of dealing with the usual social and academic challeneges all students face in college. To assist in dealing with the aforementioned issues, Black students seek support from campus organizations willing to provide social and academic support. BGLOs are a part of the network of organizations on campus set with the responsibility of supporting students in the realms of social and academic dimensions. In fact, Sutton & Kimbrough (2001) found that BGLOs are among the nmost popular organizations for student engagement among Black students. Overall, BGLOs serve as a conduit between Black students and college life.

Third, part time students were more likely to have favorable perceptions of BGLOs leadership on campus and overall relevance, than full time students in the study. The college experience is primarily comprised of two facets: (1) social/campus life and (2) academics. Part time students take less credit hours during the semester than full time students, so their time commitments to academics are less than those of their full time counterparts. In essence, part time students have more time and availability to engage in social activities held by student organizations such as BGLOs on campus. As with students with lower GPAs, BGLOs could have a higher degree of visibility and overall engagement with part time students than full time

students, thus causing part time students to have more favorable perceptions of BGLOs than full time students.

Fourth, female students were more likely to have favorable perceptions of BGLOs' leadership on campus, engagement in the community and overall relevance, than male students in the study. Hearn and Olzak (1982) conducted research to explore differences in college satisfaction based on gender. The results of the study showed that external factors such as occupational certainty and majors offered were more important to male students while internal factors such as relationships with advisors, friends on campus, and social engagement were more important to female students. These findings, as they relate to this study, would suggest that due to the social nature of student organizations, female student would possess more favorable perceptions of these organizations, including BGLOs. This insight could prove benefical to college administrations seeking to improve the relationship between student organizations such as BGLOs. In fact, developing a focus group or council with significant female representation could provide further insight and guidance for college and universities looking to improve their relationships with BGLOs.

Fifth, students in the study enrolled at HBCUs were more likely to have favorable perceptions of BGLOs leadership on campus. Students in the study enrolled at HBCUs were also more likely to have favorable perceptions of the support their college or university's administration provides to BGLOs. According to Jones (2013), Black students at PWIs may experience fear of not being accepted based on race or ethnicity, which makes developing a sense of belonging difficult to achieve. In fact, Abrams et al. (2005) stated that exclusion leads students to developing feelings of mistrust towards various facets of their college or university. While HBCUs provide Black students with more opportunities for social engagement, they also

provide more leadership opportunities than PWIs (Thomas & Green, 2001). The combined effect of removing the race component from the college experience coupled with providing students with more leadership opportunities could positively effect students outlook on the overall college experience. Fortunately, HBCUs are not faced with the challenge of addressing racial issues with Black students, thus improving the likelihood that students would have favorable experiences on campus. BGLOs assist in this process by providing a social climate void of racial issues.

Lastly, NPHC Greeks were more likely to have favorable perceptions of BGLOs' leadership on campus, engagement in the community and overall relevance. The NPHC was established to serve as an organization dedicated to assisting BGLOs in achieving their goals, objective and missions both on college campuses and within the surrounding community. The results of this particular research question serves as a possible self-assessment for NPHC Greeks. The insight from this particular finding lies in NPHC Greeks not reporting more favorable perceptions than their NPC/IFC counterparts in the areas of campus engagement and administration support.

Recommendations for Practice

BGLOs were created as a direct response to the lack of inclusion Black students experienced at PWIs. BGLOs provide a pathway to social integration for both members and non-members alike. The findings from the present study provide the basis for a number of recommendations for active BGLOs chapters as well as campus leadership. In particular, the findings may prove to be beneficial to BGLO chapter presidents and administrative staff responsible for Greek life (i.e., Dean of Student Life/Student Affairs). Table 5.1 highlights the

results of the study in terms of the independent variables with a statistically significant difference for each scale. The information provided in this table shows that Leadership and Overall Relevance had the largest number of statistically significant differences for the survey questions.

