

DOCUMENT RESUME

ED 224 376

HE 015 639

AUTHOR Patterson, Aldrich M., Jr.; Sedlacek, William E.
TITLE Differences among Minority Student Backgrounds and Attitudes toward a University and Its Services. Research Report #18-79.

INSTITUTION Maryland Univ., College Park. Counseling Center.
PUB DATE 79.
NOTE 26p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.

PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Acculturation; *Asian Americans; *Black Students; *College Desegregation; College Environment; Ethnic Groups; Ethnic Relations; Family Characteristics; Higher Education; *Hispanic Americans; Institutional Research; Interpersonal Relationship; Minority Groups; *Racial Relations; Social Life; Student Attitudes; Student Characteristics; Student College Relationship; Undergraduate Students

IDENTIFIERS *University of Maryland College Park

ABSTRACT

The interracial experiences, attitudes, and perceptions of minority students toward the University of Maryland, College Park, (UMCP) and its services were assessed. A random sample of 147 ethnic minority students (54 Asian, 54 Black, and 39 Hispanic undergraduates) responded to a 59-item questionnaire with a return rate of 77 percent. The data suggest that more similarities exist between Asians and Hispanics than with Black students. Over half of the Asian sample grew up in suburban settings, while a majority of Blacks grew up in cities. Many of the Asians and Hispanics came from families where fathers either held professional/managerial positions or owned their own businesses; fewer Black fathers held these positions. It was more common for both the Asian and Hispanic students than for the Blacks to have an immediate family member who had attended college. The majority of the Hispanic and Asian samples had dated persons of another race while in college and high school, attended social or athletic events more frequently in mixed groups or with friends of another race, and tended to feel positive about the college environment and its services. Hispanics displayed the greatest amount of interracial interaction and exhibited the most positive perception of the school. Blacks were more likely to date or attend social or athletic events with other Blacks, and less likely to do things in mixed groups. Blacks had less favorable perceptions and attitudes toward the college and its environment, and also appeared to be more race-conscious and concerned with racial issues than Asians or Hispanics. (SW)

ED224376

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UNIVERSITY OF MARYLAND

College Park, Maryland



DIFFERENCES AMONG MINORITY STUDENT BACKGROUNDS AND ATTITUDES TOWARD A UNIVERSITY AND ITS SERVICES

Aldrich M. Patterson, Jr. and William E. Sedlacek

Research Report # 18-79

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SUMMARY

The purpose of this study was to assess the interracial experiences and the attitudes and perceptions of minority students toward the University of Maryland, College Park, and its services.

A random sample of 147 ethnic minority students made up of 54 Asian, 54 Black, and 39 Hispanic undergraduates at the University of Maryland, College Park, responded to a 59-item questionnaire with a return rate of 77%.

The results suggested that the sample differed according to ethnic group membership. Asian and Hispanic students tended to be more similar than Blacks throughout the study. The results indicated that Asians and Hispanics tended to feel more comfortable than Blacks in interracial situations. It was also revealed that Asians and Hispanics had a more positive perception of the university environment and its services than did Blacks. Implications of the results for educators were discussed.

The 1970's have brought about a new role for minority students. Not only has this new role brought about radical changes for students, but it has also affected the function and goals of student services (Cross, 1976; Sedlacek and Brooks, 1976). In addition to fostering intellectual growth, colleges and universities can be viewed as a primary force in the shaping of the individual, one's inner equilibrium as well as one's outer effectiveness (Sanford, 1966). With the addition of minority students to previously all-white colleges and universities, American higher education has installed a new dimension, providing a rich resource of cultural diversity (Peterson, et al., 1978). Yet, fear and reluctance of groups to interact with one another has limited the potential for growth and multiracial understanding.

Freeing of interpersonal relationships is a phrase used by Chickering (1976) to describe a major growth trend for the college student. This process of growth involves developing an increased tolerance and respect for those of different backgrounds, values and habits.

Amir (1969), in reviewing the literature on contact between members of different ethnic groups, reports the vehicle needed to produce attitude change between these groups. He points out that unless increased contact occurs under relatively favorable conditions, negative results are more likely to occur than are positive results.

