The Consequences of Violence Exposure Upon African American College Students

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Abstract:

(Purpose) The purpose of this study was to examine the consequences of violence exposure (personal and community) on African American students at historically black colleges and universities (HBCUs) as well as those attending predominantly white institutions (PWIs). Further, this study sought to determine if violence exposure makes a difference in academic achievement above and beyond traditional variables that have been studied in the past. **(Methodology)** Two groups of African American college students were studied to address the question of whether there is a difference between the deleterious effects of violence on African American students attending HBCUs and those attending PWIs. Four theories were hypothesized; the theories alluded to a statistically significant relationship between early exposure to violence and the later academic achievement of African American students at HBCUs and the PWIs. The study also sought to determine if the two groups of students were impacted differently. **(Results)** Data indicate very strong/strong correlations between and among numerous variables. **(Conclusions)** Statistical analyses indicate that early exposure to violence, especially personal violence, plays a role in determining the student's locus of control. The student's locus of control then determines the fervor with which the student will engage in academic pursuits. **(Recommendations)** Professional development incorporating research based techniques that requires participants to think in innovative and creative ways is essential for administrators, faculty, and staff; effective strategies are included. **(Additional Data)** Contains six (6) tables.

Violence impacts individuals, families, communities, and community institutions (schools and universities) in a manner that disrupts the acquisition of educational skills, thereby impeding success in the academic arena. This study examined the relationship between early exposure to violence—both personal and community—and the later academic achievement of African American college students. The study incorporated several variables that were thought to impinge upon the academic achievement process. Specifically, those variables were divided into several groups: background factors (socioeconomic status, high school academic record, personal and community violence exposure), student characteristics (locus of control, educational aspirations and

expectations), and university characteristics (campus safety, academic and social integration). Student achievement was measured by students' expected grade point average (GPA), as indicated on a student questionnaire.

University administrators, professors, and researchers who study the nation's institutions of higher learning have long been interested in improving the academic performance of African American college students. Concomitantly, learning theories that proliferate in educational literature have gained wide recognition for their potential to explain the academic development of young adults in postsecondary educational settings. Yet there is a paucity of data that addresses the academic development of African American college students; little research has been conducted. This study departs from similar studies that have been conducted because while its focus is academic achievement, it specifically examines the influence of early exposure to violence upon that process. Moreover, this study incorporates traditional variables that have long been recognized as exerting a significant influence upon the learning process, but it also includes an additional cogent variable—exposure to violence. The purpose of this study is to provide empirical evidence that will establish a statistical relationship between exposure to violence and academic achievement. Academic success, or the lack of it, ultimately impacts upon retention and attrition rates in African American college students. This study examines the deleterious effects of violence on the learning process of those who have been exposed. In addition to exploring the resulting maladies related to violence exposure, numerous approaches for remediating the effects will be examined.

The proliferation of violence within the black community further exacerbates the educational dilemma that permeates black America. For this reason, it is important that

violence be included as a variable because many black college students hail from violent, crime ravished communities. Data show that black teens, particularly males, are significantly more likely to be killed by a gun than white teens. The drastic increase in crime rates is resulting in substantial numbers of black teenage males being incarcerated. For those fortunate African American students who have significant violence exposure, including those who have been incarcerated and later enroll in college, it is imperative that those professors who encounter these students realize that they bring assets as well as liabilities to the college classroom; they are products of prior institutional and environmental factors, and personal experiences.

CONCEPTUAL FRAMEWORK

Early researchers considered the relationship between student background factors and their later academic growth and called these factors inputs and outputs; early research involving black college students was called an education production function. The education production function studies provide the structural framework for the present study.

Data for this study were gathered primarily by sampling African American students at a historically black college and university (HBCU) and at a predominantly white institution (PWI). Both institutions are located in the Deep South. The study examined qualities relating to student background factors, student characteristics, and university characteristics. This study may be further described as a multiple intervention educational framework for guiding the administrative staff(s) and professors who teach students whose lives have been impacted by exposure to violence in personal and social contexts. Given the turbulent academic climate of the present and the probable

prevalence of violence on university campuses at varying degrees (based on location and public safety measures in place) and in society in general, my primary focus in this study is the effect that the ubiquitousness of violence often exerts upon academic achievement.. Considering the volume of research currently proliferating in medical and educational literature documenting the deleterious effects of early exposure on children's cognitive, emotional, and physical development in later life, it is my contention that the academic achievement process in African American college students is pejoratively influenced by such violence.

LEARNING THEORIES

Numerous theories that have been proffered by psychologists and educational researchers may be comprehensive enough to encompass the academic development of college students, yet fundamental differences exist in the manner in which black and white students learn (White, 2009). *Constructivism* is a learning theory based upon the premise that a person develops new concepts by using prior knowledge to incorporate and develop new ideas. The theory posits that children have the ability to acquire new knowledge and discover things on their own if they are left alone. *Behaviorism* is a theory that implies that a behavior can be repeated over and over again because of positive and/or negative reinforcement(s). Unfortunately, while these theories that have been formulated by educational researchers and psychologists may be comprehensive enough to encompass the academic development of college students, fundamental differences exist in the manner in which black and white students acquire knowledge.

