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African American Student Retention in the Reserve Officer Training Corps (ROTC) Leadership Program

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Elaine Edwards

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ABSTRACT

African American Student Retention in the Reserve Officer Training Corps (ROTC)

Leadership Program

by

Elaine A. Edwards

MSS, U.S. Army War College, 2004

MA, University of Southern California, 1988

BA, Central Michigan University, 1981

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

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Abstract

The percentage of qualified African American senior military leaders is significantly

lower than the percentage of African Americans serving in the enlisted ranks. With the

changing demographics of the 21st century, increasing the number of African American

Army officers is a practical as well a moral issue. The purpose of this mixed methods

study was to understand African American cadets' perception of the Army Reserve

Officer Training Corps (ROTC) Leadership Program and the impact of ROTC on their

lives. The theoretical basis for this study is Sternberg's theory of intelligence and

Woodman, Sawyer, and Griffin's theory of organizational creativity. The research

problem explored the relationship between African American college student retention

and their success in ROTC programs. A random sample of 23 junior and senior ROTC

cadets at a Historically Black College and University completed a self-administered

survey; 12 cadets later participated in an unstructured focus group interview. A statistical

analysis revealed positive correlations between African American college student

retention and the level of support offered by institutions, families, and peers. Qualitative

analysis using the phenomenological approach resulted in data that supported the

statistical findings. Results of this study may lead to positive social change through the

identification of student influences that promote academic and military achievement, as

well as effective retention strategies for African American Army ROTC cadets.

Understanding the perceptions of African American cadets about ROTC programs can

enhance recruitment and retention efforts of administrators and instructors in both ROTC

and higher institutions of learning.

Dedication

"Be the task great or small, do it well or not at all." From my childhood, I can still recall hearing those words from my late Dad, Prince William Edwards. For me, those words became a mantra that defined my lifelong pursuit of excellence. Thank you, Dad, for raising the expectation. In that pursuit of excellence, I dedicate this study to my loving parents, the late Prince William Edwards and Imogene Edwards as well as to the entire Edwards Family.

As a child I was always a Daddy's girl who was more interested in the yard work than house work. Yet in reflection, my mom is my hero. Her quiet strength and selfless acts of courage have been truly inspirational to me. If a life given in service to others is a life well lived, then my mom is living well. Thank you, mom, for all the extra chores you performed while I was juggling job, school, and family. Thank you my son, Prince, for your generous heart and honorable military service to the nation. Thank you my son, Paul, for babysitting your nephew Jaden and staying on the school honor roll. I am so proud and thankful to all of you. I could not have completed this journey without your support, encouragement, and love. HOOAH!

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Chapter 1: Introduction to the Study

Introduction

All United States Army leaders, particularly officers, must be able to demonstrate multiple proficiencies and the ability to solve complex problems. The Army must also be representative of the multicultural diversity of 21st century American citizenry. While the Army's enlisted force represents this diversity, the proportion of African American officers in the Army currently does not (Meek, 2007). The Army Reserve Officer Training Corps (ROTC) Leadership Program produces the majority of Army officers (U.S. Army Cadet Command, 2011) and the majority of African Americans who attain general officer rank received their officer commissions from Historically Black College and Universities (HBCUs; Reyes, 2006). Therefore, one means of increasing African American ROTC commissions is to improve the quantity and quality of cadets participating in ROTC at HBCUs. This research provides an opportunity to examine the intricacies of African American participation in ROTC at a HBCU campus through an analysis of the perceptions of (a) both male and female African American cadets, (b) the impact of ROTC on their lives, and (c) the factors that promote African American college student retention.

African Americans have fought in every conflict since the United States was formed, including the American Revolution, which led to the country's founding in 1776. Yet, despite their history of active military participation, African Americans during some periods were legally barred from serving their country (Franklin & Moss, 1994). Nevertheless, African Americans continue to persevere and have established a long

record of military service with distinction and honor (Franklin & Moss, 1994). (See Appendix A for a timeline of key African American military achievements and milestones.)