Table 5.1 Comprehensive Table for Research Question Results

Independent Variable	Leadership	Community Engagement	Campus Engagement	Administration Support	Overall Relevance
2a(1)-Campus	X	O	O	X	?
2a(2)-Campus by Race (UTM)	?	O	O	O	O
2a(2)-Campus by Race (TSU)	O	O	O	O	?
2a(2)-Campus by Race (UTK)	O	O	O	O	O
2a(2)-Campus by Race (UTC)	X	X	O	?	X
2b-GPA	X	?	O	O	X
2c-Class Standing	O	O	O	O	O
2d-Race	X	X	O	O	X
2e-Current Status	X	O	O	O	X
2f-Gender	X	X	O	O	X
2g(1)-Greek Aff (All)	O	O	O	O	O
2g(2)-Greek Aff (Black)	X	O	O	O	O
2h-Institution Type	X	O	O	X	O
3-Governing Council	X	X	O	O	X

X=Statistically Significant Difference
?=Statistically Significant Difference, but Tukey HSD determined no significant difference
O=No Significant Difference

In terms of BGLOs, leadership (namely at the chapter level) should focus on collaborating with the department on campus responsible for student life/student affairs. The goal of collaborating with the aforementioned department should be to develop programs and activities which would cater to the culture of minority students on campus. The activities developed should be open to all students on campus and focus on providing the campus with insight regarding the various cultures and subcultures that exist on campus. BGLOs (namely at PWIs) serve as a vital component in assisting minority students with integrating socially on campus. In addition to the campus-oriented programs and activities, BGLOs should also partner

with campus leadership to develop more programs geared towards engagement with the overall community. By providing program and activities catering to the subculture of minority students on campus, BGLOs provide a bridge to connect the subculture of minority students on campus to the overall culture associated with that particular college campus and the overall community.

The administrative office responsible for Greek life/student affairs on campus should work closely with the NPHC council on campus to determine ways in which the administration could provide more support to BGLOs on campus. The NPHC is a council made up of BGLO members from each organization on campus and serves as the primary point of contact and communication for BGLO members. Campus leadership should also partner with BGLOs to provide both formal and informal training to BGLO leaders. For instance, mentorships with minority business/community leaders would help to ensure BGLO leaders were equipped with the knowledge and experience needed to guide their chapters towards the overall goals and missions of their organizations. Mentorship programs for BGLO leadership could also assist in strengthening the relationship between campus leadership and BGLOs. As the relationship between BGLOs and campus leadership improves, campus leadership would also find improvements in the relationship with the NPHC as a whole, which could prove beneficial in fostering a system of support and inclusion for BGLOs, its members and other minority students on campus.

Recommendations for Future Research

Previous research focused on BGLOs' role at colleges and universities (namely at PWIs) is limited. While the data gathered from this study provided insight regarding student perceptions of BGLOs, further research should be conducted to gain insight into BGLO

relevance at college campuses. Additional research should be conducted to learn ways in which BGLOs can increase their relevance on campus. First, qualitative research should be conducted with a focus on gaining both student and faculty input on how to improve relationships between BGLOs and campus administrations at PWIs. Second, this research should be replicated with more locations in different regions of the county to see if student perceptions of BGLOs vary based on region. Lastly, this research replicated with incentives to encourage more student participation would result in a larger sample size thus addressing the potential issue of the results lacking generalizability.

Limitations of the Study

While the results of the study provide insight regarding student learning outcomes and student perceptions of BGLOs, three limiting factors could affect the generalizability of the study results. First, the study used four target schools all located within the State of Tennessee. Of the four target schools, three are within the UT system (i.e., UT-Knoxville, UT-Chattanooga, and UT-Martin). Limiting the scope of research to only focus on universities in one state could lead students and university administrators in other states to deem the results questionable.

Second, as of Fall 2016, the total number of eligible students at all target schools was 45,661. The total sample of the study was 272 respondents which resulted in a response rate of 0.60%. The researcher provided no incentives to encourgage more participation and a larger study sample may have yielded different results.

Third, the study asked students to gauge their perceptions of organizations representing a subculture of colleges and universities. During the data collection stage, the researcher encountered a participant who wanted to know the real reason for the study. The participant

identified herself as a BGLO member at her university and wanted to be reassured that the university was not behind the study in search of empirical data to remove BGLOs from campus. While the researcher only encountered one participant who was vocal of such concerns, other particpants may have experienced the same concerns and exaggerated their perceptions either in favor or against BGLOs.