Research findings (Sedlacek and Brooks, 1972; Sedlacek, Brooks, & Mindus, 1973) indicate that the situational context is of particular importance when examining the attitudes of whites toward Blacks. For instance, whites tend to be more tolerant of Blacks in situations involving little personal contact.

A study conducted by Merritt, Sedlacek & Brooks (1977) on the quality of interracial interactions among university students concludes that both white and black students felt more comfortable in integrated situations. Their findings also indicate that both whites and Blacks feel more comfortable with members of

their own groups in social settings. The authors point out that too often, perhaps, educators have been premature in judging the overall Black-white interaction from the university frame of reference solely on the basis of social interactions. It is a quite natural phenomenon that members would be more inclined to feel socially comfortable with members of their own group, without intending to negatively react to another group.

Minatoya and Sedlacek (1979a) reported that Black students at the University of Maryland have experienced more interracial contact than their white counterparts in their neighborhoods and schools. Their findings showed that Blacks reported having more close friends of another race than did whites, and were also more receptive to interracial dating and marriage. The writers noted that while both black and white students agreed that society must integrate if it is to survive, whites nonetheless appeared to be comfortable with their separation from non-whites.

As the number of students from multicultural backgrounds increases, it is expected that the problems different groups experience will be varied. Gibbs (1975) suggests that Black students experience a greater range of problems than those experienced by white students. These problems stem from academic, social and psychological adaptation to the university milieu.

Barbarin (1977) postulates that environmental influences play an important role in determining how one values one's self and one's performance. He suggests that when environmental determinants are favorable, the individual's self-perception is viewed positively, and when the pervasive mood of the environment is unfavorable, negative self-concepts are more likely to occur. Barbarin notes that the relationship between environment and self-perception is particularly strong with minority persons. Barbarin's position supports the view that coping skills (positive mental health) are linked to a function of an individual's attitudes and skills as well as environmental influences (Barker, 1973; Moos, 1976).

Research findings reported by Schneider (1975) suggest that the impact of an individual's experience in a certain social climate could lead to a shift in behavior. These behavioral responses could be exhibited as conformity with, or in opposition to, perceived environmental norms and expectancies.

Farver, Sedlacek, & Brooks (1975) provide evidence which indicates that Black freshmen experience longer and more difficult adjustments to the predominantly white campus. Much of their adjustment appears to be that of "fitting in" and "feeling out" the student body.

St. John (1966) reported that the self-esteem of Black students is more threatened in integrated schools. In this situation, Black students are more inclined to be haunted by the reflection of their academic and social background. In an integrated academic setting, these students become aware of their poor previous academic preparation and are viewed as below par by their teachers and classmates.

In the 1970's there has been an increase in the number of minority students attending previously all-white universities (Gibbs, 1975; Sedlacek and Webster, 1978). However, it cannot be assumed that increased multi-racial enrollment figures are an indication of an increase in minority student interaction and participation within the university community (Brooks, Sedlacek, & Mindus, 1973; Madrazo-Peterson and Rodriguez, 1978). Like all human interactions, encounters between groups require that both parties participate. Intimately associated with this statement of human relatedness is the concept of self-understanding and self-acceptance. How that self functions within the context of its own subgroup must first be determined before one can examine interracial interactions between groups (Astin, Astin, Bisconti & Frankel, 1972).

The purpose of this study was to assess the interracial experiences and the attitudes and perceptions of minority students toward the University of Maryland, College Park (UMCP) and its services.

Method

A random sample of 300 minority undergraduates, 75 Blacks, Asians, American Indians and Hispanics at UMCP were mailed an anonymous 59-item questionnaire on family background, academic background and expectations, interracial contact and perceptions of the University milieu.

