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**IMPACT OF STUDENT IDENTITY AND INVOLVEMENT WITHIN  
THE DR. HARLEY E. FLACK MENTORING PROGRAM**

by  
Tiffany Reed

A Thesis

Submitted to the  
Department of Educational Services, Administration, and Higher Education  
College of Education  
In partial fulfillment of the requirement  
For the degree of  
Master of Arts in Higher Education Administration  
at  
Rowan University  
June 25, 2012

Thesis Chair: Burton R. Sisco, Ed.D.

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## ABSTRACT

Tiffany Reed

IMPACT OF STUDENT IDENTITY AND INVOLVEMENT WITHIN THE DR.  
HARLEY E. FLACK MENTORING PROGRAM

2011/12

Burton R. Sisco, Ed.D.

Master of the Arts in Higher Education Administration

The purpose of this study was to investigate student identity development and involvement within the Dr. Harley E. Flack Mentoring Program on selected students at Rowan University. The subjects in this study consisted of 130 full time undergraduate students during the Spring 2012 semester, who participated in one or more of the four mentoring components; Peer Mentor/Mentee program, Student Ambassador Program at Delsea Regional High School, "Ujima" Women Mentorship, and/ or the Professional Mentor/Mentee.

Data analysis showed positive relationships while being involved in the Dr. Harley E. Flack Mentoring program, when developing their identity as African American students at Rowan University, but not as much from a campus perspective. The results from the study indicated the program is a great asset in meeting personal goals and the university has developed an excellent academic atmosphere. A strong majority of the selected students believed the mentoring program had a positive impact on their overall college experience. The findings suggest that the Dr. Harley E. Flack Mentoring program take a more academic involvement focus, rather than its current focus on social development.

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## **Chapter I**

### **Introduction**

Trends suggest that many colleges and universities are rapidly expanding with new students, faculty, and staff. The growth among these college campuses creates new cultures and atmospheres. The changes within higher education have ushered new directions of programming, departments, and curriculum. The purpose of this research was to investigate the student identity and involvement patterns of participants within the Dr. Harley E. Flack Mentoring Program at Rowan University Glassboro campus. Many universities have mentoring programs that seek to advance students, involvement, and identity. These programs have an impact on student success, especially of students labeled at-risk.

This study investigated student perspectives at Rowan University and how the Dr. Harley Flack Mentoring Program influenced their identity and involvement within Rowan University. As of the spring 2012 semester, the university had an enrollment of over 11,000 undergraduate and graduate students. This campus is quite unique due to having two locations at the main suburban campus in Glassboro, NJ and the urban campus in Camden, NJ. By surveying student participants within the mentoring program, the study allowed for deeper understanding of the impact of involvement and self-identity within Rowan University.

## **Statement of the Problem**

According to McClure (2006), a common problem in higher education is that student support programming and initiatives lack resources and funding for teaching inside and outside the classroom. Some of the most controversial and demanding issues and concerns in higher education have included the changing makeup of the student body in terms of race, age, income, and other significant social variables; the increase in the reporting of discrimination and bias crimes; affirmative action policies that are either legally challenged or dismantled; and redefining and exploring core curriculum requirements in an inclusive context (McClure, 2006).

These complicated and difficult issues necessitate a new collection of knowledge and skills for programs. In addition, innovative approaches are needed to address the individual needs of a diverse student body and the organizational demands of changing campuses, such as programming around identity development.

## **Purpose of the Study**

The purpose of this study was to evaluate the student perspective on identity and involvement at Rowan University, by surveying students who participated in four specific components associated with the Dr. Harley E. Flack Mentoring program. The general purpose of this study was to contribute empirical data regarding the developmental aspect of student experiences on their involvement and identity for success through their college experiences. Today's leaders in higher education are focused on creating diverse campuses where all students are engaged (Fleming, 2001).

### **Significance of the Study**

Different tools such as diversity workshops, support programs, and resource readings for students and staff help contribute to engaging at-risk students within the majority population at universities and creating a conducive environment for learning. Within higher education, the need for campuses to become more inclusive of diversity has often been articulated (Fleming, 2001). However, the ability of higher education to provide appropriate and meaningful educational programs and services to students of color and other underrepresented and underserved populations has been challenged for at least the past three decades (Fleming, 2001).

Generations of students have seen the changes within departments and transition initiatives every year. This study allows readers to understand the effective and ethical reasons of developing strategies, workshops, and training through a multicultural perspective teaching at-risk students to be involved.

However, most higher education and student affairs professionals receive limited funding for opportunities to advance the entire program (Fleming, 2001). Student support programs in student affairs become a useful and resourceful construct that embraces the broad scope of issues including race, class, religion, gender, sexual orientation, age, and abilities that many at-risk students face while in college (Fleming, 2001).

### **Assumptions and Limitations**

This study assumed that students participating in the Dr. Harley E. Flack Mentoring Program were quite involved within the campus and felt included. The

study also assumed that all the students participating in the program were culturally aware of Rowan, and understood that student involvement is not just within one program. Rowan University is striving to help transition at-risk students to be more involved amongst the campus. There is an assumption that the Dr. Harley E. Flack Mentoring program is only offered to students who participate in the EOF program (Education Opportunity Fund). There is also an assumption that Rowan University advertises the mentoring program to all students across the campus. The last assumption focused on whether the Dr. Harley E. Flack Mentoring program helped develop the student's identity and involvement. Other assumptions may stem from whether students understood the research topic and participated fully by being honest with their answers.

This study may be limited by staff that may have influenced students not to take the survey or be interviewed. Limitations may occur from a lack of participating, because of initial interaction. Other limitations could be a low response rate to the survey. Lastly, there was the potential research bias as the researcher is an advocate for cultural diversity and developing multicultural competence.

### **Operational Definitions**

1. Cultural Organizations: Student organizations on a college campus that focuses on cultural, religious, and sexual orientation issues, and promotes tolerance and social justice. These organizations are housed under the Office of Multicultural Affairs at Rowan University.
2. Diversity: Refers to commitment to recognizing and appreciating the variety of

characteristics that make individuals unique in an atmosphere that promotes and celebrates individual and collective achievement.

3. Dr. Harley E. Flack Mentoring Program: The Dr. Harley E. Flack Student Mentoring Program at Rowan University is an academic success and retention program that provides participants' academic, personal, and professional support throughout the course of their undergraduate career at Rowan.
4. Identity Development: The process of developing identity begins with the discovery of self through multidimensional lenses which may include physical and sexual identity, occupational goals, religious beliefs, and ethnic background.
5. Mentoring: A formal or informal relationship between two people; a senior mentor (usually outside the protégé's chain of supervision) and a junior protégé.
6. Predominately White Institution (PWI): Any college or institution, where the majority of the students, faculty and staff are white, but has large enough populations of other cultural backgrounds. According to Rowan University's demographic profile, the campus is 78% white, and is considered a PWI.
7. Speak and Eat: A development course that challenges personal thinking, leading to greater skills, and understanding of a variety of different cultures.
8. Student Involvement: The amount of interaction a student has with different aspects of their college experience, i.e. student organizations, faculty/staff, support programs, and the like.

### **Research Questions**

Four research questions guided and informed this study:

1. How involved and what activities are identified by selected students in the Dr. Harley E. Flack Mentoring Program?
2. What are the attitudes of the selected students in the Dr. Harley E. Flack Mentoring Program regarding their identity development, social involvement, academic involvement, and personal goals?
3. What are the attitudes of selected students in the Dr. Harley E. Flack Mentoring Program regarding the importance given to social involvement, academic involvement, campus atmosphere, and personal goals at Rowan University?
4. What are the attitudes of selected students in the Dr. Harley E. Flack Mentoring Program regarding their satisfaction with social involvement, academic involvement, campus atmosphere, and personal goals at Rowan University?

### **Overview of the Study**

Chapter II provides a scholarly literature that is relevant to the study. The chapter presents literature that stresses the importance of transitioning within colleges and universities such as student involvement. The literature review dissects components that focus on the need for enhancing the at-risk students' involvement, by utilizing cultural student organizations, trainings, and workshops as an outlet. This chapter also breaks down the history and the change over the years of the attitudes and perspectives of involvement and identity at Rowan University.

Chapter III presents the procedures that were utilized in the study. The institutional context of the study, population and sample selection, data collection instrument, data collection methods, and how the data were analyzed are all discussed.

Chapter IV presents the findings of the study. This chapter summarizes the findings in table and narrative form.

Chapter V provides a summary of the study, discusses the findings, offers conclusions based on the findings, and gives recommendations for practice and further research.

## Chapter II

### Review of the Literature

#### Introduction

On many college campuses today there are numerous mentoring programs to advance and enhance students throughout their college career. Mentoring programs focus on athletes, international students, particular fields of study, and minority students. The importance of mentoring on college campuses helps ease the transition for many students. Many universities promote interactive relationships to help students cope with their transitions and to promote student involvement. At Rowan University, the Dr. Harley E. Flack Mentoring Program promotes academic, social, and professional development for many minority students. This implies that students are gaining potential leadership experiences and involvement within the university.

This research investigated the involvement patterns amongst African American students participating in the Dr. Harley E. Flack Mentoring Program at Rowan University. The mentoring program asserts that the greatest asset to students is becoming a resource, a mentor, and building retention for the university (Rowan University, 2011). Mentoring at Rowan University occurs within residential learning, student government, and other leadership opportunities offered on campus.

#### Mentorship in Higher Education

Mentoring is described as the relationship between someone older and younger within a program. The term *mentor* stems from Greek mythology in which Odysseus



entrusted the care and education of his child to a friend named Mentor while the father was away on his adventures and travels. Mentoring has come to be used for a variety of relationships. Some of the synonyms include *role model, coach, guide, sponsor, friend,* and *adviser* (Cohen & Galbraith, 1995). Mentoring is a process of influencing and fostering the intellectual development of students and career aspirations.

Mentoring and coaching is not counseling although some counseling skills may be used by the Mentor/Coach. Learning conversations do not focus on personal problems. Cohen and Galbraith (1995) describe mentoring as a 'developmental alliance;' a relationship between equals in which someone is helped to develop further. Coaching may be shorter term and more focused, for example offering support for academic writing.

In mentoring and coaching transformation or change comes about through the learning conversation. The conversation enables the process of Mentoring/Coaching in which there needs to be an explicit focus on learning. For many years mentoring has been associated with a wide range of benefits: from career advancement and heightened self-confidence, to an increased sense of belonging (Cohen & Galbraith, 1995). Mentoring is more effective when it is formalized and when the expectations and commitments of participants are made explicit. The quality of the mentoring process is enhanced when participants are provided with guidelines and/or training on effective practice and the management of the relationship (Cohen & Galbraith, 1995). Mentoring works equally well in pairings of mixed gender or race as it does with same gender/race pairing.

## **Mentorship at Rowan University**

The Dr. Harley E. Flack Student Mentoring program at Rowan University is an academic success and retention program that encompasses academic, professional, and interpersonal support for all student participants. The program involves student run programming, academic support, as well as leadership development for those involved. The mission of the Dr. Harley E. Flack Student Mentoring program is to target and improve the academic and professional success of all active student participants. The overall mission is to increase the retention and graduation rates of participants (Rowan University, 2011). The program's focus is to enhance students' overall university experience. The program also focuses on leadership development in its programming opportunities which are offered throughout the academic year. Through personalized mentorship, academic support, professional guidance, co-curricular activities, and leadership initiatives, the program has successfully supported participants in achieving their goals and full potential as students at Rowan University (Rowan University, 2011).