Conclusion

The purpose of this study was twofold. First, the study compared student learning outcomes of Black students who were members of BGLOs against Black students who did not belong to BGLOs. This study also examined the perceived relevance of BGLOs based on a number of demographic factors. While all of the results provided useful information regarding student learning outcomes and differences in perceptions based on demographic factors, the insight regarding the relationship between Black students and BGLOs at PWI made this study worthwhile.

Higher education administrators at PWIs are constantly faced with the task of improving retention and matriculation rates for Black students. The results of the study provide an in depth look at why BGLOs are an important part of the overall college experience for Black students. In fact, the results, coupled with the models used to develop the theoretical/conceptual framework, provide administrators with potentially useful information in other areas. Each model provides insight on how the influence of BGLOs extend beyond social integration for Black students. In fact, a common variable between each model is the idea that student organizations such as BGLOs have a positive effect on retention and matriculation rates for Black students. This information supports the role of BGLOs at PWIs beyond social integration.

Higher education administrators are faced with challenges associated with student organizations such as BGLOs. However, the benefits of increased retention and matriculation rates for Black students outweigh the challenges of supporting such organizations at PWIs.

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APPENDIX A

IRB APPROVAL (UTC)

THE UNIVERSITY of TENNESSEE CHATTANOOGA

Institutional Review Board
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MEMORANDUM

TO: Reginald Cooper **IRB # 16-022**
Dr. Hinsdale Bernard

FROM: Lindsay Pardue, Director of Research Integrity
Dr. Amy Doolittle, IRB Committee Chair

DATE: March 24, 2016

SUBJECT: IRB #16-022: Impact of Membership in Black Greek Letter Organizations on Student Learning Outcomes

The IRB Committee Chair has reviewed and approved your application and assigned you the IRB number listed above. You must include the following approval statement on research materials seen by participants and used in research reports:

The Institutional Review Board of the University of Tennessee at Chattanooga (FWA00004149) has approved this research project # **16-022.**

Please remember that you must complete a Certification for Changes, Annual Review, or Project Termination/Completion Form when the project is completed or provide an annual report if the project takes over one year to complete. The IRB Committee will make every effort to remind you prior to your anniversary date; however, it is your responsibility to ensure that this additional step is satisfied.

Please remember to contact the IRB Committee immediately and submit a new project proposal for review if significant changes occur in your research design or in any instruments used in conducting the study. You should also contact the IRB Committee immediately if you encounter any adverse effects during your project that pose a risk to your subjects.

For any additional information, please consult our web page http://www.utc.edu/irb or email instrb@utc.edu

Best wishes for a successful research project.

APPENDIX B

IRB APPROVAL (UTK)

THE UNIVERSITY of TENNESSEE
KNOXVILLE
Office of Research & Engagement
INSTITUTIONAL REVIEW BOARD (IRB)

1534 White Ave.
Knoxville, TN 37996-1529
865-974-7697
fax 865-974-7400

April 26, 2016

Re: UTK IRB-15-02380-XM
Study Title: Impact of Membership in Black Greek Letter Organizations on Student Learning Outcomes.

Dear Reginald Collins Cooper:

The Administrative Section of the UTK Institutional Review Board (IRB) reviewed your application for the above referenced project. The IRB determined that your application is eligible for **exempt** review under 45 CFR 46, category (2). In accord with 45 CFR 46.116(d), informed consent may be altered, with the cover statement used in lieu of an informed consent interview. The requirement to secure a signed consent form is waived under 45 CFR 46.117(c) (2). Willingness of the subject to participate will constitute adequate documentation of consent. Your application has been determined to comply with proper consideration for the rights and welfare of human subjects and the regulatory requirements for the protection of human subjects. This letter constitutes full approval of your application (version 1.1) along with Survey v3 and the Consent Form v3 (version 1.1) that have been stamped approved by the IRB for the above referenced study.

In the event that volunteers are to be recruited using solicitation materials, such as brochures, posters, web-based advertisements, etc., these materials must receive prior approval of the IRB.