Several glaring facts need to be addressed: African American students—particularly those on HBCU campuses—are disadvantaged relative to students, both

black and white, at PWIs in terms of family socioeconomic status (SES), high school academic records, caliber of university instructional faculty and facilities, and standardized test scores (Creighton, 2007; Micceri, 2010). Research has indicated that because of these and other extenuating factors, these students are less likely to enroll in advanced programs of study. Prior educational studies have likewise shown that African American students display more academic problems and display greater disparities between educational aspirations and eventual attainment than do their Caucasian and Asian counterparts.

Data have consistently shown that a significant number of parents of black students on black campuses earn less money, have lower status jobs, and are quite often separated, divorced, and/or are single parents. Likewise, data show that parents' education and income are important correlates of a student's educational progress and attainment (Mach, 2011). Both emotional and financial support are necessary for success and it appears that many African American children may be robbed of the necessary stimuli required to develop the appropriate behaviors that are valuable for academic growth due to the lack of attention (both positive and negative).

Another factor that needs to be considered is teacher quality. When teacher effectiveness was examined, the impact of the teacher's expertise on the knowledge acquisition process of different types of students (from low to high achievers) illustrated the importance of quality teaching. Strayhorn (2008) indicated that some of the most vulnerable students are often left to be taught by the least experienced individuals. Many students from poor families do not have reading or educational materials within the home; this is an essential factor that affects school readiness. Another factor impacting

school readiness is vocabulary development. Significant numbers of African American children are products of homes where Standard English is not spoken; these children experience problems in school settings. Hence, the achievement gap, which begins in early childhood, actually increases as students move from grade to grade (Alonzo, Tindal, &Robinson, 2008). By the time these students reach college, the educational disparities are considerable.

The theories presented above were developed some time ago and were based primarily on Caucasian, middle-class males attending highly selective colleges. Consequently, their ability to describe the experiences of women and racial and ethnic minorities has been challenged. Social and cultural shifts that have occurred since these theories were initially developed may also limit their ability to describe the experiences of even those students who resemble the original research subjects (Skipper, 2005).

Marie Sontag (2009) posits that the affordances of today's digital technologies have significantly changed the way students learn. She argues that current learning theories have failed to address this new reality and she proposes a new theory, *social-connectedness and cognitive-connectedness schemata* (SCCS) theory that integrates key elements of other theories with gaming elements in a structure designed to facilitate engagement of students' social- and cognitive-connectedness schemata. When Sontag conducted a pilot study using an instructional design model based on the SCCS theory, indications were that students learning in an environment shaped according to these principles developed higher levels of expertise and greater learning transfer. Sontag's theory addresses the learning needs of all students; however, for learning theories to be germane and applicable to black students, researchers need to consider data in the

literature that describe the learning requisites of African American students; the data clearly show disparities that need to be contemplated. One important area that needs to be reconsidered is admissions criteria for college students.

VARIABLES

Much of the past educational research had been directed toward trying to identify particular variables which have some bearing on bolstering low achievement and maintaining high achievement, usually defined as scores on a standardized instrument. Early exposure to violence, as a factor in academic achievement has been largely overlooked. This study seeks to address that omission by exploring the effect of early exposure to violence upon the academic achievement of African American college students, particularly first generation college students, as they are most vulnerable.

In the past, the low performance of blacks on standardized achievement tests was compensated for by special admissions programs that permitted blacks and disadvantaged students higher education access despite their lower test performance. Black students today are not afforded that opportunity, as affirmative action backlash and legal actions aimed at destroying all vestiges of programs that compensate for academic disparities loom as formidable threats that have virtually eliminated special admission programs.

Educational researchers found conflicting results when they studied black and white college students on predominantly black and predominantly white campuses. For example, SAT scores at one university had a meaningfully lower correlation with performance for black students than for whites during the first year, and the differences were even greater for the latter years. Data show similar differential effects for blacks and whites when combining standardized test scores with high school grades to predict

first time college students' grade point averages (GPAs) and cumulative college grade point averages (CCGPAs). Ultimately, they found that traditional admissions criteria of HSGPA and SAT scores were among the strongest predictors of both black and white students' college performance (Creighton, 2007).

Micceri (2010) posits that the use of test scores as admissions criteria for either females (from any racial/ethnic group) or underrepresented minorities (from any racial/ethnic group) negatively discriminates in favor of whites and males. Micceri's study examined standardized test scores at one university. Nevertheless, other studies have agreed with his conclusions regarding the uselessness of standardized test scores and the later performance of African American college students.

Investigators considered additional variables in their quest to identify those salient factors that determine academic success. Some studies have provided consistent documentation that residential peer influence as well as on campus academic environments have a significant effect on students' college achievement for both high aptitude and low aptitude college students (Creighton, 2007). Creighton also found that the actual frequency and quality of student contact with faculty contributed to higher first year GPA as well as to students' personal and intellectual development. Similar results were found in other studies; nevertheless, some studies report different outcomes. Mach (2011) suggests that students entering college with well developed study habits earn higher grades and have higher rates of persistence in college. Mach's conclusions surmise that efforts by universities to assure that their students possess or learn good study habits will contribute to improved college performance and retention.

Creighton (2007) proffered that African American student academic success and retention should focus on four factors: (a) pre-entry attributes, (b) goals and commitments, (c) institutional experiences, and (d) personal and normative integration. He cites a study involving 60 African American students who were attending a predominantly white institution; researchers found that the following *institutional experiences* were important to enhancing retention at the university: (a) the development of special support programs for African American students; (b) diversity training for all faculty and staff; (c) hiring additional African American faculty and staff; (d) increased faculty-student interaction; (e) the initiation of a counseling program specifically for African American students; and (f) opportunities to assist in planning campus programs. In yet another study, African American students reported that discrimination, isolation, and a lack of support services did not contribute in positive ways to African American students' success and retention, rather it served as a distraction to learning.