The Dr. Harley Flack Mentoring program, works in conjunction with the EOF/MAP program at Rowan, which also strives to recruit and retain low income students, who may be struggling academically or socially. These two programs work together to create a social, academic, professional transition within a predominantly White institution. The Dr. Harley E. Flack Student Mentoring Program began at Rowan University in 1992 originally in response to low satisfaction, retention, and graduation rates of African American males enrolled at the university (Rowan

University, 2011). These rates were much lower compared to White male students, and Dr. Harley E. Flack, the Executive Vice President and Provost at the time saw a need to address this issue of the low retention rates and admission within the African American community and the urge towards improving similar issues for Latino males. Dr. Flack, along with Dr. Ted Johnson and Dr. Kimble Byrd created the Dr. Harley E. Flack Male Student Mentoring Program (Rowan University, 2011).

Though the program saw the retention and matriculation issues were noted within African American and Hispanic males, similar issues existed with African American female students enrolled at the university. As a result, the female component of the Dr. Harley E. Flack program, Ujima, was developed in 1995. Zarinah Knight, an undergraduate student, and Dr. Diane Hughes, a staff member, founded Ujima. The name Ujima, a Swahili term meaning “collective responsibility,” was given to the program (Rowan University, 2011). By the spring of 1996, Dr. Shirley Muller assumed coordination of the female component of the program and it was further developed under her guidance.

As 1996 closed, the Dr. Harley E. Flack Student Mentoring program had both a male and female component. The Dr. Harley E. Flack Student Mentoring program opened its doors to all underrepresented and under-prepared students at Rowan University. The Office of Multicultural Affairs that sponsors, “A Day in the Life Program,” for underrepresented students to visit Rowan’s campus, created a recruitment and partnership with the Dr. Harley E. Flack Mentoring Program, for future student participants. In 2008, Rowan University formally institutionalized the

program and hired a full-time professional staff member to administer the program.

Another important aspect of the program is the high school mentoring initiative. Students throughout the week visit local high schools and mentor high school students, which begins the transition stage, if they are seeking to attend college. The initiative is "At the foundation of all effective mentoring programs, is the core principle that each individual who is BEING MENTORED should at the same time be serving as a MENTOR," (Rowan University, 2011, p. 3).

The Dr. Harley E. Flack Student Mentoring Program is comprised of two components: male and female (Ujima). Both components are committed to exposing participants to healthy and fulfilling relationships with peers, faculty, and staff. This comprehensive program provides many services to its students (Rowan University, 2011). Students are matched with peer and professional mentors. The mentoring program focuses on academics, and becoming socially prepared for Rowan's 78% predominately white campus. Workshops and seminars occur during each semester for all students focusing on social, academic, and professional skills. The "Speak and Eat" series is another service offered by the program. During these events, the mentoring program often collaborates with student organizations to have candid discussions about topics of interest. Some topics include healthy relationships, body image, diversity, and dispelling myths about minority students.

The Dr. Harley E. Flack Student Mentoring Program works hard to assess the program and evaluate its strengths and weaknesses. The program has 10 objectives and five learning outcomes listed. The objectives and learning outcomes of the

program are meant to be accomplished through the relationships developed through mentoring, academic support the program provides, as well as through cultural exploration and celebration (Rowan University, 2011).

### **Chickering Student Identity Theory**

Chickering first introduced the theory of identity development in 1969. Since then, the theory has been revised in 1993 and is widely used in student affairs to help develop best practices as well as effective programs to address student needs and development. Chickering's theory is divided into seven vectors: developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity (Chickering, 1969). Chickering noted that students go through these vectors at different rates, may be in more than one vector at the same time, and may "recycle," or reexamine issues associated with areas/vectors they previously went through. The Dr. Harley E. Flack Student Mentoring program utilizes Chickering's theory of identity development to maintain an effective mentoring program. It focuses on the seven vectors as areas of focus for their mentees (Chickering, 1969). For example, the graduate coordinators administer surveys to all student participants at their monthly meetings as well as evaluate each mentor and mentee relationship. Each student must submit logs on student interactions that may result in identifying their participation and support.

In the vector of *developing competence*, the program recognizes that students are developing interpersonal qualities that are physical, intellectual, and interpersonal

(Chickering, 1969). *Managing emotions* is a vector where mentors are trained to help their mentees to develop tolerance of others, being able to effectively deal with conflict, loneliness, and other strong/dominant emotions that may arise in their personal lives (Chickering, 1969).

For the next vector, *moving through autonomy toward interdependence*, students become more autonomous in their thoughts, learning, and actions, all while moving towards the aspect of interdependence and working cooperatively with others. *Developing mature interpersonal relationships* is a key to functioning and becoming holistic in personal learning as a college student (Chickering, 1969). *Establishing identity* is a vector that takes time and patience to enter, and mentees will not always enter into this vector in their freshman year (Chickering, 1969).

This particular vector supports the study of the research on identity development within the Dr. Harley E. Flack mentoring program. Many of the students enrolled within the mentoring program are at-risk from socio-economic status and poor academics. Participating within the program has created its own identity at Rowan University. A total of 88.7% of the student participants in the Dr. Harley E. Flack Mentoring program come from the EOF (Educational Opportunity Fund) (Rowan University, 2011). Through this alternative admissions program, Rowan admits students who otherwise might be shut out of a college education because of the lack of funds and limited academic preparation. In addition to being New Jersey residents who meet certain academic and financial requirements specified by the Admissions and EOF/MAP Office, EOF applicants must demonstrate motivation,

determination and the potential to succeed at the university level (Rowan University, 2011). Many of these students are placed within the Dr. Harley E. Flack Mentoring program for support.

*Developing purpose* is another of Chickering's vectors addressed in the mentoring program (Chickering, 1969). The program helps the mentees to identify clear goals and assists them in how to meet their goals. Finally, *developing integrity* is accomplished in the program through emulation and example. Mentors and mentees are taught that by living their lives with integrity they can develop an understanding of key values and beliefs. These values and beliefs will become blueprints for personal choices and behavior (Rowan University, 2011).

### **William Cross Black Identity Model**

One of the earliest Black racial identity models is the Nigrescence Theory developed by William E. Cross, Jr. Nigrescence is French for the process for becoming Black (Cross, 1978). This model is a linear stage model created to describe a black person's feelings, thoughts, and behaviors as he or she moves from a negative White frame of reference to a positive black frame of reference.

The original model was created in 1971 and included five stages. It was revised in 1991 to include only four stages, then again in 2000. The 2000 model has the same four stages as the 1991 model, however with new characteristics, traits, and descriptions associated with the stages. In the pre-encounter stage, Cross (1978) argues Black people consciously or unconsciously manifest an anti-black worldview while seeking to assimilate and acculturate into the dominant White society. Within

this stage the black individual suffers from low self-esteem while trying to develop a White-like or racial majority identity. Following the pre-encounter stage is the encounter stage, which has two parts. First an individual has an experience that challenges his or her pro-White and anti-Black worldview. It is followed by a reinterpretation of one's racial identity as caused by this seemingly unnatural experience (Cross, 1978). This stage marks the commencement of one's search for a black identity as he or she makes a conscious decision to identify with being black.

Within the stage of immersion/emersion there is a strong, pro-black attitude and a withdrawal from the dominant white society. Forms of hostility can also be evident at this stage as an individual seeks to compensate for any previous pro white attitudes (Cross, 1978). For example, The Dr. Harley E. Flack Mentoring program sponsors monthly "Speak and Eats," where there are topics generated to create discussions for students to voice their experiences at Rowan. Many of the students articulate racial concerns in classrooms of being marginalized. Some of the students have indicated they refuse to co-sponsor events with White student organizations but only do so to receive adequate student funding for programs and attention from university administrators. These "Speak and Eats" allow students to release their frustration being an underrepresented student at Rowan University.

The internalization stage allows black people to reconcile the attitudes they held in the pre-encounter and encounter stages of the model, which then leads into the internalization/commitment stage. During this final stage, the black individual incorporates positive black racial identity into his/her self-concept and makes the



commitment to engage in activities that promote social justice and civil rights (Cross, 1978). Cross later revised his theory in 1991, and again in 2000, by consolidating the original five stages into four. The revised model encompasses the stages of pre-encounter, encounter, immersion-emersion, and internalization/commitment.

According to Cross (1978), anti-Black attitudes will cause an individual to dislike his or her own ethnic group, culture, and community. An individual may see his or her ethnicity as the source of problems, and find a need to correct or overcome these issues through the process of assimilation. Cross claims that several factors can lead people through this stage in their development. Major changes in one's social environment or society can all lead to the mis-education of an individual's sense of his or her black racial image, and result in assimilation into the dominant white society (Cross, 1978).

Stage two of the encounter in the revised model is similar to that of the original; however the 1991 version clearly states the encounter is "an unexpected situation that can be one traumatic experience or arises out of events that prompts a turning point" (Cross, 1978, p. 27). This event is followed by two steps, where the individual first experiences the encounter and then personalizes it. A person shifts from stage one to stage two as thoughts of confusion and alarm follow the encounter. The encounter troubles the individual so much that it consumes his or her identity. The most common encounters involve some racially derogatory slurs aimed at the individual from the society in which he or she assimilated (Cross, 1978). This leaves a black person feeling undervalued and unappreciated in society, destroying the personal

identity held by the individual. Cross (1978) observes, "the person's level of blackness is high but their level of internalization of the new identity is low" (Cross, p. 26).

Immersion-emersion in the 1991 model has been more clearly defined between the two processes that take place within this stage. Immersion, under the updated model, puts an emphasis on the transition between the two identities. Here the individual is aware of the identity he or she is leaving and not fully aware of the one he or she wants to emulate. This part of the stage is characterized with superficial identifiers of black identity such as "hair style, clothing, music and language" (Cross, 1978, p. 29). Cross identifies this as individuals "immersing themselves into the world of blackness" (p. 29). It also involves changing an individual's social group, to one reflective of a new identity.

In emersion an individual develops a clearer perspective on black identity. The emergence stage is different from the immersion stage because the individual gains control of exploration into his or her blackness and begins to understand the concept of being a black person. Here development is begun in the affective and cognitive aspects of black identity (Cross, 1978). In this stage the individual has identified a role model to emulate who has a positive influence on his or her concept of blackness.

Utilizing Cross's theory helps identify the possible stages students are transitioning while participating within the Dr. Harley E. Flack Mentoring program. The majority of the student participants are African American, and Cross's theory

helps the program create activities or discussion topics that help cultivate the minds of these students. Low socio-economic status and poor academic preparation are present among a majority of the participants in the mentoring program. The faculty and staff within the program support students' identity development while at a Predominately White Institution (PWI). Mentors and educators who work with historically underrepresented students can help encourage students to explore attitudes and feelings toward ethnicity, learn their cultural identity, dispel myths and stereotypes, and help expose them to other cultures (Tatum, 1999).

### **Alexander Astin's Theory of Student Involvement**

Astin's theory of involvement is that students learn more the more they are involved in both the academic and social aspects of their collegiate experience (1984). An involved student is one who devotes considerable energy to academics, spends much time on campus, participates actively in student organizations and activities, and interacts often with faculty. The amount of student learning and personal development is directly proportional to the quality and quantity of student involvement (Astin, 1984). The more students put in an activity the more they will get out of it. Participation within the Dr. Harley E. Flack Mentoring program is solely voluntary, but for students, who are at-risk with their academics, has allowed their participation to become a necessity.