When contacted, over 80% of the students listed as American Indian on University records indicated that they were not of this heritage. This has been a consistent problem in minority student research. Webster, Sedlacek & Miyares (1979) experienced similar difficulties in obtaining an American Indian sample. The authors postulate that at the time of registration at the University, it is likely that some white students become legitimately confused, indicating "Native American" as their ethnic group. This, in combination with facetious intent, can account for much of the discrepancy in identifying and obtaining a reliable representative American Indian sample. Consequently, American Indians were eliminated from this study. Over 30% of the original Hispanic sample did not see themselves as minorities and declined to participate in the study and were replaced. Approximately 30% of the Hispanic sample (after replacement occurred) could not be contacted by phone or had incorrect addresses. In addition, eleven respondents were eliminated from the subject pool after identifying their race as "other." Therefore, 191 students comprised the subject pool. Of these 191 students, 147 completed the questionnaire (71 males and 76 females). This total consisted of 54 Blacks (21 males and 33 females), 54 Asians (31 males and 23 females), and 39 Hispanics (19 males and 20 females), for a return rate of 77%. Twenty percent of the sample was in their first semester, 18% more had been at UMCP for one year, 29% for two years, 13% three years, 14% four years, and 6% five or more years.

Analysis

Nominal data were analyzed by frequency, percentage, and chi-square. Likert items were analyzed by a two-way (race by sex) univariate analysis of variance.

Significant results obtained from interval data were further analyzed by using a post-hoc Newman-Kuels studentized range test to test for significant group (race) differences.

Results

General Description

Chi square results will be presented below and unless otherwise noted, all differences noted are significant at the .05 level. There were a total of 147 students who participated in this study, 48% male and 52% female. 37% of the students who completed the survey were Black (39% male, 61% female), 37% were Asian-American (58% male, 42% female), and 26% were Hispanic (49% male, 51% female).

The average age of the students was 20.8 years. The mean age for Blacks was 21.0, Asians 20.5, and Hispanics 20.8, which were not significant at .05. Ninety-three percent of the Blacks, 96% of the Asians, and 85% of the Hispanics indicated that their marital status was single (not significant at .05)

Students were asked about their religious preference. 74% of the Hispanics indicated that they were Catholic, while only 17% of the Asian sample and 15% of the Black selected Catholicism as their religious preference. 58% of the Asian, 28% of the Black and 15% of the Hispanic students indicated they were protestant. "Other" was selected for their religious choice by 58% of the Blacks, 40% of the Asians and 10% of the Hispanics.

Forty-eight percent of the Blacks, 61% of the Asians, and 44% of the Hispanics indicated they lived at home, while 37% of the Blacks, 26% of the Asians, and 18% of the Hispanics lived in residence halls.

The most commonly cited sources of funding for their college education were: Federal aid (Black 39%, Asian 8%, Hispanic 15%), scholarships (Black 28%, Asian 17%, Hispanic 26%), parental support (Black 56%, Asian 68%, Hispanic 56%), employment (Black 22%, Asian 33%, Hispanic 31%), and savings (Black 9%, Asian 7%,

Hispanic 8%, not significant at .05).

When students were asked about their employment status, 57% of the Black students indicated that they were employed on the average 16 hours a week, 54% of the Hispanic students indicated they were employed 17 hours a week, while only 28% of the Asian students were employed, working an average of 14 hours per week.

Family Background

Sixty-two percent of the Black sample, 50% of the Asian, and 45% of the Hispanic sample grew up in cities. Twenty-one percent of the Blacks and 33% of the Hispanics grew up in small towns. In addition, 50% of the Asians, 9% of the Blacks, and 2% of the Hispanics grew up in a suburban setting.

When estimating family incomes, Hispanics indicated the highest per family incomes (\bar{X} = \$34,516; S.D. = \$26,748), Asians next (\bar{X} = \$24,966; S.D. = \$13,464), and then Blacks (\bar{X} = \$23,950; S.D. = \$18,500). The variation in family income was great, as shown by the large standard deviation, and hence differences were not significant at .05 .

The majority of students indicated that they were raised by both parents: 89% Asians, 82% Hispanics, and 76% Blacks. Twenty-five percent of the Black students' mothers held professional/managerial positions, while 19% were not employed. Fewer mothers of Asian students held professional/managerial positions (17%), while approximately one-third (32%) were not employed. Mothers of Hispanic students comprised the largest percentage of not being employed (46%) and also holding professional/managerial positions (36%). For the fathers of Black students, 26% held professional/managerial positions, while 22% were skilled workers. For the fathers of Asians, 46% held professional/managerial positions, while another 22% owned their own business. For the Hispanic sample, 56% of the fathers held professional/managerial positions, with another 15% owning their own businesses.