Minority military service continues to be a topic of research for many distinguished academicians and government agencies. Prior research on African American progression in the officer ranks is found in ethnic studies, gender studies, and military-sociological studies throughout peer-reviewed literature (Stewart & Firestone, 1992; Hosek, Tiemeyer, Kilburn, Strong, Ducksworth, and Ray, 2001; Lim, Marquis, Hall, Schulker, and Zhuo, 2009; Smith, 2010). Numerous studies on the retention of African American college students have also been valuable and have shown significant relevance to African American participation in ROTC programs (Boldt, 2000; Castle, 1993; House 1992; Hurd, 2003; Hytche, 1999; Nettles, Thoeny, and Gosman, 1986; Padilla, 1999; Rocheleau, 2004; Stage 1989; Stretch, 2005; Washington, 1996). Since a prerequisite for obtaining a ROTC officer commission is earning an undergraduate degree, the literature review included college student retention. This literature can serve as a foundation for researchers to enhance the body of knowledge on African American attitudes towards ROTC and African American student retention in ROTC programs at HBCUs.

Problem Statement

The research problem addressed in this study is two-fold: (a) the disproportionately low number of African Americans Army officers, relative to the number of African American enlisted personnel; and (b) the rate of African American

cadet withdrawal from ROTC prior to program completion. Specifically, the problem addressed the factors that affect African American student retention in ROTC programs at a HBCU (Hampton University in Hampton, Virginia). This HBCU was selected for its prestigious academic standing among HBCUs as well as among predominately White institutions (PWIs) of higher learning. Hampton University is the only privately funded HBCU that hosts an Army ROTC program. A focus upon African American ROTC students will provide greater insights into unique institutions like this one.

Today's military faces a unique challenge to maintain a diverse and highly talented force with "an all-volunteer military, in an era of persistent conflict, and a changing domestic labor market" (Wardynski, Lyle, Colarusso, 2009a, p. iii). Accordingly, the United States Army Cadet Command (the agency responsible for overseeing the training of cadets in Army ROTC programs and oversight for the Officer Candidate School) has steadily increased its commissioning goal from 4,500 in 2009 to 5,150 in 2010 and 5,300 in 2011 (U.S. Army, 2010).

Although the Office of Population Research at Princeton University found that African Americans enlist at rates that that exceed comparably aged populations (Office of the Assistant Secretary of Defense [OASD], 2000) the current number of minority officers, which are predominantly ROTC-commissioned, serving on active duty in the Army is proportionately less than the officer corps. However, from the pool of eligible college graduates from which second lieutenants are drawn, representation levels are in keeping with minority statistics (OASD, 2000). ROTC college graduates are commissioned second lieutenants, which is an officer's first rank.

The literature on generational motivation revealed that the opinions of youth on the military vary (Volker, 2001). This indicates a daunting challenge for increasing youth participation in the military. Still, augmenting the number of qualified African American ROTC students is necessary to ensure a diverse talent pool for the 21st century in the officer ranks in the U.S. Army. The U.S. Army Cadet Command reported that the rate of African Americans commissioned through ROTC in fiscal years 2005 and 2006, respectively, was only 11% and 10%; the rate for fiscal years 2007—2009 dropped to 9% (U.S. Army Cadet Command, 2011).

Purpose of the Study

The goal of this new study was to explore factors influencing African American student success in ROTC programs at a HBCU. Although previous researchers have conducted studies on ROTC cadets and minority officer progression, none have researched (a) noncognitive variables with (b) African American ROTC cadet aptitude for participating and earning an officer commission in an HBCU environment.

The research problem addressed in this study determined which of the following elements predict African American ROTC cadet retention and success at a HBCU: institutional support (including academic, financial, and psychological support); family and/or peer support; and gender. Analysis of African American student perceptions of ROTC is important to help the U.S. Army Cadet Command and Hampton University identifies optimal learning environments and meets their goals of identifying, recruiting, and retaining qualified African American candidates.

Nature of the Study

This study examined a random sample of 23 male and female junior and senior students currently enrolled in the Hampton University Army ROTC Program in Hampton, Virginia. Participants in this research study included seven female and 16 male cadets. Chapter 3 includes a detailed description of the sample population.

Survey Monkey was used to administer a 50-item, Likert scale quantitative survey. The Survey Monkey software ensured confidentiality and helped quantify the data. All participants received a letter of introduction and signed the consent form. They then either clicked on a URL link sent to their personal e-mail address or opted to manually complete the questionnaire during one of the researcher's three classroom visits.