Analyses of these studies appear to reveal conflicting data. The data clearly indicate that standardized test performance constitutes important contingencies for black and white students in the college entry process. It is important to note as well that there is a great deal of overlap in the kinds of experiences that impact upon the academic performance of black college students. Consideration of all pertinent variables that impact upon that process is vital if we are to improve the learning outcomes of these students.

VIOLENCE VARIABLES

The findings documented above allude to the connections between SES and high school academic preparation. For many students there is an additional, and important, variable that needs to be included. Students who are economically disadvantaged tend to

be more susceptible to violence as well (Shelton, 2010). The study of the impact of violence upon academic achievement among African American college students is enhanced by placing violence within its proper theoretical framework. For that reason, violence has been divided into two categories—personal and community, and is being considered along with other pertinent background factors (SES and high school academic background).

Few studies have documented the connection between violence and academic achievement in black college students. Specifically, a dearth of studies have explored the connection between exposure to violence and later success in school, and such studies have generally been conducted on elementary and high school students. The present study departs from the above in that it will examine the impact of early exposure to violence upon the later academic achievement of African American college students.

Personal Violence. The home is a sacred place. Children should feel absolutely safe, protected, and sheltered within their homes. Unfortunately for some children, they do not feel safe at home. Many children suffer physical, sexual and emotional abuse in their homes. Child abuse is a serious problem with far-reaching consequences. Among the problems commonly associated with childhood physical and sexual abuse are the cardinal features of PTSD: intrusive, distressing recollections and dreams; avoidant behaviors and a numbing of general responsiveness; and symptoms of increased arousal (NIMH 2009).

Children who are victims of and witnesses to many acts of violence were found to demonstrate symptomatology fulfilling the four major DSM-III criteria for PTSD:

1. The perceived presence of a distressing, traumatic event; children will often describe it as so upsetting as never to be forgotten.

2. The reexperiencing of the occurrence; in young children this frequently takes the form of traumatic play and dreams as well as intrusive images or sounds.
3. Psychic numbing or affective constriction; children may exhibit subdued or muted behavior, or commonly adopt an unemotional or third-person, nearly journalistic attitude toward the event.
4. Incident-specific phenomena that were previously not present; children are as likely as adults to suffer from startle reactions and avoidant behavior linked to trauma-specific reminders, and they may be especially susceptible to sleep disturbances. In addition, developmental factors affect the clinical picture and course of recovery, influencing the child's capacity to cope with the distress and to contend with traumatic anxiety (Eth and Pynoos, 1984; NIMH 2009).

The symptoms of PTSD, when manifested in children, often interfere with social, physical and intellectual adjustment. Researchers suggest that PTSD symptoms may be expected to affect the cognitive, affective, behavioral and physical functioning of the traumatized child. To effectively address the long-term problems associated with child maltreatment, clinicians ought to evaluate interpersonal and reality testing deficits as well as PTSD symptom severity.

Dr. J. D. Bremner (2000), a physician and faculty member at Yale University School of Medicine established a medical connection between violence and PTSD in children. He concludes that childhood sexual abuse is a prime cause of PTSD; however, many other types of psychological trauma can cause the disorder—car accidents, military combat, rape and assault. The devastating consequences of childhood abuse and other sources of extreme stress can have lasting effects on the parts of the brain that are involved in memory and emotion. It can also impair new learning.

While PTSD is known to be a psychological problem, symptoms may be related to the physical effects of extreme stress on the brain. Numerous studies reveal that victims of childhood abuse and combat veterans actually experience physical changes to

the hippocampus, a part of the brain involved in learning and memory, as well as in the handling of stress. The hippocampus also works closely with the medial prefrontal context, the area of the brain responsible for regulating our emotional response to fear and stress. Students suffering PTSD often have impairments in one or both of these brain regions. Studies of children have concluded that these impairments can lead to problems with learning and academic achievement (Bremner, 2000).

Many studies document the effects of exposure to abuse among African American children; researchers have now linked this abuse with PTSD. African American students have long viewed enlistment in the military reserves as a means of paying their college tuition and expenses. When the country was plunged into war following the terrorists' attacks of 911, these students were called to active duty and sent to Iraq and Afghanistan where they witnessed and experienced unspeakable horrors. Today many of these students are sitting in college classrooms. Unfortunately, their wartime experiences followed them home; they cannot disassociate themselves from the tragedies they experienced abroad.

Scarpa (2004) agreed with Bremner's findings; Scarpa found that abnormal functioning of the hypothalamic-pituitary-adrenal (HPA) axis, a critical mammalian stress response system, has been associated with emotional responses such as anxiety and depression, as well as with behavioral and cognitive processes such as aggression, learning and memory deficits, and failure of response inhibition. Scarpa's study indicates that child maltreatment may lead to disruptions in HPA axis functioning, and that factors such as age of maltreatment, parental responsiveness, subsequent exposure to stressors,

type of maltreatment, and type of psychopathology or behavioral disturbance displayed may influence the degree and patterning of HPA disturbance.