Seventy-six percent of the Black sample indicated that a member of their

immediate family had attended college, while 94% of the Asians and 90% of the Hispanics have had a member of their immediate family attend college.

Academic Background and Expectations

Fifty percent of the Asian subjects, 57% of the Black subjects and 33% of the Hispanic subjects took college/academic courses while attending public high schools, while 33% of the Blacks, 41% of the Asians, and 28% of the Hispanics took the general curriculum course in high school. A much larger percentage of Hispanic students attended parochial (15%) and private (23%) high schools than did either Black or Asian students.

For the Black students, 24% of them attended high schools that were nearly 100% of their race, while another 57% graduated from high schools less than 50% Black. For the Asian students, 81% graduated from high schools that represented less than 5% of their race. For Hispanic students, 26% attended high schools that were at least 75% their race, while another 61% graduated from high schools which were less than 25% of their race.

Eighty percent of the Asian sample, 63% of the Black, and 56% of the Hispanic samples indicated that they came to UMCP directly after completing high school. Seventeen percent of the Asians, 20% of the Blacks, and 39% of the Hispanics attended another college or university before coming to UMCP.

When asked their main reason for deciding to attend UMCP, 24% of the Black sample, 23% of the Hispanic sample, and 33% of the Asian sample indicated that they came because it was relatively inexpensive; 32% of the Blacks, 39% of the Hispanics, and 28% of the Asians came because of geographical location; while another 22% of the Blacks, 21% of the Hispanics, and 15% of the Asians indicated that UMCP offered a preferred academic program.

Seventy-four percent of the Hispanics, 70% of the Asians, and 60% of the Blacks indicated that they have been attending UMCP for less than two years.

On the average, all three subgroups of students expected to graduate in 1981.

When asked about their major field of study, 23% of the Hispanics, 20% of the Asians, and 25% of the Blacks had selected majors in business (not significant at .05). Engineering was the preferred major for 13% of the Hispanic students, 13% of the Black and 22% of the Asian students. Asian students showed the highest interest in science-related majors (20%), while 27% of the Black students questioned indicated a preference for the social sciences.

Forty-eight percent of the Asian sample, 26% of the Hispanic, and 33% of the black sample said they were somewhat certain of their vocational goals at this time. An additional 24% of the Asian, 39% of the Hispanic and 39% of the Black students indicated that they were quite certain of their present vocational goals.

When asked the highest degree they expected to obtain, 41% of the Asian sample, 20% of the Black and 26% of the Hispanic sample said they expected only to obtain a Bachelor's degree. Sixty-two percent of the Hispanic, 37% of the Black, and 26% of the Asians planned to pursue a master's degree; 13% of the Hispanics, 37% of the Blacks and 32% of the Asians aspired to medical, law or doctoral degrees.

Students were asked where they would go for assistance if they had an academic problem. Fifty-six percent of the Hispanic sample, 66% of the Black, and 50% of the Asian sample indicated that they would go to an academic or departmental advisor, while 28% of the Asians, 15% of the Blacks, and 18% of the Hispanics said that they would most likely go to other students.

The greatest needs for Black students at UMCP were reported as: Financial aid (41%), academic advising (20%), tutoring (13%), and positive social climate (13%). For Asian students, academic advising (28%), positive social climate (22%), financial aid (19%), and tutoring (11%) were their greatest needs. Hispanic students reported financial aid (32%), academic advising (21%),

positive social climate (18%), and tutoring (8%) as their greatest needs.

Twenty-two percent of the Black students, 54% of the Asians, and 28% of the Hispanics indicated that they spend most of their time between classes at the library, while 13% of each of the subgroups reported spending their time at the Student Union. Another 22% of the Blacks, 18% of the Asians, and 20% of the Hispanics reported spending their time between classes in the residence halls.

When asked where they study, 15% of the Blacks, 37% of the Asians and 31% of the Hispanics reported the library, while residence halls were preferred by 32% of the Blacks, 22% of the Asians and 15% of the Hispanics. An additional 41% of the Blacks, 35% of the Asians, and 49% of the Hispanics studied at home.