Although survey questions from Tracey and Sedlacek's (1982) noncognitive questionnaire (NCQ) and Ziegler and Gunderson's "Survey of ROTC Cadets" (2008) were used to develop the new questionnaire for this study, two other surveys were examined. These two surveys were Rocheleau's Vanguard Survey (2004) and Frampton's "Survey of Marine Corps Embassy Security Guards" (2010). These four surveys were examined because of their focus on issues related to minority college student attitudes and retention (Tracey & Sedlacek, 1982); minority college scholarship students; gender in ROTC (Ziegler & Gunderson, 2008); and gender in a specialized, competitive military field, (Frampton, 2010). Authors Tracey and Sedlacek along with Ziegler and Gunderson gave permission to adapt their survey questions into this new study of African American ROTC retention at a HBCU. For the purposes of this study,

additional questions were created that focused on the participants' opinions of ROTC at a HBCU. Copies of the questions in this new quantitative survey appear in Appendix B. The reliability and validity of the instruments is discussed in Chapter 3.

The participants and choice of questions in the quantitative survey facilitated an analysis of primary issues related to African American ROTC student retention. The primary themes that emerged from this study are: cadets' reasons for joining and continuing their enrollment in ROTC; institutional support factors; cadets' academic qualifications; gender differences affecting ROTC program success; and cadets' reasons for potential withdrawal from ROTC.

Research Questions and Hypotheses

The focus of this research study is African American student retention in ROTC programs. Accordingly, I sought to identify the influence of African American students' perception of ROTC; the institutional support systems; family and/or peer support systems; and gender differences. The following research questions and hypotheses served as the framework of this study:

1. What is the relationship indicated between institutional support (i.e., academic, financial support and psychological counseling services) and African American ROTC cadet retention at a HBCU?

*H*1*:* There is a relationship indicated between institutional support (i.e., academic, financial support and psychological counseling services) and African American ROTC cadet retention at a HBCU.

$H1_0$: There is no relationship indicated between institutional support (i.e., academic, financial support and psychological counseling services) and African American ROTC cadet retention at a HBCU.

2.   What is the relationship indicated between family and/or peer support and African American ROTC cadet retention at a HBCU?

$H2$: There is a relationship indicated between family and/or peer support and African American ROTC cadet retention at a HBCU.

$H2_0$: There is no relationship indicated between family and/or peer support and African American ROTC cadet retention at a HBCU.

3.   What is the relationship indicated between gender and African American ROTC cadet retention at a HBCU?

$H3$: There is a relationship indicated between gender and African American ROTC cadet retention at a HBCU.

$H3_0$: There is no relationship indicated between gender and African American ROTC cadet retention at a HBCU.

Theoretical Base

The theoretical basis for this study is the theory of intelligence (Sternberg, 1985, 1993) and the theory of organizational creativity (Woodman, Sawyer, & Griffin, 1993). Sternberg's intelligence theory provides the framework for noncognitive variables which reflect experiential or contextual intelligence, repectively the ability to be creative and the ability to negotiate the system (Sternberg, 1985, 1993). The theory of organizational creativity by Woodman, Sawyer, & Griffin is based on previous research on creative

behavior and organizational innovation (Woodman & Schoenfeldt, 1989) which provide insights on change phenomena and organizational effectiveness. The research problem addressed in this study determined which of the following elements predict African American ROTC cadet retention and success at a HBCU: institutional support (including academic, financial, and psychological support); family and/or peer support; and gender. Analysis of African American student perceptions of ROTC is important to help the U.S. Army Cadet Command and Hampton University identifies optimal learning environments and meets their goals of identifying, recruiting, and retaining qualified African American candidates.

I focused on academic research that explores the relationship between African American college student retention, their success in ROTC programs, and the following variables: institutional support (including academic and financial support and psychological counseling services), family and/or peer support, and gender. Additionally, I focused on survey responses that explore the perceptions of African Americans in ROTC programs at a HBCU. The dependent variable was African American perceptions of ROTC. The independent variables were institutional support (including academic and financial), family and/or peer support, and gender.

Numerous researchers have studied African American participation in the military, minority college retention, noncognitive variables related to student retention, and generational motivations. Harrell, Kirby, McCombs, Graf, McKelvey, and Sollinger (1999) examined minority underrepresentation in Special Operations Forces (SOF). Their research revealed both structural (prerequisites) and perceptual (attitudes or beliefs)

barriers for minorities to join SOF units. Other minority research initiatives include a series of annual monograph reports prompted by the Secretary of Defense and conducted by the Office of the Deputy Assistant Secretary of Defense for Military Personnel Policy and the four military services.