Any alterations (revisions) in the protocol, Survey v3, or the Consent Form v3 (version 1.1) must be promptly submitted to and approved by the UTK Institutional Review Board prior to implementation of these revisions. You have individual responsibility for reporting to the Board in the event of unanticipated or serious adverse events and subject deaths.

Sincerely,

Colleen P. Gilrane

Colleen P. Gilrane, Ph.D.
Chair

APPENDIX C

IRB APPROVAL (UTM)

THE UNIVERSITY of TENNESSEE MARTIN

Office of Research, Grants & Contracts
100 Administration Building
Martin, Tennessee 38238
Office: 731.881.7015
Fax: 731.881.7018

8/4/2016

Mr. Reginald Cooper
4708 Robinwood Drive
Chattanooga, TN 37416

RE:

IRB Period: 8/4/2016 to 8/3/2017
Impact of Membership in Black Greek Letter Organizations on Student Learning Outcomes II

Dear Mr. Cooper:

The project listed above has been reviewed and upon receipt of updated documents as requested by reviewers, has been certified by Expedited Review by the Institutional Review Board allowing you to conduct your research for the following reasons: 1. presents no more than minimal risk to the participants and 2. Falls within Category Expedited Category M Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

The responsibilities of the investigator is to abide by the regulations governing research involving human participants, including those provisions specifying the means of obtaining informed consent. In all cases, the standards of respect for persons, beneficence, and justice enumerated by the Ethical Principles and Guidelines for the Protection of Human Subjects of Research (Belmont Report) apply to all research involving human participants conducted at UT Martin. Please note that you are also committed to the other Investigator Responsibilities as stated in the Faculty, Staff and Student Guide to Research involving Human Subjects which is available on our website.

All expedited approved research is subject to UTM-IRB review, at least once a year. Please visit our Website for the Change/Termination Form that you will need to complete and submit if your project remains active and UTM-IRB approval needs to be renewed for another year. Unless your research moves in a new direction or participants have experienced adverse reactions, than renewal is not a major hurdle. You as Principal Investigator are responsible for determining whether the changes will affect the current status of the project. When you complete your research, the same Change/ Termination form should be completed indicating project termination. This will allow the UT Martin IRB Compliance Section to close your project files.

Please remember that it is the responsibility of the Principal Investigator to keep the data that is collected in a secure location for 3 years after the completion of the research project.

We wish you success in your research endeavors.

Ray Witmer, Ph.D.
UT Martin IRB Chair

pqf

APPENDIX D

IRB APPROVAL (TSU)

TENNESSEE STATE UNIVERSITY
"Think. Work. Serve."
Research and Sponsored Programs
3500 John A. Merritt Boulevard
Nashville, Tennessee 37209-1561
Office: (615) 963-7631
Fax: (615) 963-5068

Office of the Associate Vice President

To: Reginald Cooper, Jr.
cooperrc@yahoo.com
Hinsdale-Bernard@utc.edu
Dept.:

From: Digitally signed by G Pamela Burch-Sims
Date: 2016.02.26 17:27:03 -06'00'

Dr. G. Pamela Burch-Sims, Chair, Institutional Review Board

Re: Protocol #HS2015-3622

Date: Friday, February 26, 2016

The document listed below has been carefully reviewed and found to be in compliance with OPRR document title 45, Code of Federal Regulations part 46, the protection of human subjects, as amended by Federal policy, effective August 19, 1991. This project is **approved** as it presents minimal or no research risks to the pool of impending human subjects. Please make note, that any deviations in the administration of the protocol, accidental or otherwise should be reported to the IRB as soon as possible. The FWA for Tennessee State University is #FWA00007692, which is effective from July 8, 2011 to July 8, 2016.

"Impact of Membership in Black Greek Letter Organizations on Student Learning Outcomes"

This approval is valid for one year from the date indicated above. Continuation of research beyond that date requires re-approval by the Institutional Review Board.

Please contact me at 963-7060 or e-mail irb@tnstate.edu for additional information.