When asked about studying in groups, 43% of the Blacks, 35% of the Asians, and 64% of the Hispanics indicated that they did not study in groups. 30% of the Blacks and 21% of the Asians usually studied with members of their own race, while 15% of the Blacks, 21% of the Asians, and 28% of the Hispanics usually studied in mixed groups. Eleven percent of the Blacks and 23% of the Asians indicated that they usually study with members of another race.

Interracial Interaction

Seventy-one percent of the Hispanic sample, 50% of the Asian, and 26% of the Black sample reported having dated a person of another race while in high school. In college, 63% of the Hispanics, 53% of the Asians, and 53% of the blacks reported dating outside their own race.

In best describing who they currently date, 24% of the Hispanics, 21% of the Asians and 54% of the Black students report usually dating members of their own race. In contrast, 37% of the Hispanics, 28% of the Asians, and 6% of the Blacks indicated usually dating persons of another race, while 24% of the Hispanics, 11% of the Asians, and 13% of the Blacks reported sometimes dating

someone of another race. Another 16% of the Hispanics, 28% of the Blacks, and 40% of the Asians responded "other" or did not answer the question.

When attending parties or dances, 54% of the Blacks, 25% of the Asians, and 8% of the Hispanics reported they went with friends of their race; 55% of the Hispanic sample, 28% of the Asian, and 17% of the Black sample went with a mixed group of friends; and 28% of the Asians and 13% of the Hispanics were accompanied by friends of another race. Twenty-two percent of the Blacks, 13% of the Hispanics, and 23% of the Asians responded "other" or did not answer this item.

When asked to best describe who they attended athletic events with, 26% of the Blacks, 8% of the Hispanics, and 9% of the Asians indicated friends of their own race; 51% of the Hispanic sample, 28% of the Asian, and 19% of the Blacks reported attending athletic events with a mixed group of friends; and 28% of the Asians and 11% of the Hispanics said that they usually attended sports events with friends of another race. 48% of the Blacks, 30% of the Hispanics, and 23% of the Asians indicated that they did not attend athletic events at all.

When asked to best describe who they spend most of their spare time with, 28% of the Blacks and 15% of the Asians reported they were alone. Thirty-two percent of the Black sample, 19% of the Asian, and 18% of the Hispanic indicated they were usually with friends of their own race; 42% of the Hispanics, 26% of the Blacks, and 42% of the Asians reported spending most of their spare time with some friends of their own race and other friends of other races. An additional 23% of the Asians and 11% of the Hispanics indicated spending most of their spare time with friends of another race or other races only. Another 24% of the Hispanics and 11% of the Blacks reported "other."

In indicating who the students seek out to sit with in classroom situations, 70% of the Blacks, 78% of the Asians, and 71% of the Hispanics said it did not

matter.

When having meals on campus, 26% of the Blacks, 21% of the Hispanics and 22% of the Asians said they usually eat alone; 32% of the Black students, 24% of the Hispanic, and 17% of the Asian students usually eat with members of their own race; and 24% of the Hispanics and 17% of the Asians usually eat with a mixed group of friends. Nineteen percent of the Black-sample, 42% of the Hispanics, and 30% of the Asians reported that it does not matter.

Interracial Climate

Tables 1 and 2 show the means, standard deviations and significant differences among interracial comfort and attitude items by race.

Blacks were consistently less comfortable in dealing with whites than either Asians or Hispanics in nearly all the situations presented in Table 1. Table 2 shows that Blacks were more likely to feel that they were left out and unsupported because of their race, that whites felt superior, and that the interracial climate was hostile, compared to Asians or Hispanics. Also, Blacks preferred being with members of their own race more than Asians or Hispanics. The only item in Table 1 and 2 on which the three groups did not differ was item 11 in Table 2 which asked whether the University of Maryland had been difficult for them to adjust to.

Asians reported being less comfortable than Hispanics in dealing with whites at a party, living in an all-white dorm, dating a white, coming into a group where whites are already talking, feeling left out of things because of their race, and feeling that whites were uneasy when Asians got together as a group (items 5, 6, 7, 8, 12, 15).

Discussion

This study sought to examine the differences among the backgrounds of Asian, Black and Hispanic students at the University of Maryland, College Park, and their attitudes toward and perceptions of the campus and its services.