Hosek, Tiemeyer, Kilburn, Strong, Ducksworth, and Ray (2001) produced the watershed 2001 report, *Minority and Gender Differences in Officer Career Progression ,* for RAND. According to the executive summary, representation of minorities and women has steadily increased but challenges remained for improvement, specifically in the areas of precommissioning preparation, initial assignments, and the development of mentorship networks. These findings were also similar to those found in the *Career Progression of Minority and Women Officers,* 1999 report produced by the Department of Defense, Office of the Undersecretary of Defense Personnel and Readiness.

Tracey and Sedlacek (1982) developed and refined the application of noncognitive variables for measuring success among minority college student retention. Their findings have direct correlation toward efforts to increase diversity in institutions of higher learning. Lastly, Volker (2001) researched trend differences in values and attitudes held by cadets at West Point in comparison with their peers attending civilian colleges. Furthermore, generational motivations regarding concepts such as patriotism, duty, and country are indicative of the civilian-military gap inherent in American society. Volker (2001) attributes this gap to the socialization or bonding process that occurs at institutions of higher learning.

Definition of Terms

Army Physical Fitness Training (APFT): A test taken by soldiers in the U.S. Army to measure their physical fitness. The test consists of push-ups, sit-ups, and a 2-mile run (U.S. Code, 2010).

Army Research Institute for Behavioral and Social Science (ARI): The Army's research laboratory for training, leader development, and personnel research (Quinkert, Morrison, Fletcher, Moses, & Roberts, 2007).

Army ROTC Advanced Course: The last two years of ROTC classes taken by junior and senior college students. Students who complete these classes earn an officer commission.

Army ROTC Basic Course: The first two years of ROTC classes taken by freshmen and sophomore college students.

Branches of Army service: The U.S. Army consists of 20 different branches of service. These branches are categorized in three ways: Combat Arms (CA), Combat Support (CS), and Combat Service Support (CSS). (Coumbe, Kotakis, & Gammell, 2008).

Cadet: A college student participating in the ROTC program or enrolled in a military academy.

Cadet Command Information Management Systems (CCIMS): The central database that maintains all of Cadet Command's statistical data and descriptive information pertaining to all 273 ROTC programs and the cadets assigned to them (Coumbe et al., 2008).

Combat Arms (CA): Air Defense Artillery, Armor, Aviation, Engineers, Field Artillery and Infantry compose the Combat Arms category. Women are barred from serving in these branches (U.S. Code, 2006).

Combat Support (CS): Chemical, Military Intelligence, Military Police, and Signal compose the Combat Support category (U.S. Code, 2006).

Combat Service Support (CSS): Adjutant General, Chaplain, Dental, Finance, Judge Advocate Corps, Medical Service, Ordinance, Quartermaster and Transportation compose the Combat Service Support category. Several of these branches require civilian profession degrees (U.S. Code, 2006).

Commission: A certification issued by the U.S. Army conferring the rank of second lieutenant or above. Cadets who successfully complete the ROTC program receive a commission as a second lieutenant (Coumbe et al., 2008).

Drop-out: A person who withdraws from the ROTC program.

Early Commissioning Program (ECP): Allows graduates to become commissioned officers prior to receipt of a baccalaureate degree. Regular active duty service is deferred until completion of a baccalaureate degree (Coumbe et al., 2008).

Enlisted: A soldier in the grades of private (E-1) through sergeant major (E-9).

Program (G2G): Allows enlisted soldiers to leave active duty and enroll in Army ROTC.

Hampton University: First established as the as Hampton Normal and Agricultural Institute by Brigadier General (BG) Samuel Armstrong in 1868 and is one of the oldest HBCUs in operation (Army ROTC, n.d.).

Historically Black Colleges and Universities (HBCUs): Institutions of higher learning established to educate African Americans deprived of attending majority schools. With a few exceptions, most of the schools were established after the Civil War and in southern states. There are currently 105 HBCUs in the United States. The Higher Education Act of 1965, as amended, defines an HBCU as,

> any Historically Black College or University that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation. (Department of Education, 1965).

Leader Development and Assessment Course (LDAC): A 35-day course conducted at Fort Lewis, Washington each summer to evaluate cadets between their junior and senior year of ROTC. Successful performance at LDAC is a prerequisite for earning a commission and a determinant for which Army branch of service is assigned to the cadet. This course is also known as Ranger Challenge (Community Leaders and Educators Fact Book, 2011).

Leader's Training Course (LTC): A 4-week training course at Fort Knox, Kentucky which substitutes for the Army ROTC Basic Course (Community Leaders and Educators Fact Book, 2011).

Military Junior College (MJC): A two-year military institution typically awarding an associates' degree. However, cadets must still earn a bachelor's degree prior to serving on active duty as a second lieutenant (Coumbe et al., 2008).