The college years are a time of significant growth and change for students as they confront new ideas and experiences that may challenge what they already know and believe. Faculty members who understand these changes can design courses and activities that meet students' needs and support their continued development. For example, the Dr.

Harley E. Flack Mentoring program created off campus trips to cultural museums and plays to expand the thinking and dialogue for students who have never been exposed to such events. Another example, are the Mentor/ Mentee outings. Each mentor schedules weekly meetings with their mentee over dinner or coffee to discuss school and personal life. Many of the participants in the program enjoy these outings with their mentor.

In *What Matters in College? Four Critical Years Revisited* (Astin 1997), described the effects of involvement in various aspects of the college experience of 25,000 undergraduates attending 217 four- year colleges and universities (as cited in Holloman, 2010). In examining the college environment for influences on students' development and retention, Astin discovered that almost all of the following influences directly correlated to students' levels of involvement: place of residence, participation in athletics, membership in student government, activity in honors programs, academic involvement, type of employment, and interaction between students and faculty (or other college personnel) (1997). In the study, Astin found that hours per week students spent studying produced positive results for overall academic outcomes: retention, graduating and attending graduate school (1997). He also found student-faculty interaction also has positive correlations with every self-reported area of intellectual and personal growth, as well as with three life goals: promoting racial understanding, participating in programs to clean up the environment, and making a theoretical contribution to science (Astin, 1997). He also investigated the impact of involvement on volunteer work. Students showed the strongest positive relationship was personality measures of social activities, leadership, tutoring/ mentoring and various leadership abilities (Astin, 1997). The study also

included the effect of counseling involvement, through the measurement lenses of vocational and career counseling and personal or psychological counseling. Astin noticed how career or vocational counseling is positively associated with leadership, diversity, social activism, and trust in the administration (1997).

According to Astin (1984), an involved student "is one who devotes considerable energy to academics, spends much time on campus, participates actively in student organizations and activities, and interacts often with faculty" (p. 292). The higher quality of resources available, the more likely those students who are involved will grow or develop. In his study, Astin also mentions the interactions with student-to-student were quite positive towards leadership and overall involvement (1997). He also noticed similar "peer groups" account for the differential effects of race (1997). White and African-American students showed contrasting patterns of change on their college experience. He found these peer groups' effect the tendency for the races to segregate themselves during the undergraduate years (either institutionally or via student clubs and organizations) (Astin, 1997). Sometimes this may be due to the structure of the American higher education system, with the large number of White students enrolled, and other institutions such as HBCUs (Historically Black Colleges and Universities). Also the study revealed the major concerns of SES patterns amongst college students and their overall involvement. He considered the effects of the student's socioeconomic status (SES). SES had the strongest effect on completion of the bachelor's degree (Astin, 1997). The student's SES is also related to satisfaction with most aspects of the undergraduate experience. It has positive effects on GPA, entry to graduate school, and willingness to

re-enroll in the same college. These findings showed that students from high SES families, compared to low SES students, could look forward to more positive outcomes in college, regardless of their abilities, academic preparation, or other characteristics (Astin, 1997).

According to Astin (1984), involvement requires an investment of energy in academic, social relationships and activities related to the campus, and the amount of energy invested will vary greatly depending on the student's interests and goals, as well as the student's other commitments. Astin suggests the goal of institutional practices is to achieve maximum student involvement and learning; to do that instructors and faculty cannot focus solely on technique but must also be aware of how motivated students are and how much time and energy they are devoting to the learning process (1984).

Therefore, all institutional policies and practices can be judged by the degree of involvement they foster in students. Also, all faculties from instructors to counselors can work with the same goal in mind, unifying their energies into making the students more involved in the college environment and therefore better learners.

### **Related Studies**

Recently, several studies have looked at the involvement patterns of African American students at Rowan University. In 2008, Piper studied the amount of academic and social support of African American students on the Rowan campus. He found that many African American students were dissatisfied with their ability to get involved on campus and the social atmosphere (2008). Also he found that African American students, who belonged to a fraternity or sorority, were more active on the

Rowan campus than other students. In 2009, Jordan took a closer look at the student involvement patterns of African American students at Rowan University. He found there were no disparities between gender and class rank when compared to importance and satisfaction of academic involvement (Jordan, 2009). He also found out of the 178 students surveyed, a majority felt connected to one another through involvement in ethnic and multicultural clubs and organizations (Jordan, 2009).

Many of the studies conducted at Rowan focused African American students involvement patterns, and their college experience overall at Rowan University. Durham (2007) conducted a study on mattering and marginality among African American students at Rowan University. While, overall, she found that African American students perceived that they mattered to the campus, she noted areas where student perceptions of mattering and marginality were mixed. Students felt they matter most to academic and personal advisors/mentors (87.7%), and felt most marginalized in the classroom (83%) (Durham, 2007). Her study also found that African American students felt marginalized due to the lack of integration at Rowan, especially classrooms (Durham, 2007). Finally, the study reported students felt it was difficult to speak up in the classroom and tended to rely on cultural organizations and advocacy departments to voice their concerns as a way of feeling culturally accepted (Durham, 2007).

While these studies have given further insight on African American student's perception of student involvement on the Rowan campus, two studies have looked at the impact of the Dr. Harley E. Flack Mentoring Program on participants; they are

reviewed below.

In 2006, Marcellus studied the male component of the program and focused on its impact on participants. A total of 80% of the male participants, indicated the Dr. Harley E. Flack Mentoring program influenced their academics and student involvement across the campus (Marcellus, 2006). The study also found 83% of the student participants agreed that the program positively impacted their college experience and encouraged broader participation across the campus (Marcellus, 2006).

Marcellus paved the way by focusing on the male component of the program, which led to the study of focusing on the female component of the Dr. Harley E. Flack Mentoring program, "Ujima." Sykes (2008), studied the female component of the Dr. Harley E. Flack Mentoring Program and found that the program was not as effective due to poor communication, low resources, and limited involvement. Over 70% of the female participants believed that program is quite valuable to their college experience and identity development as a woman of color, but needed further assistance (Sykes, 2008). She also found the lack of early programming and limited involvement continued to decrease student participants.

Lastly, the study indicated these women urged participation outside of the mentoring program to establish diversity (Sykes, 2008). The overall impact on the members' personal, academic, ethnic, gender, and a professional development within "Ujima" were low (Sykes, 2008).

### **Summary of the Literature Review**

Many students of color who come from low-socioeconomic backgrounds and



possess poor academic skills have trouble adapting to college life. To combat this situation, many colleges and universities have created student assistance programs to help at-risk students succeed. The EOF/MAP is an alternative admissions program that admits students who otherwise might be shut out of a college education because of lack of funds and limited academic preparation (Rowan University, 2011). In addition to being New Jersey residents who meet certain academic and financial requirements specified by the Admissions and EOF/MAP Office, EOF applicants must demonstrate motivation, determination, and the potential to succeed at the university level. To be admitted to the EOF program, students must meet federal guidelines, which include being a first generation college student and meet federal and state income standards (Rowan University, 2011).

Students who participate in the EOF/MAP program participate in a summer training camp called PCI (Pre- College Institute), to prepare them academically and socially for Rowan's campus. The PCI program is designed to help EOF/MAP student's transition to the rigors of college study and campus life. It includes coursework, structured study periods, a campus orientation, and social activities. Over the course of the previous summer of enrollment, students are required to undergo training/boot camp preparation for college. The program strives to teach the four component skills: academic, interpersonal, residential, and leadership (Rowan University, 2011).

The Dr. Harley E. Flack Mentoring Program works in conjunction with the EOF/MAP as a transitioning resource for students' academic and social involvement.

The Dr. Harley E. Flack Student Mentoring Program was established in 1992 due to low retention amongst African American males at Rowan University. The program addressed concerns that student satisfaction, retention, and graduation rates of African American males were disproportionately low compared to their counterparts (Rowan University, 2011). Many of them were first generation students that were faced with poor academics and low socioeconomic status, which are similar to the challenges faced by Latina/o students. In 1996, the program expanded to open membership to all under-represented or underprepared students. In 1995, the female component "Ujima" was created to help establish mentorship and sister links amongst women in higher education seeking mentorship. The mentees are generated from the Pre-College Institute (PCI) program and are automatically assigned a mentor in the program. In the Dr. Harley Flack Mentoring Program there are four components of mentorship: Peer Mentor/ Mentee, Student Ambassadors for the high school mentorship component at Delsea Regional High School, Professional Mentor/ Mentee, and the "Ujima" female mentorship component.

In today's society socioeconomic status is a direct correlation to education and its preparation for higher education. Many at-risk students attending colleges come from high schools that are built from these issues already. With mentorship through the Dr. Harley E. Flack Program, administrators saw the need to build the retention by passing on positive college experiences through mentoring. Studies show, at-risk students who participate in student support programs such as EOF/MAP or the Dr. Harley E. Flack Mentoring program perform better within their academics (Piper,

2008). Theorist such as Cross, have developed stages on helping African American students understand their stage within their racial identity, which can be beneficial especially to the students transitioning in the PCI program, and becoming mentors and mentees attending a PWI such as Rowan.

The EOF/MAP program provides disadvantage students the opportunity of the American dream at Rowan University and the Dr. Harley E. Flack Mentoring program provides participants academic, personal, and professional support throughout the course of their undergraduate career. The idea of the American dream is having a college education, higher socioeconomic status, job opportunities, and a brighter and diverse future. Even though there are several studies, on African American students on mattering or being marginalized and evaluations on these two student support programs, further research is needed regarding the growth of student identity development and involvement patterns while participating in a mentoring program, and whether these students are prepared or whether this will remain just a dream for many of them.

## **Chapter III**

### **Methodology**

#### **Context of the Study**

The study was conducted at Rowan University, in Glassboro, New Jersey during the spring 2012 semester. Rowan University was established in 1923 and served as a normal school. The university was first known as Glassboro Normal School, and then became the New Jersey State Teachers College at Glassboro in the 1930s, and then Glassboro State College School in 1958 (Rowan University, 2012). Due to a generous endowment of \$100 million dollars from Henry and Betty Rowan, the university was then renamed Rowan College of New Jersey Rowan in 1992 (Rowan University, 2012). Then later became Rowan University in 1997, when university status was approved (Rowan University, 2012). Rowan University is a medium-sized public institution that had 11,816 students as of the fall 2011 enrollment. A total of 95% of the students attending Rowan University come from New Jersey with the others coming from 11 other states. The gender ratio of the undergraduate population is 54% women and 46% men. The university consists of six colleges: Business, Communication, Education, Engineering, Fine & Performing Arts, and Liberal Arts & Sciences. Rowan also has a Graduate and Continuing studies department, and will open the Cooper Medical School of Rowan University in the fall 2012 semester.

The subjects involved in the research study, were student participants within the Dr. Harley E. Flack mentoring program. More specifically the subjects participated in on

of the four program components of the Dr. Harley E. Flack Mentoring program including the Peer Mentor/Mentee program, Student Ambassador Program at Delsea Regional High School, “Ujima” Women Mentorship, and the Professional Mentor/Mentee.