APPENDIX E

STUDENT DEMOGRAPHICS (TSU)

Tennessee State University Student Demographics Fall 2016

	Freshman	**Sophomore**	**Junior**	**Senior**	**Undergraduate Special**	**Total**
Registration Status						
Full Time	1,977	805	662	820	5	4,269
Part Time	701	420	486	1,099	98	2,804
Male	1,212	445	431	740	53	2,881
Female	1,466	780	717	1179	50	4,192
Non-Resident Alien	N/A	N/A	N/A	N/A	N/A	N/A
White, Non-Hispanic	469	219	239	481	74	1,482
American Indian/Alaska Native, Non-Hispanic	4	5	2	3	0	14
Black, Non-Hispanic	2,059	956	849	1,334	23	5,221
Asian/Pacific Islander, Non-Hispanic	97	28	23	38	5	191
Hispanic	31	10	26	40	1	108
Unknown Race/ Not Responded	18	7	9	23	0	57
Two or more races, Non-Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
Total	**2,678**	**1,225**	**1,148**	**1,919**	**103**	**7,073**

APPENDIX F

STUDENT DEMOGRAPHICS (UTK)

University of Tennessee at Knoxville Student Demographics Fall 2016

	Freshman	Sophomore	Junior	Senior	Undergraduate Special	Total
Registration Status						
Full Time	6,035	4,740	4,737	5,207	59	20,778
Part Time	63	149	254	799	96	1,361
Gender						
Male	3,112	2,395	2,520	3,127	60	11,214
Female	2,986	2,494	2,471	2,879	95	10,925
Ethnic Origin						
Non-Resident Alien	123	88	61	68	49	389
White, Non-Hispanic	4,692	3,796	3,948	4,848	85	17,369
American Indian/Alaska Native, Non-Hispanic	14	13	9	13	0	49
Black, Non-Hispanic	436	354	321	354	3	1,468
Asian/Pacific Islander, Non-Hispanic	250	161	154	211	4	780
Hispanic	241	182	190	197	6	816
Unknown Race/ Not Responded	132	177	150	161	4	624
Two or more races, Non-Hispanic	210	118	158	154	4	644
Total	6,098	4,889	4,991	6,006	155	22,139

APPENDIX G

STUDENT DEMOGRAPHICS (UTC)

University of Tennessee at Chattanooga Student Demographics Fall 2016

	Freshman	**Sophomore**	**Junior**	**Senior**	**UG Special**	**Total**
Registration Status						
Full Time	2,619	1,899	2,057	2,294	6	8,875
Part Time	58	143	240	748	106	1,295
Gender						
Male	1,171	887	1,014	1,383	58	4,513
Female	1,506	1,155	1,283	1,659	54	5,657
Ethnic Origin						
Non-Resident Alien	32	9	18	27	10	96
White, Non-Hispanic	2,037	1,564	1,778	2,328	80	7,787
American Indian/Alaska Native, Non-Hispanic	4	3	6	12	0	25
Black, Non-Hispanic	299	238	246	291	7	1,081
Asian, Non-Hispanic	62	48	43	57	4	214
Hispanic	117	88	83	90	3	381
Unknown Race	15	18	28	24	4	89
Native Hawaiian/Pacific Islander, Non-Hispanic	2	1	0	2	0	5
Two or more races, Non-Hispanic	109	73	95	211	4	492
Total	2,677	2,042	2,297	3,042	112	**10,170**

APPENDIX H

STUDENT DEMOGRAPHICS (UTM)

University of Tennessee at Martin Student Demographics Fall 2016

	Freshman	**Sophomore**	**Junior**	**Senior**	**Undergraduate Special**	**Total**
Registration Status						
Full Time	1,309	1,048	1,167	1,419	12	4,955
Part Time	66	68	131	368	691	1,324
Gender						
Male	595	487	570	741	245	2,638
Female	780	629	728	1046	458	3,641
Ethnic Origin						
Non-Resident Alien	60	33	38	41	8	180
White, Non-Hispanic	1,025	856	1,011	1,411	580	4,883
American Indian/Alaska Native, Non-Hispanic	7	0	1	4	3	15
Black, Non-Hispanic	205	166	180	248	57	856
Asian/Pacific Islander, Non-Hispanic	9	5	8	9	6	37
Hispanic	38	28	26	38	24	154
Unknown Race	0	0	0	0	0	N/A
Two or more races, Non-Hispanic	31	28	34	36	25	154
Total	1,375	1,116	1,298	1,787	703	**6,279**