Mission Set Year (MS xxxx): The year a group of cadets earn their commission as second lieutenants. For example, in the school year 2011-2012, MS12 is ROTC seniors; MS13 ROTC juniors; MS14 ROTC sophomores; and MS15 ROTC freshmen (Coumbe et al., 2008).

Morrill Act of 1862: Federal law that provided federal lands to state supported colleges that provide military training on their campuses (Coumbe et al., 2008).

MSI/II/III/IV: Military Science (MS) is the name of the ROTC instruction course. The number represents the level of instruction. The first year of ROTC instruction is MSI; second is MSII; third is MSIII; and the fourth is MSIV (Coumbe et al., 2008).

National Defense Act of 1916: This federal law centralized military instruction on American college campuses. It placed all military instruction under a single, federally controlled program, now known as ROTC (Coumbe et al., 2008).

Officer: A soldiers in the grade of second lieutenant (O-1) through general officer (O-7 through O-10). See Appendix C.

Officer Candidate School (OCS): A program by which enlisted soldiers become officers through completion of a 12-week course at Fort Benning, Georgia. Cadet Command manages this program (U.S. Code, 2001).

Order of Merit List (OML): The class ranking that cadet receives during the final phases of the ROTC program. It is based upon scholarship, physical abilities and assessed leadership performances (Coumbe et al., 2008).

Phenomenology: A method used to document and analyze conscious thoughts by applying a philosophy of a scientific approach (Moustakas, 1994).

Professor of Military Science (PMS): The senior military officer assigned to lead the ROTC program at a university. The position is normally filled by a lieutenant colonel (0-5) (Coumbe et al., 2008).

Reserve Officer Training Corps (ROTC): A training program that allows college students to become officers. There are 273 ROTC programs with at least one program in each state. Cadet Command manages this program.

Second Lieutenant (2LT): The first rank received as a commissioned officer in the armed forces. See appendix C for an outline of the officer rank structure.

Senior Military College (SMC): A four-year military institution awarding at least a baccalaureate degree (Coumbe et al., 2008).

Training and Doctrine Command (TRADOC): The army command responsible for preparing and training soldiers for the future war fighting contingencies.

United States Army Cadet Command (USACC): The army command responsible for training cadets and commissioning second lieutenants through Army ROTC programs and the United States Army Officer Candidate School.

Assumptions

This research project was based on the following assumptions:

1.   Army ROTC programs play an important role in the leader-development process for officers.

2.   The participants understand the purposes of the ROTC program.

3.   The participants place a value upon their college education.

4.   Cadets who successfully complete their sophomore year in the ROTC program intend to remain in the program until graduation.

5.   The participants understand the purpose of the study.

6.   Participants will respond with honesty and accuracy to the best of their ability.

Limitations

1.   The study was limited to completing questionnaires with junior and senior class participants at only one ROTC Program, Hampton University. Hampton University is the only privately funded HBCU that hosts an Army ROTC program. Targeting this segment will provide insights on unique institutions such as this one.

2.   Participants might be influenced by the fact that the interviewer is an African American female who has served in the Army at the senior officer rank of colonel.

Acknowledging these limitations, as well as a certain predisposition in favor of ROTC, the researcher will remain vigilant in filtering any preconceived ideas, notions and biases from the study.

Delimitations and Scope

The scope of the study is confined to the Hampton University ROTC program and its cadets and cadre; however, the researcher hopes to provide insights that are relevant to the general populace. The issue of increasing African American officers in the U.S. Army is one that has implications which affect other areas. One central area of concern is African American college retention, which continues to lag behind African American college enrollment (Castle, 1993). Although African Americans have increased their college enrollment rates, this has not translated to increased college graduations among African Americans. The findings of this study at a HBCU do not necessarily equate to predominately White institutions (PWIs) or to other HBCUs for that matter.

Social Significance of the Study

A careful examination of how and why African American ROTC students succeed in academically challenging college and ROTC programs will provide valuable information to ROTC instructors, administrators, and recruiters. The results of this study may lead to more effective retention strategies for students in other HBCUs as well as Army ROTC programs at educational institutions with a predominately white American student population. America's current environment of constrained fiscal resources, ongoing flux of military operations, and rapidly shifting demographics necessitate optimizing recruiting efforts in Army ROTC programs throughout the nation, particularly among diverse populations. Cadet Command is responsible for approximately 80% of commissioned Army officers; nearly 60% of all Army officers earn their commission through one of the 273 colleges and universities that host Army ROTC programs across

the nation (Community Leaders and Educators Fact Book, 2011). By determining

optimal strategies for Army ROTC programs and identifying the most appropriate

scholarship recipients, the Army can better streamline its costs and maximize its

recruiting investment.