### **Population and Sample Selection**

The population of this study consisted of the students enrolled in the spring 2012 semester at Rowan University and who participated in the Dr. Harley E. Flack Mentoring Program. Approximately 220 students made up the population with all participating in one of the four program components in the Dr. Harley E. Flack Mentoring Program.

The Mentor/ Mentee component consists of peer-to-peer mentorship involving weekly meetings with mentees and various mentorship outings. The Student Ambassador component consists of students involved in a high school mentoring program at the local high school. The students hold weekly training workshops for mentees at the high school. The Professional Mentor/Mentee component consists of students who were mentored by faculty and staff seeking professional/career mentorship. The fourth component consists of the “Ujima” segment of the Dr. Harley E. Flack Mentoring program, which serves female members. A total of 130 subjects were selected at random from the population of 220 students in the mentoring program.

### **Instrumentation**

The survey instrument used in the study was based on Ohio University’s Institutional Research Department Student Involvement Survey modified for purposes

of investigating the research questions. The modified survey (Appendix A) consists of five sections, (a) Demographics, (b) Campus involvement and hours of participation (c) Campus/ Dr. Harley E. Flack mentoring experience (d) Dr. Harley E. Flack student involvement and (e) Campus student involvement.

The first section consists of 10 questions that asked for demographic information including age, gender, year standing, full time or part time, campus living (on or commutes), semester participation in the Dr. Harley E. Flack Mentoring program, ethnic background, GPA (grade point average) and the component in which the subjects participated in such as Peer Mentor/Mentee program, Student Ambassador Program at Delsea Regional High School, "Ujima" Women Mentorship, and/ or the Professional Mentor/Mentee. Other demographic information collected included whether subjects participated in a sorority or fraternity, were affiliated with the EOF program, and whether they participated in the cultural trips offered by the mentor program. The second section consists of measuring the hours subjects estimated they spent in various student involvement activities on the Rowan University campus. The third section consists of the Dr. Harley E. Flack experience, divided into four sub-groups focusing on identity development, social involvement, academic involvement, and personal goals. This section used a Likert-scale with statements arranged by level of agreement (5=strongly agree, 4=agree, 3= neutral, 2=disagree, and 1=strongly disagree). The last section of the survey consists of evaluating the importance and satisfaction of student's involvement at Rowan University. This section is also divided into four sub-groups focusing on social involvement, academic involvement, campus

atmosphere, and personal goals. The statements asked for the level of importance (1= Not at all important, 2= Not important, 3=Unsure, 4= Important, and 5= Most important) and levels of satisfaction (5=Very satisfied, 4= Satisfied, 3= Neutral, 2= Dissatisfied, 1=Not at all satisfied).

The survey instrument and an Institutional Review Board (IRB) application was submitted for review before the survey was administered. The IRB approved the application on February 22, 2012 (Appendix B).

### **Data Gathering Procedures**

Participants were made aware of the topic and research project before taking the survey. The student participants were informed that their participation was completely voluntary and confidential. The participants were also informed that if anytime during the survey, they felt uncomfortable, they could withdraw from the study. All surveys were administered during the spring semester of 2012. Surveys were distributed during weekly workshops of the Student Ambassadors component, weekly mentor/mentee meetings, and the monthly Speak and Eats hosted by the Dr. Harley E. Flack Mentoring program.

### **Data Analysis**

The independent variables included the demographics, of age, gender, year standing, full time or part time, campus living (on or commutes), semester participation in the Dr. Harley E. Flack Mentoring program, ethnic background, GPA (grade point average), and the program component. The first dependent variable consisted of the hours spent in various student involvement activities throughout the

campus. The next dependent variable consisted of the four sections of individual, campus, and program perspectives on identity development, social involvement, academic involvement, and personal goals within the Dr. Harley E. Flack Mentoring program. The third dependent variable consists of assessing the students' sense of the Rowan campus in promoting their social involvement, academic involvement and meeting personal goals. Also, students were surveyed about their views of the campus atmosphere at Rowan. The data were analyzed using the Statistical Package for the Social Sciences (SPSS). This software analyzed data according to frequencies, percentages, means, and standard deviations' of the data provided from each survey.



## **Chapter IV**

### **Findings**

#### **Profile of the Sample**

The subjects involved in the research study, were the student participants in the Dr. Harley E. Flack mentoring program. More specifically the subjects participated in one or more of the four program components of the Dr. Harley E. Flack Mentoring Program including the Peer Mentor/Mentee program, Student Ambassador Program at Delsea Regional High School, Ujima Women Mentorship, and the Professional Mentor/Mentee component. Of the 220 surveys distributed, 130 surveys were completed for a return response rate of 59%. There were a total of 130 participants between the ages of 18-25 who ranged from freshman to seniors (see Table 4.1). The participants were 91 females (70%) and 38 males (30%). A majority of the participants were between the ages 19-20 (73%). The study also showed that students who participated in the study were full-time students (99%) with the most being sophomores (35%) and freshman (31%). There were a total of 113 participants who indicated they lived on campus, while 17 commuted to Rowan University.

Many of the student participants have been involved in the Dr. Harley E. Flack Mentoring program for at least two semesters (88%). Of the 130 student participants surveyed 96 participants identified being African American (74%). Distribution across the four program components of the Dr. Harley E. Flack Mentoring program showed a total of 73 participants in the Peer Mentor/Mentee component (56%), a total of 41

participants in the Student Ambassador program at Delsea Regional High school (32%), a total of 16 involved in the “Ujima” Women Mentorship (10%), and the remaining total of 2 report in the Professional Mentor/ Mentee component (1.5%). A total of 45% of the student participants indicated their GPA (grade point average) was between 2.26-3.0. A total of 37 students surveyed out of 130 student participants reported to have GPAs above a 3.0.

The student participants in the Dr. Harley E. Flack Mentoring program indicated they do not participate in the trips offered by the department (69%). A majority reported participating as EOF/MAP students (60%). In addition, most of the students reported not being involved in a sorority or fraternity (87%).

Table 4.1

*Sample Demographics (N=130)*

Variable	N=130		
	Frequency	%	
Age	18	6	4.6
	19-20	95	73.1
	21-22	23	17.7
	23 & older	6	4.6
Gender	Male	38	29.2
	Female	91	70.0
Year Standing	Freshman	40	30.8
	Sophomore	45	34.6
	Junior	27	20.8
	Senior	18	13.8
University Status	Full-time	129	99.2
	Part-time	1	.8
Current Living Status	On-Campus	113	86.9
	Commutes	17	13.1

Semesters Involved in Dr. Harley E. Flack Mentoring Program			
	1-2	115	88.5
	3-4	14	10.8
	5-6	1	.8
	7-8	-	-
	9-10	-	-
Ethnic Background			
	African American	96	73.8
	White/ European	14	10.8
	Latino/a	7	5.4
	Asian	8	6.2
	African Decent	5	3.8
	Other	-	-
Cumulative GPA			
	Below 2.0	3	2.3
	2.01-2.25	31	23.8
	2.26-3.0	59	45.4
	3.01-3.4	23	17.7
	3.5-4.0	14	10.8
Component involved in The Dr. Harley E. Flack Mentoring Program			
	Peer Mentor/Mentee	73	56.2
	Student Ambassador	41	31.5
	Ujima (Women Mentorship)	14	10.8
	Professional Mentor/Mentee	2	1.5
Participation in EOF			
	EOF Student	78	60.0
	Non- EOF Student	52	40.0
Participation in Sorority or Fraternity			
	Participant	17	13.1
	Non-Participant	113	86.9
Total		130	100

### Analysis of the Data

Research Question 1: How involved and what activities are identified by selected students in the Dr. Harley E. Flack Mentoring Program?

The selected students participating in the Dr. Haley E. Flack Mentoring program reported participating in the program approximately 0-3 hours a week (98.5%) (see Table 4.2). A majority of the students who are involved on campus, reported participating in resident hall programs (98.5%) and attending a play (90.8%) for at least 3 hours every week. The students also indicated their time commitment with social groups (84.6%), student government (98.5%), and intramural sports (80.8%) were extremely important for their weekly involvement up to 3 hours. Some students reported spending at least 12 hours a week involved with their off campus job (5.4%), compared to students who work on campus spending up to 3 hours a week (97.7%).

In regards to academic involvement, 87% of the students indicated they work with their classmates outside of class room and discussed their grades with their instructors only 3 hours a week (92.3%).

Table 4.2

*Selected Student Participants Hours Spent in Involvement Activities*

	0-3 Hours		4-6 Hours		7-9 Hours		10-12 Hours		13+ Hours	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Worked with classmates outside class <i>N</i> =130, <i>M</i> =3.76, <i>SD</i> =.756	114	87.7	7	5.4	2	1.5	7	5.4	-	-
On Campus Job <i>N</i> =130, <i>M</i> =1.93, <i>SD</i> =.241	127	97.7	2	1.5	-	-	-	-	1	.8

Participate in Student Government <i>N</i> =130, <i>M</i> =1.86, <i>SD</i> =.338	128	98.5	2	1.5	-	-	-	-	-	-
Held an Internship <i>N</i> =130, <i>M</i> =1.80, <i>SD</i> =.395	116	89.2	6	4.6	-	-	-	-	8	6.2
Participate in Resident Hall programs <i>N</i> =130, <i>M</i> =1.67, <i>SD</i> =.469	128	98.5	2	1.5	-	-	-	-	-	-
Participate in Intramural Sports <i>N</i> =130, <i>M</i> =1.61, <i>SD</i> =.483	105	80.8	15	11.5	6	4.6	2	1.5	2	1.5
Attend meetings within the Flack program <i>N</i> =130, <i>M</i> =1.46, <i>SD</i> =.500	128	98.5	2	1.5	-	-	-	-	-	-
Participate in Social Clubs <i>N</i> =130, <i>M</i> =1.44, <i>SD</i> =.499	110	84.6	6	4.6	13	10.0	1	.8	-	-
Attended a play <i>N</i> =130, <i>M</i> =1.44, <i>SD</i> =.719	118	90.8	10	7.7	2	1.5	-	-	-	-

Off Campus Job <i>N</i> =130, <i>M</i> =1.40, <i>SD</i> =.493	84	64.6	13	10.0	7	5.4	19	14.6	7	5.4
Community Service <i>N</i> =130, <i>M</i> =1.32, <i>SD</i> = .469	100	76.9	26	20.0	4	3.1	-	-	-	-
Discussed grades with instructors <i>N</i> =130, <i>M</i> =1.25, <i>SD</i> =.436	120	92.3	8	6.2	2	1.5	-	-	-	-

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Research Question 2: What are the attitudes of the selected students in the Dr. Harley E. Flack Mentoring Program regarding their identity development, social involvement, academic involvement, and personal goals?

Over 60% of the students participating in the Dr. Harley E. Flack Mentoring program reported the program promotes diversity (60.0%) and either strongly agreed or agreed diversity is important to their college experience (100.0%) (see Table 4.3). Some students were “Neutral” when asked whether the program prepares them to work in diverse settings (58.5%) and advance their thoughts on diversity (44.6%). Many students selected “strongly agree” with the statement of understanding the term “diversity” (61.5%). Forty five percent of the students had no opinion or were neutral about their professors challenging them to think about taboo topics dealing with culture, while 55% reported their professors allowed them to voice their opinions about cultural topics in class. A majority of the students reported they strongly agreed or agreed with being an advocate for social justice (76.1%). Lastly, 51% reported they actively

participate in the Dr. Harley E. Flack Mentoring program, while other students disagreed with the statement (4.6%).