Because many students who have been abused and/or exposed to violence suffer from PTSD and other problems that inhibit normal responses to stimuli (e.g., PTSD), their physiological reactivity necessary for academic success may be lost or diminished. Such findings further validate my contention that violence impacts upon the academic achievement process, above and beyond traditional predictors of academic success in African American college students.

It has been well documented that abuse is associated with altered cognitive development in children. Researchers have demonstrated that abused children suffer significant intellectual and emotional delays as well as psychomotor and language deficiencies. Studies have also documented that physically abused and neglected children also display neuropsychological deficits when compared to children who have not suffered abuse. Findings from such studies support the existence of a relationship between academic achievement and violence being investigated in the present study.

Researchers found that exposure to violence is also associated with a lack of hope for the future, increased instances of substance abuse and behavioral problems. Even if children don't develop PTSD, their exposure to violence is more likely to result in decreased IQ and reading ability, lower school performance, a lower GPA, more days of school absence, decreased rates of high school graduation and problems with aggression. Such traumatized children find it difficult to focus on what's going on in the classroom; as a result, they are frequently misdiagnosed as having learning disorders such as

Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) (*California Educator*, 2004).

Significant national attention has been focused on reading achievement. As a reading specialist, I am keenly aware of the connection between proficiency in reading and academic success and retention, particularly at the college level. A recent study that explored the relationship between childhood trauma exposure and reading achievement was conducted (Duplechain et al. 2008). Study findings suggest that violence exposure had an adverse effect on reading scores and that there was a striking difference between students who experienced moderate exposure as compared to students with high exposure. Nevertheless, both groups of students experienced a significant decrease in reading achievement.

The results cited here as well as in other studies that address the debilitating impact of personal violence exposure, lend credence to my contention that violence impacts upon the academic achievement process, above and beyond traditional predictors of academic success in African American college students.

Community Violence. Like personal violence exposure, community violence exposure has become a devastating phenomenon that exerts dire consequences, particularly in urban areas. The problem is compounded in that community violence exposure is associated with negative academic outcomes as well.

Community violence has been strongly linked with pejorative academic outcomes in several studies. For example, Chicago's neighborhood homicides have exerted a detrimental effect on Chicago's school children's academic performance (Shelton, 2010). These children were traumatized whether they witnessed the violence or not. Using

Chicago crime reports and the reading and vocabulary assessments of a sample of Chicago children, sociologist Patrick Sharkey of New York University found African American children scored substantially lower on reading and vocabulary tests within a week of a homicide in their neighborhood. The effect on performance was evident regardless of whether the children were physically harmed, were witnesses to the crime or had merely heard about the violence.

The study analyzed 6,041 homicides reported to the Chicago Police Department between 1994 and 2002 as well as testing data on about 1,100 African American children ages 5 to 17. Scores from tests taken by neighborhood children after a homicide occurred were compared with the scores of other children in the same area from before the killing. This study (Shelton, 2010) also found the effect of a homicide was greater the closer it occurred to the child's home. An additional problem noted by psychologist Tali Raviv is the fact that numerous barriers, including stigma and finances, make it difficult for low-income families to access needed services. Psychologist Raviv also noted that the negative impact of violence on children needs to be considered when examining disparities in educational achievement, school graduation rates, etc. (Shelton, 2010).

In yet another study, Delaney-Black et al. (2002) identified a significant negative association between community violence exposure and academic performance. Specifically, children who are repeatedly or significantly victims of violence or exposed to violence score much lower on IQ and reading ability measures—on average, over 7 points lower on IQ, and almost 10 points lower in reading achievement. One might also generalize that the above exerts a detrimental influence upon students from violent

environments who are fortunate enough to survive the emotional trauma and enroll in college at a later date.

When one considers the omnipresence, frequency, viciousness and extent of violence that today's children and youth encounter, the implications of the findings above are staggering. It then becomes crucial that college and university administrators, professors and staffs identify susceptible students, and develop and implement strategies that may help students perform better, despite excessive exposure to personal and community violence. Likewise, college and university personnel must be trained to recognize the symptoms of PTSD and become familiar with the process of identifying and referring students who are in need of assistance.

METHODOLOGY

Design and Instrument. This study employed a quantitative research design; specifically, an empirical research design that is referred to as causal and correlational was used. The Statistical Package for the Social Sciences (SPSS) software was used to analyze the student data. The data collection instrument used in this study was a modified instrument based upon education production function measures used in numerous studies. The specific modifications are the addition of violence dimension and determinants that encompass a series of items pertaining to students' earlier exposure to violence and/or violent situations as well as items used to measure students' locus of control.

The resulting instrument consists of approximately 30 items that measure the perceptions of students regarding sense of family social status; degree of academic preparedness for college; self evaluation and future expectations; prevailing conditions

and degree of social and academic integration on campus; perceptions of faculty effectiveness; and the pervasiveness of violence in their personal, community and university settings. Each perception variable had various items on the questionnaire to serve as measures.

Archival data was gathered via the life events inventory discussed above. Use of the instrument allowed students' personal and vicarious experiences with violence to be explored. In addition to students' experiences with violence, I gathered data relating to the central variables discussed previously. Correlation statistics were used to investigate the relationship between the variables identified in the study. SPSS revealed the relationship between violence and the other variables explored in this study. Hopefully, the use of such data permits a more complete picture of the effects of violence upon academic achievement and retention among African American college students.