The results from comparing the data obtained on these three groups suggest that more similarities exist between Asians and Hispanics than with Black students. It appears that Asians and Hispanics have assimilated and acculturated much more than Blacks into the mainstream of the American middle class.

In looking at the background data of the Asian sample, it is important to note that over half of them grew up in suburban settings. Many of them came from families where fathers either held professional/managerial positions or owned their own businesses. Almost all of them have a member of their immediate family who has attended college. In addition, a great majority of the Asian sample attended high schools where they were very much in the minority numerically. Many of the Asian students expected only to obtain a bachelor's degree. This could be due to the fact that many have selected engineering and business as major fields of study. A strong academic orientation seems apparent when one notes that over half of the Asian sample spends most of their time between classes at the library and also studies at the library.

The assimilation of Asian students at UMCP is even more supported when one examines their interracial interactions. The majority of the Asians in this sample have dated persons of another race while in college and high school. Those Asian students who did attend social or athletic events have done so more frequently in mixed groups or with friends of another race. This also applied to those with whom they spent most of their spare time. In looking at the attitude items (Table 1), it is apparent that Asian students generally feel more comfortable even in a setting where there are no other members of their own race. Findings by Minatoya and Sedlacek (1979) address this issue. In their study on Asian-American undergraduates at UMCP it was noted that although 90% of their respondents indicated growing up in cities or suburbs consisting of over 100,000 people, 42% stated that their family was one of the only members of their race in their neighborhoods. In the questions pertaining to UMCP, Asian

students tended to feel more positive about the University environment and its services.

The Hispanic sample also demonstrated similarities to the Asian students. Hispanics reported the highest family income. Over one-third of the Hispanic mothers held professional/managerial positions. In addition, a majority of the fathers either held professional/managerial positions, or owned their own businesses. As with the Asian sample, almost all of the Hispanic students have had a member of their immediate family attend college. A larger percentage of Hispanic students attended private or parochial high schools. A majority of them attended high schools in which their race was in the minority, numerically. Hispanics displayed the greatest amount of interracial interaction in terms of dating people from other races, attending social or athletic events with mixed groups or people from other races, and in terms of who they spend most of their spare time with. Even more so than Asian students, Hispanics reported feeling more comfortable in settings where they might be the only member of their race present. They also exhibited a more positive perception of the University services and environment. This could be due to the small number of Hispanic students on this campus and also to the identification factor - many Hispanics are not readily identified as being from a non-white ethnic group.

In looking at Black students, the story is a bit different. The majority of them were raised in cities. Fewer of them have fathers who held professional/managerial positions or owned their own businesses. Also, fewer of them indicated that a member of their immediate families had attended college. One-fourth of them attended predominantly Black high schools. Black students showed a preference for business and the social sciences in terms of their college majors. Also, one-third of them aspired to obtain terminal degrees. This could be due to the belief that a higher degree is equivalent to a higher

status or higher income. Blacks spend just as much time between classes in the residence halls as in the library. When studying, they preferred the dorms to the library.

In terms of interracial interactions, Blacks were less likely to do so than Asians or Hispanics. They were more likely to date people from their own race, and also to attend social or athletic events with members of their own race. They were also less likely to do things in mixed groups. In contrast to the Asians and Hispanics, Blacks generally felt less comfortable in settings where they were the only member of their race present. In terms of their perceptions and attitudes toward the University and its environment, they tended to have less favorable impressions than did Asian or Hispanic students. Thus Blacks appear to be more race-conscious and concerned with racial issues than Asians or Hispanics. This finding has been supported in other research at both the undergraduate and graduate level (Brooks, Sedlacek and Mindus, 1973; Minatoys and Sedlacek, 1979; Webster, Sedlacek and Miyares, 1979; Carrington and Sedlacek, (1977).

Having seen the comparison of the three subgroups, and noted their differences, it is apparent that differences do exist. This study provides a unique and important analysis of the minority student. It is important to note in reference to minority student concerns that each ethnic group exhibits different characteristics and backgrounds. There is a tendency among many to use the term "minority" synonymously across races. It is important to remember that the attitudes and perceptions of one ethnic minority group cannot be generalized to all ethnic minority groups. It is the recommendation of this report that each minority group be looked at separately instead of being grouped as one, then falling under the rubric of an umbrella term.