APPENDIX I

SURVEY CONSENT FORM

Consent Form

Title: Impact of Membership in Black Greek Letter Organizations on Student Learning Outcomes

Purpose

The purpose of this research project is to examine impact of membership in Black Greek Letter Organizations (BGLOs) on student learning outcomes. This is a research project being conducted by Reginald Cooper at the University of Tennessee at Chattanooga. As a current undergraduate student at one of the four universities picked for this study (i.e., Tennessee State University (TSU), University of TN-Knoxville (UTK), University of TN-Chattanooga (UTC), or University of TN-Martin (UTM)) you are invited to participate in this research project. Individuals under the age of 18 are not eligible to participate.

Voluntary Participation

Your participation in this research study is voluntary. You may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized. Please note that the research sites listed above will be named in the research results.

Process

The procedure involves completing an online survey that will take approximately 15-20 minutes. Your responses will be confidential and we do not collect identifying information such as your name, email address or IP address. The survey questions will be about your personal opinions on BGLOs and their members as it pertains to leadership, campus engagement, community engagement, administrative support and overall relevance. Participants may refuse to answer specific questions without penalty.

The data collected via this survey will be stored in a secure location within the Qualtrics software. Only the principal researcher will have access to the data collected. All data collected will be permanently deleted at the conclusion of the data collection period (December 31, 2016).

Confidentiality

We will do our best to keep your information confidential. All data will be stored in a password protected electronic format. To help protect your confidentiality, the surveys will not contain information that will personally identify you. The results of this study will be used for scholarly purposes only and may be shared with TSU, UTK, UTM and UTC representatives.

Contact Information

If you have any questions about the research study, please contact Reginald Cooper at **fxm778@mocs.utc.edu**. This research has been reviewed according to University IRB procedures for research involving human subjects at the four institutions. If you have any questions concerning your rights as a research participant, please contact the following:
For TSU: Dr. G. Pamela Burch Sims, Chair of TSU Institutional Review Board (615) 963-7060
For UTC: Dr. Amy Doolittle, Chair of the UTC Institutional Review Board (423) 425-4289
For UTM: Dr. Joan West, Director-Office of Research, Grants & Contracts (731) 881-7105
For UTK: You may contact the UT Office of Research IRB Compliance at utkirb@utk.edu or at (865) 974-7697

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:
• you have read the above information
• you voluntarily agree to participate
• you are at least 18 years of age

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

APPENDIX J

BLACK GREEK LETTER ORGANIZATIONS RELEVANCE SURVEY

Leadership is defined as the ability to lead, guide or influence others. Please respond to the following statements as they pertain to BGLOs (and their members) and leadership.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
BGLO members serve in student leadership roles on campus.	○	○	○	○	○
BGLOs promote a sense of responsibility on campus.	○	○	○	○	○
BGLO members serve as role models for other students on campus.	○	○	○	○	○

Community engagement is defined as the desire and willingness to develop and participate in activities which benefit the local community. Please respond to the following statements as they pertain to BGLOs (and their members) and community engagement.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
BGLOs are active in the local community.	○	○	○	○	○
BGLOs provide programs that are beneficial to the local community.	○	○	○	○	○
BGLO members have a sense of responsibility to the local community.	○	○	○	○	○
BGLOs address the needs of the local community.	○	○	○	○	○

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
BGLOs provide programs available to all students on campus.	○	○	○	○	○
BGLOs provide programs that are beneficial to all students on campus.	○	○	○	○	○

Campus engagement is defined as the desire or willingness to develop and participate in activities which benefit a college/university. Please respond to the following statements as they pertain to BGLOs (and their members) and campus engagement.