Table 4.3

*Identity Development in the Dr. Harley E. Flack Mentoring Program*

	Strongly Agree		Agree		Neutral/ No Opinion		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Diversity is important to my college life. <i>N</i> =130, <i>M</i> =4.48, <i>SD</i> =.501	63	48.5	67	51.5	-	-	-	-	-	-
I understand the term "diversity." <i>N</i> =130, <i>M</i> =4.53, <i>SD</i> =.649	80	61.5	39	30.0	11	8.5	-	-	-	-
I believe I am culturally aware. <i>N</i> =130, <i>M</i> =4.12, <i>SD</i> =.670	38	29.2	70	53.8	22	16.9	-	-	-	-
I am advocate for social justice. <i>N</i> =130, <i>M</i> =4.01, <i>SD</i> =.704	33	25.4	66	50.8	31	23.8	-	-	-	-
I have attended an event outside of my ethnic background. <i>N</i> =130, <i>M</i> =3.97, <i>SD</i> =.927	39	30.0	64	49.2	12	9.2	15	11.5	-	-

I believe that Harley Flack Mentoring Program is a safe place to express myself. <i>N</i> =130, <i>M</i> = 3.96, <i>SD</i> = .708	39	30.0	50	38.5	41	31.5	-	-	-	-
I feel accepted within Rowan's community. <i>N</i> =130, <i>M</i> =3.86, <i>SD</i> =.994	36	27.7	54	41.5	32	24.6	2	1.5	6	4.6
I feel supported by the Harley Flack Mentoring Program. <i>N</i> =130, <i>M</i> = 3.81, <i>SD</i> =.795	27	20.8	56	43.1	43	33.1	4	3.1	-	-
My professors allow me to voice my opinions about cultural topics in class. <i>N</i> =130, <i>M</i> =3.79, <i>SD</i> = .936	23	17.7	72	55.4	21	16.2	10	7.7	4	3.1
The Harley Flack Mentoring Program promotes diversity. <i>N</i> =130, <i>M</i> =3.76, <i>SD</i> =1.09	40	30.8	38	29.2	42	32.3	2	1.5	8	6.2
I actively participate in the Harley Flack Mentoring Program. <i>N</i> =130, <i>M</i> =3.77, <i>SD</i> =.760	20	15.4	67	51.5	37	28.5	6	4.6	-	-



I identify with my ancestors and history. <i>N</i> =130, <i>M</i> =3.74, <i>SD</i> =.958	34	26.2	42	32.3	41	31.5	13	10.0	-	-
Events/ activities in the Harley Flack advance my thoughts on diversity. <i>N</i> =130, <i>M</i> =3.53, <i>SD</i> =.827	18	13.8	44	33.8	58	44.6	10	7.7	-	-
The Harley Flack Mentoring Program has prepared me to work in diverse settings. <i>N</i> =130, <i>M</i> =3.43, <i>SD</i> =.888	23	17.7	76	58.5	31	23.8	-	-	-	-
My professors challenge me to think about taboo topics dealing with culture. <i>N</i> =130, <i>M</i> =3.44, <i>SD</i> = .747	9	6.9	51	39.2	59	45.4	11	8.5	-	-
I believe I need the Harley Flack Mentoring Program for support. <i>N</i> =130, <i>M</i> = 3.39, <i>SD</i> =.687	2	1.5	56	43.1	67	51.5	1	.8	4	3.1

Table 4.4 describes the subjects' ratings on their social development from survey statements regarding the Dr. Harley E. Flack Mentoring Program. Over 70% of the students reported, the program established personal relationships. A majority of the students indicated the program also promoted interaction outside of their racial

background (60.8%). Lastly when asked whether the mentoring program promote campus activities 39% indicated no opinion or neutral, while 57% either strongly agreed or agreed.

Table 4.4

*Social Involvement in the Dr. Harley E. Flack Mentoring Program*

	Strongly Agree		Agree		Neutral/ No Opinion		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The Harley Flack Mentoring Program helps me establish personal relationships. <i>N</i> =130, <i>M</i> =4.05, <i>SD</i> =.715	37	28.5	63	48.5	30	23.1	-	-	-	-
Harley Flack Mentoring Program promotes interaction with people of different races. <i>N</i> =130, <i>M</i> =3.85, <i>SD</i> =.893	37	28.5	42	32.3	45	34.6	6	4.6	-	-
The Harley Flack Mentoring Program promotes involvement in campus activities. <i>N</i> =130, <i>M</i> =4.12, <i>SD</i> =.670	28	21.5	47	36.2	51	39.2	4	3.1	-	-

In Table 4.5, the Dr. Harley E. Flack Mentoring Program student participants were asked about their academic involvement within the program. A total of 75% of the participants either strongly agreed or agreed with the statement “The Harley Flack

Mentoring Program promotes academic excellence.” Fifty percent of the student participants agreed the faculty and staff of the mentoring program are available for academic and career guidance, and also 58% agreed the program advanced their thoughts about their future career goals. Lastly, a total of 55 student participants remained neutral when asked about participating in the academic programming offered by the Dr. Harley E Flack Mentoring program, while 19% reported they participated in the academic programming offered.

Table 4.5

*Academic Involvement in the Dr. Harley E. Flack Mentoring Program*

	Strongly Agree		Agree		Neutral/ No Opinion		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The Harley Flack Mentoring Program promotes academic excellence. <i>N</i> =130, <i>M</i> =4.27, <i>SD</i> =.813	59	45.4	39	30.0	32	24.6	-	-	-	-
The Harley Flack Mentoring Program has faculty and staff available for academic and career guidance. <i>N</i> =130, <i>M</i> =3.96, <i>SD</i> =.756	30	23.1	65	50.0	35	26.9	6	4.6	-	-
The Harley Flack Mentoring Program challenges me to improve my grades. <i>N</i> =130, <i>M</i> =3.96, <i>SD</i> =.756	35	26.9	56	43.1	39	30.0	-	-	-	-

Events/activities sponsored by the Harley Flack Mentoring Program advance my thoughts on future career goals. <i>N=130, M=3.93, SD=.644</i>	23	17.7	76	58.5	31	23.8	-	-	-	-
The Harley Flack Mentoring Program allows students to interact with academic programming. <i>N=130, M=3.76, SD=.752</i>	25	19.2	50	38.5	55	42.3	-	-	-	-

Table 4.6 presents responses to the survey items focusing on personal development influenced by the Dr. Harley E. Flack Mentoring program. Over 70% of the student participants felt motivated in the program and reported the program helped them adjust socially to college (60%). Regarding the statement “The Harley Flack Mentoring program should involve more students outside of my personal background,” 41% agreed with the statement. A majority of the students responded neutral when asked about the program developing their personal values (40%) and self esteem (50%). Lastly, 15% reported they did not fully take advantage of what the mentoring program offers, while 35% agreed.

Table 4.6

*Personal Goals in the Dr. Harley E. Flack Mentoring Program*

	Strongly Agree		Agree		Neutral/ No Opinion		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I feel motivated when I participate in this program. <i>N</i> =130, <i>M</i> =4.03, <i>SD</i> =.719	36	27.7	63	48.5	31	23.8	-	-	-	-
The Harley Flack Mentoring Program has helped me adjust socially to college. <i>N</i> =130, <i>M</i> =3.94, <i>SD</i> =.706	37	28.5	51	39.2	40	30.8	2	1.5	-	-
The Harley Flack Mentoring Program should involve more students outside of my personal background. <i>N</i> =130, <i>M</i> =3.60, <i>SD</i> =.839	33	16.9	54	41.5	43	33.1	-	-	-	-
The program helps develop personal values and beliefs. <i>N</i> =130, <i>M</i> =3.85, <i>SD</i> =.798	33	25.4	45	34.6	52	40.0	-	-	-	-

The Harley Flack Mentoring Program allows me to make progress towards my personal goals. <i>N</i> =130, <i>M</i> =3.76, <i>SD</i> =.706	17	13.1	61	46.9	50	38.5	2	1.5	-	-
I feel that the program helps develop my self-esteem and confidence. <i>N</i> =130, <i>M</i> =3.73, <i>SD</i> =.876	35	26.9	28	21.5	65	50.0	2	1.5	-	-
The Harley Flack Mentoring Program allows me to make progress towards my career goals. <i>N</i> =130, <i>M</i> =3.60, <i>SD</i> =.839	22	16.9	44	33.1	87	43.8	8	6.2	-	-
I participate in the Harley Flack Mentoring program because it enlivens my social life. <i>N</i> =130, <i>M</i> =3.50, <i>SD</i> =.728	10	7.7	53	40.8	59	45.4	8	6.2	-	-
I believe I fully take advantage of all what the Harley Flack Mentoring Program offers. <i>N</i> =130, <i>M</i> =3.76, <i>SD</i> =.706	18	13.8	46	35.4	47	36.2	19	14.6	-	-

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Research Question 3: What are the attitudes of selected students in the Dr.

Harley E. Flack Mentoring Program regarding the importance given to social involvement, academic involvement, campus atmosphere, and personal goals at Rowan University?

The intent of research question 3 was to gain more insight on the attitudes towards the importance of Rowan's social involvement, academic involvement, campus atmosphere, and personal goals. In Table 4.7 the student participants in the Dr. Harley E. Flack Mentoring Program reported that establishing personal relationships with peers at Rowan University is important (86.9%). Students also reported getting involved in campus activities (56.7%), interacting with people of different races (61.5%), and getting involved in student organizations (48.5%) as very important to their overall social involvement, in contrast to getting involved in religious activities (10.0%).

Table 4.7

*Social Involvement Importance at Rowan University*

	Very Important		Important		Moderately Important		Not important		Not at Important	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Establishing Personal Relationships with Peers at Rowan University <i>N</i> =130, <i>M</i> =4.43, <i>SD</i> =.815	77	59.2	36	27.7	15	11.5	2	1.5	-	-
Getting Involved in Campus Activities <i>N</i> =130, <i>M</i> =4.40, <i>SD</i> =.754	74	56.7	35	26.9	21	16.2	-	-	-	-

Interacting with People of Different Races <i>N</i> =130, <i>M</i> =4.60, <i>SD</i> =.642	80	61.5	22	16.9	26	20.0	2	1.5	-	-
Getting involved in Student Organizations <i>N</i> =130, <i>M</i> =4.36, <i>SD</i> =.693	63	48.5	51	39.2	16	12.3	-	-	-	-
Having a Job while Enrolled <i>N</i> =130, <i>M</i> =4.22, <i>SD</i> =.882	66	50.8	29	22.3	33	25.4	2	1.5	-	-
Having Close Friends at Rowan University <i>N</i> =130, <i>M</i> = 4.42, <i>SD</i> =.805	56	43.1	37	28.5	31	23.8	4	3.1	12	9.2
Attending Cultural Events on Campus <i>N</i> =130, <i>M</i> =4.10, <i>SD</i> =1.09	33	25.4	51	39.2	38	29.2	8	6.2	-	-
Getting Involved in Religious Activities <i>N</i> =130, <i>M</i> =4.52, <i>SD</i> = .916	13	10.0	20	15.4	34	26.2	49	37.7	10	7.7

Table 4.8 describes the subjects' rating of importance of their academic involvement at Rowan University. Sixty percent of the students described instruction in their major courses as very important to their academics. A total of 63% reported academic advising and faculty availability outside of the classroom is very important



towards academic involvement at Rowan University.