Implications

We must now ask that educators, administrators, counselors and staff be exposed to the findings of this study. This study and others clearly demonstrate that students do vary considerably based on their race. Their backgrounds, perceptions, attitudes, and, indeed, the context in which they see themselves as students, differ. All faculty and staff should be made aware of this general point and of some of the specific differences among the groups they are educating and providing services for. Sedlacek and Brooks (1976) regard understanding cultural and racial differences as the first step in eliminating racism.

After looking at themselves, professionals need to look at individual agencies in terms of who their services are geared toward, whether services provided, are based upon assumptions or assessed needs, and whether they have the resources necessary to make adjustments and add new services.

Finally, just as student personnel professionals have a high need to know who the college student is, they must also have a high need to know who the minority student is. In Student Affairs, a philosophy has been adopted of responding to the whole person and attending to individual differences (Knefelkamp, Widick & Parker, 1978). The applicability of this philosophy to the minority student is just as appropriate as it is to the majority student.

Table 1.

Means, Standard Deviations and Significant Differences Among Comfort Items by Race*

SETTING: You are in a setting where there are no other members of your race except yourself.

ITEMS	BLACKS (B)		ASIANS (A)		HISPANICS (H)		Differences Significant at .05 level	
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
1. Talking to white students on campus	1.93	.89	1.54	.69	1.45	1.01	BxA	BxH
2. Discussing racism with whites	2.61	1.25	2.25	1.07	1.81	1.24	BxH	
3. Participating in counseling with a white counselor	2.19	1.10	1.67	.87	1.38	.98	BxA	BxH
4. Attending a lecture where everyone in attendance is white	2.31	1.16	1.69	.86	1.38	.95	BxA	BxH
5. Being at a party where all the people there are white	3.17	1.38	2.24	1.20	1.43	.96	BxA, BxH, AxH	
6. Living in an all white dorm	3.0	1.39	2.00	1.22	1.42	1.00	BxA, BxH, AxH	
7. Dating a white person	2.79	1.35	2.02	1.05	1.42	1.00	BxA, BxH, AxH	
8. Coming into a room where a group of white people are already talking	2.65	1.23	2.04	1.13	1.42	.97	BxA, BxH, AxH	
9. Studying with white classmates	2.0	1.01	1.48	.67	1.50	1.11	BxA, BxH	
10. Competing for grades against whites in a classroom	2.54	1.34	1.70	1.00	1.64	1.25	BxA, BxH	

*Based on 5 point scale, 1 = Very comfortable, 5 = Very uncomfortable

Table 2.

Means, Standard Deviations and Significant Differences Among Interracial Items by Race*

ITEMS	BLACKS (B)		ASIANS (A)		HISPANICS (H)		Differences Significant at .05
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
11. The University of Maryland has been difficult for me to adjust to	3.11	1.25	3.47	1.14	3.49	1.04	None
12. I feel left out of things because of my race while attending the University	3.22	1.28	3.94	1.04	4.54	.65	BxA, BxH, AxH
13. Whites at the University of Maryland feel superior to my ethnic group	2.70	1.21	3.65	.93	3.80	1.12	BxA, BxH
14. Students prefer being with others of their own race	2.15	.98	2.67	.96	2.92	1.00	BxA, BxH
15. Whites at the University feel uneasy when members of my race get tother in groups	2.49	.95	3.02	1.04	3.51	1.14	BxA, BxH, AxH
16. There are not many things at the University of Maryland for members of my race to identify with	2.47	1.07	2.96	.93	3.03	1.52	BxA, BxH
17. The University administration supports my ethnic group in its on-campus activities	3.62	.86	2.92	.62	2.71	.89	BxA, BxH
18. The University of Maryland is trying to eliminate racism	3.53	.93	2.73	.63	2.92	.83	BxA, BxH
19. The interracial climate on campus is hostile	3.21	1.01	3.69	.70	3.92	.97	BxA, BxH
20. The interracial climate in the communities surrounding the University is hostile	2.91	.88	3.46	.75	3.24	1.01	BxA

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