BGLOs provide social activities available to all students on campus.	○	○	○	○	○
BGLO members are friendly, supportive and help provide a sense of belonging on campus.	○	○	○	○	○

Administrative support is defined as the degree to which the college/university administration supports the organization's values and contributions. Please respond to the following statements as they pertain to the university administration's support of BGLOs.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The university's administration provides a supportive environment for BGLOs.	○	○	○	○	○
The university administration's disciplinary actions against BGLOs are the same as those for other fraternities/sororities on campus.	○	○	○	○	○
BGLOs are welcomed at this university.	○	○	○	○	○

Relevance is defined as having social significance as it pertains to current issues in society.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
BGLOs are relevant to the university.	○	○	○	○	○

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
BGLOs play a role in addressing the needs of the university.	○	○	○	○	○
BGLOs are relevant to the local community.	○	○	○	○	○

Which university do you attend?

- ○ University of Tennessee at Knoxville
- ○ University of Tennessee at Chattanooga
- ○ University of Tennessee at Martin
- ○ Tennessee State University

What is your current classification?

- ○ Freshman
- ○ Sophomore
- ○ Junior
- ○ Senior
- ○ Undergraduate Special/Undergraduate Other

Which of the following best describes your current status as a student?

- ○ Full Time
- ○ Part Time

What is your current grade point average (GPA)?

- ○ 3.60 - 4.00

- 3.10 - 3.59
- 2.50 - 3.09
- 2.01 - 2.49
- 2.00 or below

What is your gender?

- Male
- Female

What is your race/ethnicity?

- Asian
- Black/African-American
- White/Caucasian
- American Indian/Alaska Native
- Native Hawaiian/Other Pacific Islander
- Other

Are you a member of a fraternity/sorority? (Please answer N/A to Question 13 if you respond "No" to this question)

- Yes
- No

To which governing council is your organization a member?

- National Panhellenic Conference (NPC)
- Interfraternity Council (IFC)
- National Pan-Hellenic Council (NPHC)

APPENDIX K

VALIDATION RESULTS FOR SURVEY QUESTIONS

BGLO Survey Questions Validity Process Results

Respondents	Questions																	
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	1	1	0	0	1	1	1	1	0	0	1	0	0	1	0	1	0	1
4	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
8	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1
9	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	1	1	0	1	0	0	1	0	0	1	1	0	1	1	1	1	1	0
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1
	100%	73%	64%	91%	91%	91%	91%	82%	82%	91%	91%	73%	82%	91%	91%	91%	73%	91%

Benchmark for Acceptance: 70%

Key:

1 Yes

0 No/Not Sure

Instructions:

Responses from each panel member were collected via a survey uploaded on SurveyMonkey.com. The validation survey asked each panel member to assess whether or not each question would actively measure the item which the researcher intended for it to measure based on the definition provided. Each question was rated on a pass/fail scale with "yes" responses being treated as pass responses. "No" and "Not Sure" responses were treated as fail items. The benchmark for accepting each question was a 70% pass rate. All items with less than 70% pass rate would be marked for removal from the BGLO Relevance survey.

Results:

Based on the responses provided by the BGLO Survey validation panel, Leadership questions #3 (National Pan-Hellenic Council organizations promote a sense of responsibility on campus) does not accurately measure leadership as defined by the researcher. Therefore, leadership question #3 will be removed from the BGLO survey.

VITA

Reginald Cooper is the son of Mr. and Mrs. Leroy Gill Cooper. Mr. Cooper graduated from Chattanooga School for the Arts & Sciences in Chattanooga, TN in 2001. He obtained a B.S. degree in Business Administration from The University of Tennessee at Chattanooga in 2005. After graduation, he worked in the finance/banking industry in Chattanooga, TN.

Mr. Cooper earned his M.B.A. degree from The University of Tennessee at Chattanooga in 2006. After graduation in 2006, Mr. Cooper accepted a position with a community bank in Knoxville, TN as a Vice President/Credit Analyst. He is currently serving as a Large Group Underwriter with an insurance company based in Chattanooga, TN. Mr. Cooper is presently an Ed.D. candidate in Learning and Leadership at The University of Tennessee at Chattanooga and is preparing to graduate in August 2018.