Table 4.8

*Academic Involvement Importance at Rowan University*

	Very Important		Important		Moderately Important		Not important		Not at Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Instruction in My Major Courses <i>N</i> =130, <i>M</i> =4.55, <i>SD</i> =.705	88	67.7	26	20.0	16	12.3	-	-	-	-
Academic Advising <i>N</i> =130, <i>M</i> =4.46, <i>SD</i> =.873	83	63.8	36	27.7	11	8.5	-	-	-	-
Faculty Availability Outside Class <i>N</i> =130, <i>M</i> =4.37, <i>SD</i> =.958	82	63.1	26	20.0	11	8.5	11	8.5	-	-
Social Contacts with Faculty <i>N</i> =130, <i>M</i> =4.26, <i>SD</i> =.873	67	51.5	41	31.5	11	8.5	11	8.5	-	-

Table 4.9 represents the attitudes of the students regarding the quality of Rowan's campus atmosphere. A total of 63% of the students considered Rowan's campus adequate with personal security. Lastly, students reported the importance of Rowan having an adequate academic/ intellectual atmosphere (53.1%), as well social atmosphere (50.8%).

Table 4.9

*Campus Atmosphere Importance at Rowan University*

	Very Important		Important		Moderately Important		Not important		Not at Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Adequate Personal Security <i>N</i> =130, <i>M</i> =4.52, <i>SD</i> =.738	83	63.8	36	27.7	7	5.4	4	3.1	-	-
Adequate Social Atmosphere <i>N</i> =130, <i>M</i> =4.31, <i>SD</i> =.795	66	50.8	41	31.5	21	16.2	2	1.5	-	-
Fitting into the Campus Community <i>N</i> =130, <i>M</i> =3.97, <i>SD</i> =.952	47	36.2	41	31.5	36	27.7	4	3.1	2	1.5
Adequate Physical Environment on Campus <i>N</i> =130, <i>M</i> =3.95, <i>SD</i> =.873	61	46.9	13	10.0	45	34.6	11	8.5	-	-

In Table 4.10, a majority of the selected student participants indicated “very important,” when asked about their personal (65.4%), academic (73.8%), and career goals (43.1%) at Rowan University. A majority of the students reported “very important” when asked about their development with their self-esteem and confidence (51.5%), personal values and beliefs (74.6%), and spiritually (46.9%). Lastly, 70% of the students reported a very high level of importance meeting personal academic achievement towards success while attending Rowan University.

Table 4.10

*Personal Goals Importance at Rowan University*

	Very Important		Important		Moderately Important		Not important		Not at Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Making Progress Toward Career Goals <i>N</i> =130, <i>M</i> =4.63, <i>SD</i> =.672	56	43.1	37	28.5	31	23.8	4	3.1	-	-
Adjusting Academically to College <i>N</i> =130, <i>M</i> =4.60, <i>SD</i> =.642	80	61.5	22	16.9	26	20.0	2	1.5	-	-
Making Progress Toward Personal Goals <i>N</i> =130, <i>M</i> =4.54, <i>SD</i> =.872	85	65.4	7	5.4	29	22.3	-	-	-	-
Developing My Personal Values and Beliefs <i>N</i> =130, <i>M</i> =4.52, <i>SD</i> =.916	97	74.6	13	10.0	11	8.5	9	6.9	-	-
My Personal Achievement of Academic Success <i>N</i> =130, <i>M</i> = 4.50, <i>SD</i> =.818	93	71.5	10	7.7	27	20.8	-	-	-	-
Managing Personal Stress <i>N</i> =130, <i>M</i> = 4.42, <i>SD</i> =.805	79	60.8	29	22.3	20	15.4	2	1.5	-	-

Adjusting Socially to College <i>N</i> =130, <i>M</i> =4.38, <i>SD</i> =.857	89	68.5	30	23.1	11	8.5	-	-	-	-
Making Progress Toward Academic Goals <i>N</i> =130, <i>M</i> =4.29, <i>SD</i> =1.03	96	73.8	20	15.4	14	10.8	-	-	-	-
My Personal Motivation for Academic Success <i>N</i> =130, <i>M</i> =4.28, <i>SD</i> =.950	76	58.5	21	16.2	27	20.8	6	4.6	-	-
Adjusting Emotionally to College <i>N</i> =130, <i>M</i> =4.17, <i>SD</i> =.642	67	51.5	30	23.1	24	18.5	7	5.4	2	1.5
Developing My Self-esteem and Confidence <i>N</i> =130, <i>M</i> =4.10, <i>SD</i> =1.09	67	51.5	26	20.0	20	15.4	17	13.1	-	-
Developing a Philosophy of Life <i>N</i> =130, <i>M</i> =3.95, <i>SD</i> =1.16	70	53.8	17	13.1	21	16.2	11	8.5	11	8.5
Developing Spiritually <i>N</i> =130, <i>M</i> =3.90, <i>SD</i> =1.32	61	46.9	29	22.3	19	14.6	8	6.2	13	10.0

Research Question 4: What are the attitudes of selected students in the Dr.

Harley E. Flack Mentoring Program regarding their satisfaction with social involvement, academic involvement, campus atmosphere, and personal goals at Rowan University?

The purpose of research question 4 was to gain a better understanding of the satisfaction of Rowan's social involvement, academic involvement, campus atmosphere, and personal goals. In Table 4.11, student participants reported being satisfied with establishing personal relationships at Rowan University (60.8%). The students reported being satisfied with getting involved in campus activities (56.2%), and student organizations (60%), unlike students who reported not being satisfied at all with campus activities involvement (5.4%), as well as student organizations (6.2%). Lastly, students were not satisfied at all with getting involved in religious activities (23.1%) and having a job while enrolled (14.6%).

Table 4.11

*Social Involvement Satisfaction at Rowan University*

	Very Satisfied		Satisfied		Moderately Satisfied		Not Satisfied		Not at all Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Having Close Friends at Rowan University <i>N</i> =130, <i>M</i> = 3.88, <i>SD</i> =.969	42	32.3	43	33.1	33	25.4	12	9.2	-	-
Establishing Personal Relationships with Peers at Rowan University <i>N</i> =130, <i>M</i> =3.83, <i>SD</i> =.771	30	23.1	49	37.7	51	39.2	-	-	-	-

Getting Involved in Campus Activities <i>N</i> =130, <i>M</i> =3.83, <i>SD</i> =.967	43	33.1	30	23.1	49	37.7	8	6.2	-	-
Getting Involved in Student Organizations <i>N</i> =130, <i>M</i> =3.82, <i>SD</i> =1.19	52	40.0	26	20.0	36	27.7	9	6.9	7	5.4
Attending Cultural Events on Campus <i>N</i> =130, <i>M</i> =3.63, <i>SD</i> =1.09	36	27.7	20	15.4	43	33.1	31	23.8	-	-
Having a Job while Enrolled <i>N</i> =130, <i>M</i> =3.46, <i>SD</i> =.882	38	29.2	27	20.8	33	25.4	2	1.5	30	23.1
Getting Involved in Religious Activities <i>N</i> =130, <i>M</i> =3.31, <i>SD</i> = .916	19	14.6	24	18.5	48	36.9	20	15.4	19	14.6

Table 4.12 reports the academic involvement satisfaction at Rowan University. The student participants in the Dr. Harley E. Flack Mentoring Program are very satisfied with instruction in their major courses (42.3%) and academic advising (40%), while 11 out of the 130 subjects reported they are not satisfied at all. Student participants reported being moderately satisfied with faculty availability outside of class.

Table 4.12

*Academic Involvement Satisfaction at Rowan University*

	Very Satisfied		Satisfied		Moderately Satisfied		Not Satisfied		Not at all Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Instruction in My Major Courses <i>N</i> =130, <i>M</i> =4.23, <i>SD</i> =.772	55	42.3	52	40.0	21	16.2	2	1.5	-	-
Social Contacts with Faculty <i>N</i> =130, <i>M</i> =3.81, <i>SD</i> =.929	30	23.1	62	47.7	21	16.9			-	-
Faculty Availability Outside Class <i>N</i> =130, <i>M</i> =3.75, <i>SD</i> =.958	41	31.5	29	22.3	47	36.2	13	10.0	-	-
Academic Advising <i>N</i> =130, <i>M</i> =3.63, <i>SD</i> =.873	52	40.0	16	12.3	36	27.7	15	11.5	11	8.5

In Table 4.13, student participants in the Dr. Harley E. Flack Mentoring Program reported being satisfied with the adequate academic/ intellectual atmosphere at Rowan University (66.2%). Students also reported being satisfied with the social atmosphere (63.1%), while others are not at all satisfied (10%). The student participants reported to be moderately satisfied with their adequate personal security (46.2) and fitting into campus (53.8%).

Table 4.13

<i>Campus Atmosphere Satisfaction at Rowan University</i>											
	Very Satisfied		Satisfied		Moderately Satisfied		Not Satisfied		Not at all Satisfied		
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Adequate Academic/ Intellectual Atmosphere <i>N</i> =130, <i>M</i> =3.86, <i>SD</i> =1.00	40	30.8	46	35.4	34	26.2	6	4.6	4	3.1	
Adequate Social Atmosphere <i>N</i> =130, <i>M</i> =3.61, <i>SD</i> =1.25	36	27.7	46	35.4	23	17.7	12	9.2	13	10.0	
Adequate Physical Environment on Campus <i>N</i> =130, <i>M</i> =3.56, <i>SD</i> =1.07	32	24.6	29	22.3	56	43.1	6	4.6	7	5.4	
Adequate Personal Security <i>N</i> =130, <i>M</i> =3.56, <i>SD</i> =.972	31	23.8	25	19.2	60	46.2	14	10.8	-	-	
Fitting into the Campus Community <i>N</i> =130, <i>M</i> =3.53, <i>SD</i> =.952	29	22.3	21	16.2	70	53.8	10	7.7	-	-	

Table 4.14 provides data on the satisfaction of the student participants in the Dr. Harley E. Flack Mentoring program with meeting their personal goals at Rowan University. Seventy percent of the students were very satisfied or satisfied with the



statement of “adjusting academically to college.” A total of 63% of the student participants were very satisfied with their personal motivation for academic success. Twenty-six percent of the student participants were moderately satisfied with adjusting socially to college. Only 8.4% were not satisfied all with making progress towards their academic goals, and were moderately satisfied with making progress toward personal goals.