RESULTS

Student Population. The approximately 738 respondents for this study, conducted at two southern institutions of higher education—a HBCU and a PWI, were primarily African American (99.5%) and overwhelmingly female (69.7%); 643 respondents were students at the HBCU, while 95 attended the PWI. This fact enhances the generalizability of the findings in the present study in that 63% of African American college undergraduates are female compared to 37% who are male; this represents the largest gender gap among all ethnic and language groups (Taylor Media Services, February, 2010).

Conclusions and Discussion

This study addresses four research questions. *Research question one* alludes to a statistically significant relationship between early exposure to violence and the later

academic achievement of African American students at HBCUs. Results show that HSGPA and personal violence were the only two background factors that appeared to have strong correlations. When correlations between background factors and student characteristics were examined, I found very strong correlations between HSGPA and the following variables: locus of control, EDASP and EDEXP. Exposure to personal violence had a strong correlation with locus of control.

HBCU results also reveal strong correlations between background factors and university characteristics—HSGPA and support systems, personal violence exposure and relations with whites, personal violence exposure and campus safety. Community violence exposure had strong correlations with the following variables: social integration, support systems available, relations with blacks, relations with whites, and campus safety. Interactions between EXGPA and other variables for HBCU students yielded the following correlations: HSGPA, locus of control, EDASP, EDEXP and support systems available

Research question two hypothesizes a statistically significant relationship between early exposure to violence and the later academic achievement of African American students at PWIs. Background factors did not exhibit statistically significant correlations among themselves. An examination of correlations between background factors and student characteristics revealed strong correlations between HSGPA and locus of control, and exposure to community violence and locus of control. Correlations among background factors and university characteristics for respondents at the PWI indicate a relationship between HSGPA and campus safety, and strong correlations between exposure to personal violence and social integration, exposure to personal violence and

feelings of alienation, community violence exposure and relations with whites, and community violence exposure and feelings of alienation on campus. Correlations between EXGPA and other variables at the PWI indicate that the only strong correlation is with HSGPA.

When the conceptual framework is considered in proper perspective, the relationship between EXGPA and background factors—specifically violence—at both universities becomes apparent. Using the four background factors as independent variables, they influence the next group of dependent variables (student characteristics). The background factors and student characteristics (independent variables) then influence the dependent variable—university characteristics. The three groups of variables then act as independent variables and ultimately impact upon the students' EXGPA.

Research question three was designed to test the differences between correlations that resulted from analyses conducted on research questions one and two. In that the correlations were not statistically significant, the Fisher Z test was not performed.

Research question four inquires as to whether early exposure to violence makes a difference, above and beyond traditional predictors of academic success for African American students. The address that question, regression analyses utilizing the sequential modeling strategy was used. With respect to predicting social psychological variables in the model, both universities yielded squared multiple correlations in .05 to .06 range; the difference in significance levels is due to differential sample sizes. At the HBCU, there were positive correlations for EDEXP and locus of control, and HSGPA and SES. The coefficients linking personal experience with violence with locus of control is negative. Apparently students who have experienced violence in their personal

backgrounds, irrespective of SES or HSGPA, have less of a sense of control over the environment than their more fortunate classmates.

These results show that early exposure to violence, especially personal violence, plays a role in determining the student's locus of control. The student's locus of control then determines the fervor with which the student will engage in academic pursuits. This relationship inextricably links achievement related behaviors such as seeking academic assistance form faculty members and other students, using academic systems, et cetera with locus of control.

The quantitative results in this study show a relationship between early exposure to violence and the later academic achievement of African American college students. The data further indicate that this relationship does make a difference above and beyond traditional predictors of academic success for African American students. Further, these results agree with findings from other research studies.

STUDY LIMITATIONS

Education production function studies have typically examined the impact of personal, family and institutional factors upon academic achievement. The present study adds violence exposure to those cogent variables. A limitation of this study is that data were collected at only two institutions. The inclusion of participants from additional institutions located in various regions would provide a more complete picture.

IMPLICATIONS FOR EDUCATORS, FUTURE STUDY AND RESEARCH

To enhance learning outcomes for African American students, colleges and universities should consider additional strategies as well as other cogent variables that impact upon the learning process. Professional development incorporating research based techniques that require participants to think in innovative and creative ways is

essential for administrators, faculty, and staff. For example, effective strategies should include the following:

- ◊ Design data collection instruments for identifying incoming students who have been exposed to varying degrees of violence and who may be susceptible to violence related problems;
- ◊ Develop counseling programs and other initiatives to redirect the minds of students by teaching conflict resolution skills and other positive, non-violent alternatives for addressing potentially violent situations;
- ◊ Implement intervention strategies to preclude and/or alleviate academic problems early in students' academic careers;
- ◊ Emphasize and model critical thinking skills that will enhance students' abilities to problem solve;
- ◊ Incorporate specific and germane methods for minimizing the effects of destructive influences on impressionable students' lives and encouraging positive actions that optimize future opportunities and benefits;
- ◊ Use computers, videos, and other technology that illustrate victims of violence and discuss techniques for "remediating" the damage inflicted by violence;
- ◊ Emphasize cognitive-behavioral skills to enhance self-esteem and empathy;
- ◊ Teach strategies for developing interpersonal relationship skills;
- ◊ Teach stress and anxiety management techniques;
- ◊ Train students in sound decision making skills;
- ◊ Stress goal-setting and outcome driven attitudes and actions;
- ◊ Encourage healthy eating and living behaviors;
- ◊ Address the needs of culturally diverse populations;
- ◊ Teach specific actions that should be taken when confronting students with aberrant behavior(s);
- ◊ Provide training in recognizing PTSD and other violence related academic problems.
- ◊ Partner with social service agencies and mental health professionals;
- ◊ Establish mentoring programs for students with administrators and faculty; and
- ◊ Require faculty (all disciplines) to take a classroom management course and at least one teaching methodology course.