Table 4.14

*Personal Goals Satisfaction at Rowan University*

	Very Satisfied		Satisfied		Moderately Satisfied		Not Satisfied		Not at all Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Adjusting Academically to College <i>N</i> =130, <i>M</i> =4.93, <i>SD</i> =.651	66	50.8	29	22.3	33	25.4	2	1.5	-	-
Developing My Personal Values and Beliefs <i>N</i> =130, <i>M</i> =4.19, <i>SD</i> = 1.12	68	52.3	28	21.5	25	19.2	9	6.9	-	-
Making Progress Toward Career Goals <i>N</i> =130, <i>M</i> =4.15, <i>SD</i> =.730	46	35.4	58	44.6	26	20.0	-	-	-	-
My Personal Motivation for Academic Success <i>N</i> =130, <i>M</i> =4.06, <i>SD</i> =1.08	82	63.1	26	20.0	11	8.5	11	8.5	-	-

Developing My Self-esteem and Confidence <i>N</i> =130, <i>M</i> =4.06, <i>SD</i> =.693	50	38.5	48	36.9	23	17.7	9	6.9	-	-
Adjusting Socially to College <i>N</i> =130, <i>M</i> =3.95, <i>SD</i> =1.07	50	38.5	38	29.2	35	26.9	7	5.4	-	-
Developing a Philosophy of Life <i>N</i> =130, <i>M</i> =3.93, <i>SD</i> =1.20	57	43.8	32	24.6	23	17.7	11	8.5	7	5.4
Making Progress Toward Personal Goals <i>N</i> =130, <i>M</i> =3.88, <i>SD</i> =1.06	33	25.4	39	30.0	56	43.1	2	1.5	-	-
Making Progress Toward Academic Goals <i>N</i> =130, <i>M</i> =3.79, <i>SD</i> =.842	58	44.6	9	6.9	45	34.6	11	8.5	7	5.4
My Personal Achievement of Academic Success <i>N</i> =130, <i>M</i> = 3.76, <i>SD</i> =1.25	66	50.8	22	16.9	27	20.8	15	11.5	-	-
Developing Spiritually <i>N</i> =130, <i>M</i> =3.68, <i>SD</i> =1.16	38	29.2	37	29.2	42	32.2	2	1.5	11	8.5

Managing  
 Personal Stress  
*N*=130, *M*= 3.65,  
*SD*=1.01

39	30.0	21	16.2	57	43.8	13	10.0	-	-
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Adjusting  
 Emotionally to  
 College  
*N*=130, *M*=3.61,  
*SD*=1.16

36	27.7	35	26.9	41	31.5	9	6.9	9	6.9
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## **Chapter V**

### **Summary, Discussion, Conclusions, and Recommendations**

#### **Summary of the Study**

The study investigated student involvement and identity perspectives among student participants within the Dr. Harley E. Flack Mentoring program. The study was conducted at Rowan University in Glassboro, NJ during the spring semester of 2012. The study was designed in order to understand the impact of student involvement and identity development among the African American students participating in the program. Most student support programs are primarily for minority retention, academic growth, and developing transition skills for students to have a successful college experience.

The study was designed to determine the impact of student involvement and identity development perspectives on the selected students participating in the Dr. Harley E. Flack Mentoring program. In this study, 130 student participants from the program were surveyed, with a 59% response rate.

The purpose of this study was to evaluate the student perspective on identity development and involvement at Rowan University, by surveying students who participated in the specific components associated with the Dr. Harley E. Flack Mentoring program. Since the establishment of the Dr. Harley E. Flack Mentoring program, the goals were to build a better performing student academically, by integrating them socially within the campus through mentorship outings. The general purpose of this study was to contribute empirical data regarding the developmental

aspect of student experiences on their involvement and identity for success through their college experiences, and to what extent the Dr. Harley E. Flack Mentoring program has contributed to these outcomes.

A sample of 130 selected student participants was administered a survey. The first part of the instrument consisted of back ground information such as, class standing, and which component of the mentoring program did students participate. The second part of the survey consisted of a measuring time allocated to student involvement activities. The third part of the survey consisted of a 33-item Likert-type section on involvement and identity development relating directly to the Dr. Harley E. Flack Mentoring program.

The final section consisted of rankings of importance and satisfaction of student involvement and identity growth among Rowan's campus. The findings of this study can be used to inform practices in the Dr. Harley E. Flack Mentoring program, as well as various student support programs across campus. An Institutional Review Board (IRB) application was submitted for review before the survey was administered. The IRB approved the application on February 22, 2012 (Appendix B). Surveys were administered during Mentor/Mentee weekly meetings, weekly workshops with the Student Ambassadors for Delsea Regional High school, and monthly Speak and Eats. Using the Statistical Package for Social Sciences (SPSS) computer software, variations of involvement and identity levels were tested. The surveys were analyzed using descriptive statistics and frequency calculations.

## **Discussion of the Findings**

Research Question 1: How involved and what activities are identified by selected students in the Dr. Harley E. Flack Mentoring Program?

Ninety-eight percent of the students strongly agreed or agreed they participated in the program almost three hours a week. According to Astin (1984), “an involved student is one who devotes considerable energy to academics, spends much time on campus, participates actively in student organizations and activities, and interacts often with faculty” (p. 292). The higher quality of resources available, the more likely those students who are involved will grow or develop. A majority of the students indicated they are either involved with some form of activity up to three hours a week. A majority of the students are involved on campus, in resident hall programs (98.5%), attending a play (90.8%), and in social groups (84.6%). The student participants in the Dr. Harley E. Flack Mentoring program were very involved in their social clubs, which is similar to the research findings according to Jordan (2009). In Astin’s study, he found that the more hours per week students spent studying produced positive results for overall academic outcomes: retention, graduating, and attending graduate school (1997). Finally, 92% of the students in the Dr. Harley E. Flack Mentoring indicated they work with their classmates outside of class and discuss their grades with their instructors only 3 hours a week.

Research Question 2: What are the attitudes of the selected students in the Dr. Harley E. Flack Mentoring Program regarding their identity development, social involvement, academic involvement, and personal goals?

Over 60% of the students participating the Dr. Harley E. Flack Mentoring program believed the program promotes diversity. According to the data, the student participants in the study rated the Dr. Harley E. Flack Mentoring program very beneficial to their social and identity development. Almost all the students' surveyed stated diversity is quite important to their college experience, and many of them expressed that Rowan University promotes cultural awareness through their student activities. As mentioned in Chapter II, researchers describe mentoring as a 'developmental alliance;' a relationship between equals in which someone is helped to develop them, while coaching is more academic (Cohen & Galbraith, 1995). The Mentor and Mentee relationship have a peer-to-peer relationship which as indicated in the survey results, students felt supported, especially from other minority students. Racial identity is defined as the degree to which a person feels connected to or shares commonalties with an ethnic-racial group (Cross, 1978). Astin also mentions the interactions with student-to-student were quite positive towards leadership and overall involvement (1997). He also noticed similar "peer groups" accounted for the differential effects of race (1997). Astin speaks of this through the social interactions opportunities, which correlate with the data indicating the Flack mentoring program enhanced personal social involvement and understanding their identity on campus. For many years mentoring has been associated with a wide range of benefits: from career advancement and heightened self-confidence, to an increased sense of belonging (Cohen & Galbraith, 1995). Student-student interaction included items such as discussing course content with other students, working on group projects for classes, tutoring other students, participating in intramural sports, being a member of a social

fraternity or sorority, participating in campus protests, being elected to a student office, and hours per week spent in socializing or in student clubs or organizations.

The students expressed as a whole the Dr. Harley E. Flack Mentoring program helped transition and cultivate them into the Rowan campus. Seventy three percent of the students had a positive experience with academic involvement, adjusting socially, and professionally.

According to Chickering (1969), establishing personal identity is a vector that takes time and patience to enter, and mentees will not always enter into this vector in their freshman year. A majority of the students surveyed were freshman and sophomores and may still be in transition through this vector. The data also suggest that students are developing their racial identity within the mentoring program, but not within the campus.

From an academic perspective, the overall mission is to increase the retention and graduation rates of participants in the Dr. Harley E. Flack Mentoring program (Rowan University, 2011). The survey data indicate the mentoring program promotes academic excellence and support, but many do not participate in the academic programming offered.

Research Question 3: What are the attitudes of selected students in the Dr. Harley E. Flack Mentoring Program regarding the importance given to social involvement, academic involvement, campus atmosphere, and personal goals at Rowan University?

A total of 86.9% of the students believed that establishing personal relationships with peers at Rowan University to be very important. Survey results of the Dr. Harley E.



Flack Mentoring program students showed positive attitudes towards Rowan's academic involvement. In Astin's study, he mentions academic involvement having generally beneficial effects on student learning and personal development included taking honors courses, participating in study abroad programs and college internship programs, participating in racial/cultural awareness workshops, doing independent research projects, making class presentations, and taking essay exams (1997). The findings of this study show 60% of the student participants described instruction in their major courses as very important to their academics. A total of 63% student participants consider Rowan's campus adequate with personal security. Lastly, 70% of the student participants of the Dr. Harley E. Flack Mentoring program reported their importance of personal academic achievement towards success while attending Rowan University. The Dr. Harley E. Flack Mentoring program student participants reported extremely positive attitudes toward Rowan's campus for academic involvement and campus atmosphere.

Research Question 4: What are the attitudes of selected students in the Dr. Harley E. Flack Mentoring Program regarding their satisfaction with social involvement, academic involvement, campus atmosphere, and personal goals at Rowan University?

Student-student interaction had its strongest positive effects on leadership development, overall academic development, self-reported growth in problem-solving skills, critical thinking skills, and cultural awareness. Student-student interaction also had positive relationships with all positive satisfaction outcomes except facilities. A majority of the students had positive experiences relating to their academic involvement, but by

comparing the self-reported GPA statistics, with only 37 students out of the 130 surveyed having a GPA over a 3.0. According to Jordan, he found African American students were very involved in social clubs with low GPA, which was similar to the data collected in this research. Seventy percent of the students were very satisfied or satisfied with the statement of "adjusting academically to college. A total of 63% of the student participants were very satisfied with their personal motivation for academic success." A strong majority of the student participants in the Dr. Harley E. Flack Mentoring Program reported high satisfaction with the adequate academic/ intellectual atmosphere at Rowan University. According to Marcellus (2006), a total of 80% of the male participants, indicated the Dr. Harley E. Flack Mentoring program influenced their academics and student involvement across the Rowan campus. He study also found 83% of the student participants agreed that the program positively impacted their college experience and encouraged broader participation across the campus (Marcellus, 2006). Lastly, according to Sykes (2008), she found 70% of the female participates believed that program is quite valuable to their college experience in regards to their academic achievement. From an academic perspective, students had positive attitudes about Rowan's academic criteria and atmosphere, but not as much for campus inclusivity.

### **Conclusions**

The knowledge-base reports many positive relationships with students who participate in campus activities, and are involved on campus. These findings were also positively related to academic involvement from the campus, and viewed very important and satisfied, but not from the mentoring aspect, due to low GPAs and not

participating in the academic programming offered. Mentorship at Rowan for African American students has allowed students to self identify with being African American on campus. There are many factors that influence a college educational experience. Findings of the study clearly suggest that the Dr. Harley E. Flack Mentoring program needs some improvement to accomplish its mission and purpose at Rowan University, when it pertains to academic involvement. Results of the study suggest that the program, focus on more academic programming instead of social. The social aspect of the mentoring program helps students identify with their cultural background while attending a PWI. According to the results, 60% of students are participants in the EOF program, so it is fair to conclude the Dr. Harley E. Flack Mentoring program is a branch of the EOF program. The Dr. Harley E. Flack Mentoring program caters to the same population and demographics of the EOF program. Students reported the Dr. Harley E. Flack Mentoring program helped them adjust socially to Rowan. The majority of the students in the Dr. Harley E. Flack Mentoring program agreed that participating in the program had positive impact on their overall social and identity experience, but did not fully take advantage of what the program offers toward their academics.