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APPENDICES

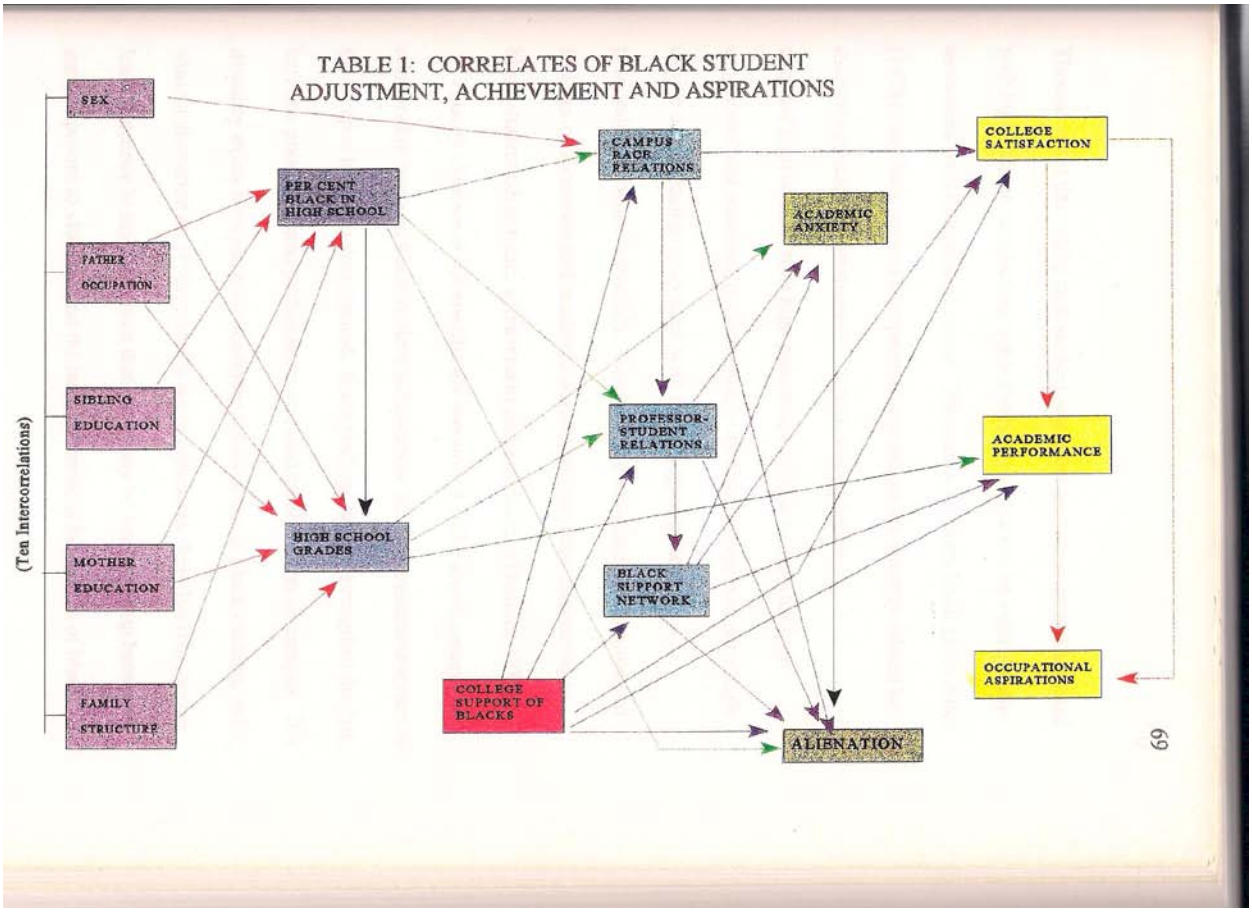
TABLE 1: CORRELATES OF BLACK STUDENT ADJUSTMENT, ACHIEVEMENT AND ASPIRATIONS
(Ten Intercorrelations)
SEX
FATHER OCCUPATION
SIBLING EDUCATION
MOTHER EDUCATION
FAMILY STRUCTURE
PER CENT BLACK IN HIGH SCHOOL
HIGH SCHOOL GRADES
CAMPUS RACE RELATIONS
PROFESSOR-STUDENT RELATIONS
BLACK SUPPORT NETWORK
COLLEGE SUPPORT OF BLACKS
ACADEMIC ANXIETY
ALIENATION
COLLEGE SATISFACTION
ACADEMIC PERFORMANCE
OCCUPATIONAL ASPIRATIONS
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TABLE 2: CONCEPTUAL FRAMEWORK

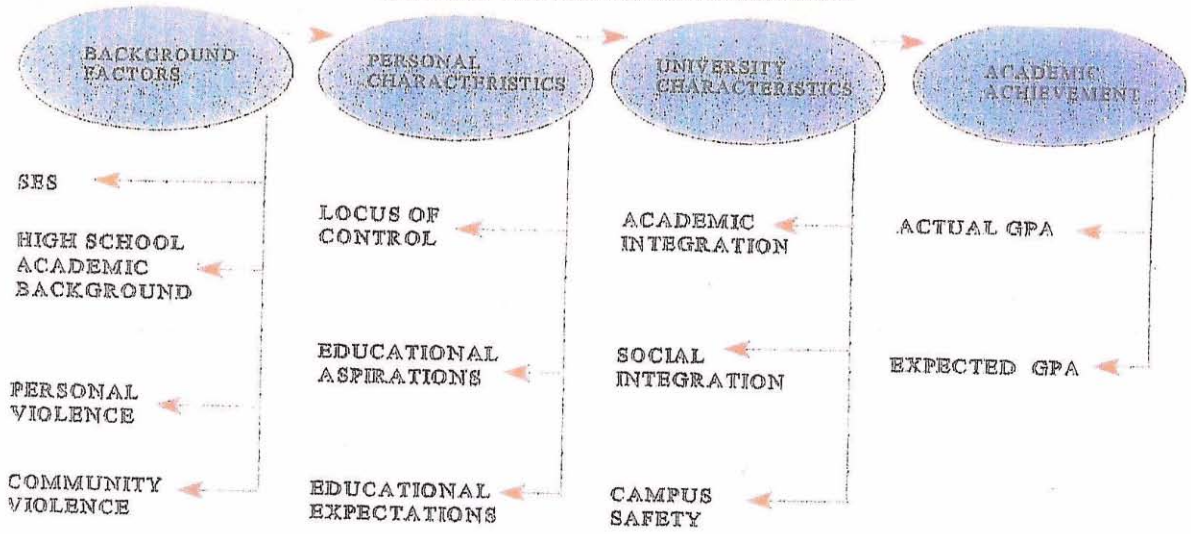

Table 3 gives descriptive statistics on the variables considered in the present study.

Table 3: Descriptive Statistics

Variable	N	Mean	St. Dev.	Minimum	Maximum
HBCU					
HSGPA	634	2.45	.79	1.0	4.0
LOCUS	636	9.10	2.03	3.0	12.0
EDASP	627	2.34	.98	1.0	4.0
EDEXP	619	2.14	.99	1.0	4.0
OV RELAT	572	13.45	3.99	6.0	24.0
SEEK	583	4.72	1.12	4.0	8.0
SOCIAL	612	5.32	1.22	4.0	8.0
SUPPORT	629	2.39	.59	2.0	4.0
RELATE B	620	6.05	2.08	3.0	12.0
RELATE W	577	7.42	2.58	3.0	12.0
COM VIOL	643	4.18	4.17	0	15.0
ALIEN	625	2.92	.87	1.0	4.0
PER VIOL	624	1.81	1.63	0	7.0
CAMPUS SAF	625	3.51	1.52	0	6.0
GENDER	638	.54	.49	0	1.0
EXGPA	630	2.39	.74	1.0	4.0
SES	641	46.04	81.73	-158.58	277.67
PWI					
HSGPA	95	3.37	.71	1.0	4.0
LOCUS	95	9.76	1.83	3.0	12.0
EDASP	92	2.91	.99	1.0	4.0
EDEXP	91	2.63	1.1	1.0	4.0
OV RELAT	91	13.52	4.39	6.0	24.0
SEEK	93	4.50	.98	4.0	8.0
SOCIAL	93	5.09	1.1	4.0	8.0
SUPPORT	95	2.24	.45	2.0	4.0
RELATE B	91	6.46	2.35	3.0	12.0
RELATE W	94	7.02	2.32	3.0	12.0
COM VIOL	95	3.57	3.84	0	15.0
ALIEN	94	2.28	.96	1.0	4.0
PER VIOL	94	1.10	1.13	0	6.0
CAMPUS SAF	95	2.6	1.54	0	6.0
GENDER	95	.69	.46	0	1.0
EXGPA	94	3.14	.77	1.0	4.0
SES	95	66.77	75.40	-104.46	228.30

Abbreviations:
N = Number of Valid Observations
Mean = Sample Mean
Std. Dev. = Sample Standard Deviation
Minimum = Sample Minimum Score
Maximum = Sample Maximum Score

HSGPA = High School Grade Point Average
LOCUS = Locus of Control
EDASP = Educational Aspirations
EDEXP = Educational Expectations
OV RELAT = Overall Relations
SEEK = Seeks Academic Assistance
SOCIAL = Social Integration
SUPPORT = Support Systems
PER VIOL = Personal violence
SUPPORT = Support Systems
RELATE W = Relations With Whites
COM VIOL = Community Violence
RELATE B = Relations With Blacks
ALIEN = Alienation
CAMPUS SAF = Campus Safety
GENDER
EXGPA = Expected Grade Point Average