The study provides information on the importance of cultural identity and academic development for many of the students who are involved on campus. Rowan University implements a satisfying academic atmosphere for student's participating in the mentoring program. There is a great level of campus involvement with inclusivity, but not as much within the classroom with professor interactions, which results in poor academics. Overall, a majority of the students are growing within their identity as

African American students in the Dr. Harley E. Flack Mentoring program, but the mission of the program is also retention which indicates more academic involvement. Furthermore, the mentoring program may need to become more of an academic liaison with the campus.

### **Recommendations for Practice**

Based on the findings and conclusions of this study, the following recommendations for practice are presented:

1. Rowan University Admission Department should advertise the Dr. Harley E. Flack Mentoring program to all students during campus visits to broaden the population of different backgrounds for a diversified population.
2. Mentors should be trained similar to the Academic Coaching perspective, to focus more academic growth within the Flack Mentoring program.
3. An increase in academic programming would offer higher GPAs amongst the students, not just on the social aspects of the mentoring program.
4. Cultural Competency Trainings and workshops for all faculty and staff towards underrepresented students on Rowan's campus.
5. The Dr. Harley E. Flack Mentoring program should collaborate with multiple departments to build awareness about the program, and focus on other areas outside of identity, such as health, research, and disability.
6. All faculty and staff should engage in more open dialogue about racial identity development as well as awareness.

### **Recommendations for Further Research**

Based on the findings of this study, the following suggestions for future research are recommended.

1. Produce yearly data on the academic growth of the students participating in the Dr. Harley E. Flack Mentoring program.
2. A study towards the perspectives of the faculty and staff within the Dr. Harley E. Flack Mentoring program, while working with the EOF/MAP department in relations to academic and social patterns.
3. There should be a longitudinal study conducted to see how many students entering as a freshman continue to participate in the Dr. Harley E. Flack Mentoring program throughout their college experiences, also looking at their academic, social, and student involvement patterns and attendant growth.

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**APPENDIX A**

Survey Instrument



### Student Involvement and Identity

I have developed the following survey to measure the student involvement and identity development within the Dr. Harley E. Flack Mentoring Program. It will take at least 10-12 minutes to complete this survey.

Please note your answers will be kept completely confidential and will be used anonymously for the data collection. After the data have been collected, I will be able to understand the needs and actions to take to advance the program in these components. Please not have to include your name. If you are younger than 18 years old, please do not complete the survey. Thank you for taking part in this study. I appreciate your time to complete this survey. Please contact me via phone or email for any questions; Tiffany Reed Phone: 219-201-2927 Email: reedt62@students.rowan.edu or my faculty advisor Dr. Burton Sisco Phone (856) 256-4500, ext. 3717 Email: sisco@rowan.edu

### Demographics

Age: 18 \_\_\_ 19-20 \_\_\_ 21 to 22 \_\_\_ 23& Older \_\_\_

Male: \_\_\_ Female: \_\_\_

Year Standing: Freshman \_\_\_ Sophomore \_\_\_ Junior \_\_\_ Senior \_\_\_

Full Time Student \_\_\_ Part Time Student \_\_\_

Live on Campus \_\_\_ Commutes \_\_\_

Semesters involved in Harley Flack 1-2 \_\_\_ 3-4 \_\_\_ 5-6 \_\_\_ 7-8 \_\_\_ 9-10 \_\_\_

Background: African American \_\_\_ White/European \_\_\_ Latino/a \_\_\_ Asian \_\_\_

African Decent \_\_\_ Other \_\_\_

What is your current Grade Point Average?

\_\_\_ Below 2.0 \_\_\_ 2.01-2.25 \_\_\_ 2.26-3.0 \_\_\_ 3.01-3.4 \_\_\_ 3.5-4.0

Which component of the Dr. Harley E. Flack Mentoring Program do you participate in?

\_\_\_ Peer Mentor/Mentee Program \_\_\_ Student Ambassador at Delsea High

\_\_\_ Ujima Women Mentorship \_\_\_ Professional Mentor/Mentee

### Section I

In your experience at Rowan University, have you participated in any of these activities? If so Check "yes" and write in how many hours you participated in the activity each week on average? If it does NOT apply leave blank.

	Yes	Hours Per Week
1. Participate in Intramural Sports	[ ]	_____
2. Participate in Student Government	[ ]	_____
3. Participate in Social Clubs	[ ]	_____
4. Participate in Residence Hall programs	[ ]	_____
5. Community Service	[ ]	_____
6. Off Campus Job	[ ]	_____
7. On Campus Job	[ ]	_____
8. Held an Internship	[ ]	_____
9. Worked with classmates outside of class	[ ]	_____
10. Discussed grades with instructors	[ ]	_____
11. Attended a play	[ ]	_____
12. Attend meetings within the Flack Program	[ ]	_____
13. Participate in trips provided by the Flack program	[ ]	_____
14. Attend Speak and Eats	[ ]	_____

**Section II**

15. Are you a member of a fraternity or sorority? \_\_\_Yes \_\_\_No  
 16. Have you participated in the numerous trips offered through Harley Flack? \_\_\_Yes \_\_\_No  
 17. Are you an EOF student? \_\_\_Yes \_\_\_No

**Section III**

The questions below describe your feelings about your participation here at Rowan University and the Dr. Harley E. Flack Mentoring Program.

**Identity Development**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The Harley Flack Mentoring Program promotes diversity.					
Events/activities in Harley Flack advance my thoughts on diversity.					
I have attended an event outside of my ethnic background.					
My professors challenge me to think about taboo topics dealing with culture.					
Diversity is important to my college life.					
My professors allow me to voice my opinion about cultural topics in class.					
The Harley Flack Mentoring Program has prepared me to work in diverse settings.					
I believe the Harley Flack Mentoring Program is a safe place to express myself.					
I feel accepted within the Rowan community.					
I identify with my ancestors and history.					
I understand the term "diversity."					
I believe I am culturally aware.					
I feel supported by the Harley Flack Mentoring Program.					
I believe I need the Harley Flack Mentoring Program for support.					
I am an advocate for social justice.					
I actively participate in the Harley Flack Mentoring Program.					

**Social Involvement**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The Harley Flack Mentoring Program helps me establish personal relationships.					
Harley Flack Mentoring Program promotes interaction with people of different races.					
The Harley Flack Mentoring Program promotes involvement in campus activities.					

**Academic Involvement**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The Harley Flack Mentoring Program promotes academic excellence.					
Events/activities sponsored by the Harley Flack Mentoring Program advance my thoughts on future career goals.					
The Harley Flack Mentoring Program has faculty and staff available for academic and career guidance.					
The Harley Flack Mentoring Program challenges me to improve my grades.					
The Harley Flack Mentoring Program allows students to interact with academic programming.					

**Personal Goals**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I participate in the Harley Flack Mentoring Program because it enlivens my social life.					
The program helps develop personal values and beliefs					
I feel that the program helps develop my self-esteem and confidence.					
I feel motivated when I participate in this program.					
The Harley Flack Mentoring Program has helped me adjust socially to college.					
The Harley Flack Mentoring Program allows me to make progress towards my personal goals					
The Harley Flack Mentoring Program allows me to make progress towards my career goals					
The Harley Flack Mentoring Program should be should involve more students outside of my personal background.					
I believe I fully take advantage of all what the Harley Flack Mentoring Program offers.					

Questions 27 through 60 have two parts. First, please rate how important each item is to you here at Rowan University by circling the best response. Second, rate how satisfied you are with each item here at Rowan University by circling the best response. Use the following scales: 5 Most Important- 1 Not at all important 5 Very Satisfied- 1 Not at all Satisfied

	<u>Importance</u>	<u>Satisfaction</u>
<b><u>Social Involvement</u></b>		
27. Establishing Personal Relationships with Peers at Rowan University	1 2 3 4 5	1 2 3 4 5
28. Having Close Friends at Rowan University	1 2 3 4 5	1 2 3 4 5
29. Getting Involved in Student Organizations	1 2 3 4 5	1 2 3 4 5
30. Getting Involved in Campus Activities	1 2 3 4 5	1 2 3 4 5
31. Attending Cultural Events on Campus	1 2 3 4 5	1 2 3 4 5
32. Interacting with People of Different Races	1 2 3 4 5	1 2 3 4 5
33. Getting Involved in Religious Activities	1 2 3 4 5	1 2 3 4 5
34. Having a Job while Enrolled	1 2 3 4 5	1 2 3 4 5
<b><u>Academic Involvement</u></b>		
35. Instruction in My Major Courses	1 2 3 4 5	1 2 3 4 5
36. Faculty Availability Outside Class	1 2 3 4 5	1 2 3 4 5
37. Social Contacts with Faculty	1 2 3 4 5	1 2 3 4 5
38. Academic Advising	1 2 3 4 5	1 2 3 4 5
<b><u>Campus Atmosphere</u></b>		
39. Adequate Personal Security	1 2 3 4 5	1 2 3 4 5
40. Adequate Physical Environment on Campus	1 2 3 4 5	1 2 3 4 5
41. Adequate Social Atmosphere	1 2 3 4 5	1 2 3 4 5
42. Adequate Academic/Intellectual Atmosphere	1 2 3 4 5	1 2 3 4 5
43. Fitting into the Campus Community	1 2 3 4 5	1 2 3 4 5
<b><u>Personal Goals</u></b>		
44. Making Progress Toward Personal Goals	1 2 3 4 5	1 2 3 4 5
45. Making Progress Toward Academic Goals	1 2 3 4 5	1 2 3 4 5
46. Making Progress Toward Career Goals	1 2 3 4 5	1 2 3 4 5
47. Adjusting Academically to College	1 2 3 4 5	1 2 3 4 5
48. Adjusting Socially to College	1 2 3 4 5	1 2 3 4 5
49. Adjusting Emotionally to College	1 2 3 4 5	1 2 3 4 5
50. Managing Personal Stress	1 2 3 4 5	1 2 3 4 5
51. Developing My Self-Esteem & Confidence	1 2 3 4 5	1 2 3 4 5
52. Developing Personal Values & Beliefs	1 2 3 4 5	1 2 3 4 5
53. Developing a Philosophy of Life	1 2 3 4 5	1 2 3 4 5
54. Developing Spiritually	1 2 3 4 5	1 2 3 4 5
55. My Personal Motivation for Academic Success	1 2 3 4 5	1 2 3 4 5
56. My Personal Achievement of Academic Success	1 2 3 4 5	1 2 3 4 5
57. Being Interested in My Studies	1 2 3 4 5	1 2 3 4 5
58. Other _____	1 2 3 4 5	1 2 3 4 5

Thank you for your participation in this survey.

**APPENDIX B**

Institutional Review Board Approval Letter



February 22, 2012

Tiffany Reed  
PO Box 54  
Ridgewood, NJ 08074

Dear Tiffany Reed:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has exempted your project:

IRB application number: 2012-170

Project Title: Student Engagement and Identity Development within the Dr. Harley E. Flack Mentoring Program

If you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman ([hartman@rowan.edu](mailto:hartman@rowan.edu) or call 856-256-4500, ext. 3787) or contact Dr. Shreekanth Mandayam, Associate Provost for Research ([shreek@rowan.edu](mailto:shreek@rowan.edu) or call 856-256-5150).

If you have any administrative questions, please contact Karen Heiser ([heiser@rowan.edu](mailto:heiser@rowan.edu) or 856-256-5150).

Sincerely,

Harriet Hartman, Ph.D.  
Chair, Rowan University IRB

c: Burton Sisco, Educational Services, Administration and Higher Education, Education Hall

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