TABLE 4

PEARSON CORRELATIONS AMONG VARIABLES HBCU

	HSGPA	LOCUS	EDASP	EDEXP	OV/REL	SEEK	SOCIAL	SUPPORT	BL/REL	WH/REL	C/VIO	ALIEN	P/VIO	CAM/SAF	GEN	EXPGPA	SES
HSGPA	.0001	.0002	.0001	.2946	.3192	.1762	.0092	.1168	.4786	.1010	.4305	.0073	.1748	.0001	.0001	.8966	
LOCUS		.0006	.0002	.1603	.0027	.4787	.0007	.1647	.5253	.1363	.1266	.0001	.0319	.0049	.0001	.0043	
EDASP			.0001	.5607	.3099	.3040	.0215	.3846	.8682	.3645	.4385	.0645	.2113	.0001	.0005	.0001	
EDEXP				.2087	.0498	.8853	.0584	.1821	.3922	.6917	.1811	.3756	.1140	.0002	.0001	.0002	
OV/REL					.0001	.0001	.0794	.0001	.0001	.8806	.0024	.2520	.5741	.4419	.1939	.7089	
SEEK						.0001	.0104	.0001	.0001	.3691	.0906	.1757	.1821	.5546	.1545	.8939	
SOCIAL							.0001	.0001	.0001	.6432	.0050	.2975	.4457	.9576	.7199	.5394	
SUPPORT								.0997	.2374	.5262	.0008	.0647	.4279	.0151	.0001	.5794	
BL/REL									.0001	.2071	.0011	.3540	.5483	.2738	.1848	.5287	
WH/REL										.2110	.0380	.0177	.1685	.9204	.3627	.8699	
C/VIO											.8910	.0001	.0008	.0017	.8466	.7883	
ALIEN												.8209	.5069	.5523	.2600	.0594	
P/VIO													.0014	.0001	.3362	.6754	
CAM/SAF														.0821	.3299	.3138	
GEN															.0650	.0001	
EXGPA																.7961	
SES																	

p = < .05 Underlined values are statistically significant

(table 4 con'd--PWI)

	HSGPA	LOCUS	EDASP	EDEXP	OV/RE	SEEK	SOCIAL	SUPPORT	BL/REL	WH/REL	C/VIO	ALIEN	P/VIO	CAM/SAF	GEN	EXPGPA	SES
HSGPA		.0083	.8673	.6218	.9326	.3034	.6571	.3932	.3427	.4231	.0735	.3370	.1352	.0550	.0292	.0001	.9444
LOCUS			.1545	.0042	.1336	.5376	.3493	.0008	.3063	.0766	.0357	.9262	.6747	.6086	.7833	.2403	.4368
EDASP				.0001	.8890	.8388	.6940	.2376	.7098	.9751	.8132	.3179	.8805	.9534	.0904	.2052	.0252
EDEXP					.3906	.0778	.5770	.0344	.3727	.4924	.3218	.1327	.8558	.5786	.6144	.1605	.0407
OV/REL						.0001	.0015	.5513	.0001	.0001	.1165	.2536	.6966	.2737	.2267	.3630	.9500
SEEK							.0452	.0003	.0002	.0001	.5030	.1052	.7129	.9056	.2837	.6503	.6313
SOCIAL								.4476	.0120	.0009	.8899	.0003	.6314	.9463	.0792	.8764	.5358
SUPPORT									.9106	.3075	.9386	.1337	.4916	.0600	.6340	.1123	.4866
BL/REL										.0001	.2128	.2841	.6269	.7160	.1096	.2947	.7127
WH/REL											.1051	.2886	.7037	.1084	.5257	.5394	.5424
C/VIO												.0368	.0001	.2695	.5191	.1816	.0158
ALIEN													.0102	.8421	.7610	.2313	.2464
P/VIO														.3123	.0782	.8606	.6754
CAM/SAF															.4395	.8204	.6192
GEN																.1790	.1121
EXGPA																	.0072
SES																	

$p < .05$ **Underlined values are statistically significant**

Table 5: Regression analyses (HBCU)

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9
SES	.003	.0022	.001	*	.0001	*	*	*	-.0001
HSGPA	.4287	.154	.1018	*	-.0541	*	*	*	.313
P/VIOL	-.1736	-.0008	.0978	*	.0167	*	*	*	.017
C/VIOL	.006	.0142	.0402	*	.0002	*	*	*	.003
Gender	.1866	.3279	.3116	*	-.033	*	*	*	-.004
Locus			-.0665	*	-.0273	*	*	*	.037
EDEXP			.079	*	-.0284	*	*	*	.0846
Cam/Sa									.004
Alienat									.0255
Support									-.102
Social									.007
Relatio									-.005
SEEK									.010
Dep	Locus	EDEXP	Cam/Sa	Alienat	Support	Social	Relatio	SEEK	EXGPA
Adj R2	.0662	.0649	.0374	.0032	.0177	.0004	-.0023	.0076	.1587

(PWI)

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9
SES	*	*	*	*	.0008	*	*	*	.002
HSGPA	*	*	*	*	.0421	*	*	*	.427
P/VIOL	*	*	*	*	-.0575	*	*	*	.001
C/VIOL	*	*	*	*	.0029	*	*	*	-.013
Gender	*	*	*	*	-.046	*	*	*	-.389
Locus			*	*	-.0865	*	*	*	-.070
EDEXP			*	*	-.0624	*	*	*	.035
Cam/Sa									.044
Alienat									.064
Support									-.458
Social									.117
Relatio									.456
SEEK									.168
Dep	Locus	EDEXP	Cam/Sa	Alienat	Support	Social	Relatio	SEEK	EXGPA
Adj R2	.0526	.0112	.0197	.0545	.1202	-.0122	.0527	.0286	.2176

Underlined values are not statistically significant at the .05 probability level.

(*) Overall regression is not statistically significant at the .05 probability level.