This study focused on HBCU ROTC student perceptions of ROTC, the impact of

ROTC on their lives, and the factors which promote college student retention.

Identification of students' attitudes and needs will facilitate more effective pedagogical

and institutional strategies that will positively affect student retention and academic

performance. By identifying and assessing trends in student performance at institutions

of higher learning the staff and faculty will be better poised to assist students in

successfully adapting to the rigors of academic life. Furthermore, this study may lead to

informed ROTC recruitment strategies. The recruitment of qualified African American

cadets into ROTC programs will ensure a diverse source of commissioned officers.

Minority enlisted personnel must see others like them among the senior leadership of the

Army. Moreover, commissioned officers must be representative of multiracial 21st

century America. The more knowledge available about the perceptions of African

American cadets in the Hampton University ROTC program, the increased probability

that improvements could be implemented in the Army ROTC programs that will

commission the preponderance of the Army's future second lieutenants.

Overall, society may benefit from this research study in three significant ways.

First, it may give ROTC leaders the information they need to better recruit and retain

African American men and women in the ROTC program. Second, the lessons learned

from this study may help to increase the percentage of ROTC cadets who graduate from college and earn second lieutenant commissions. Third, by transferring those lessons learned in the military, the civilian workforce may develop new and better management techniques for recruitment, retention, and performance of qualified ethnic minorities. Ultimately, more effective recruitment and retention strategies will increase the number of commissioned officers that will look like the citizenry they are defending and will subsequently enhance America's defense and promote global stability.

Military leaders who seek to increase the number of commissioned second lieutenants with engineering degrees will also certainly benefit from this study. Data from this study might also provide additional information on cadet performance trends, leadership abilities, and career choices. The new mission requirements for Cadet Command and specifically the recruitment and retention challenges at Hampton University ROTC program will better outline the needs of 21st century Army and underscore the importance of this study. Understanding the perceptions of junior and senior class students in the Hampton University ROTC program is invaluable toward improving overall recruitment, enrollment, and retention in Hampton University ROTC program and other Army ROTC programs throughout the nation.

Summary

In accordance with the U.S. Army (October 15, 2010) website, "the Army's mission is to fight and win our Nation's wars by providing prompt, sustained land dominance across the full range of military operations and spectrum of conflict in support of combatant commanders" (U.S. Army n.d. United States Army homepage). The U.S.

Army accomplishes its mission through soldiers and leaders. The current and future leaders of the Army will play a significant role in determining the ways that the Army trains and leads its soldiers of all ethnic backgrounds and ROTC programs throughout the nation. Army ROTC programs contribute immensely to the leader-development process for officers.

College retention is important not only for training organizations such as ROTC programs but also for graduates entering the industry and business corporations.   The perceptions of African American Hampton University ROTC cadets will provide insights on institutional support, family and/or peer support and gender as well as contribute to better methods to recruit and retain cadets in the Hampton University ROTC program.

The following chapter presents the literature review for this study, and Chapter 3 describes the methodology of the study, the research model and the rationale for using it. Chapter 4 discusses the results of the study; Chapter 5 summarizes the study, along with its conclusions and recommendations.

Chapter 2: Literature Review

Introduction

The purpose of this mixed methods study was to understand African American cadets' perception of Army Reserve Officer Training Corps (ROTC) Leadership Programs and the impact of ROTC on their lives. The purpose of this chapter was to examine the literature available on topics about and related to this mixed methods study. This chapter explores the influences on African American cadets in an ROTC program at a HBCU. This literature review focuses on four areas:

1. History of ROTC programs including major program changes, cadet scholarship requirements and curriculum, as well as types of ROTC programs

2. Factors that affect college student retention among African Americans both at HBCUs and predominately White institutions (PWIs); factors that affect student and gender retention in certain areas of study and/or programs such as STEM

3. Recruitment and retention factors of Army populations with particular emphasis on minority and gender career progression studies

4. Generational motivation of youth at the USMA and civilian colleges; other studies on attitude and motivation

The following databases were used to search the literature: the *Educational Resources Information Center (ERIC), ProQuest Central, and Military and Government Collection*. The following keywords were used in the searches: *African American, college retention, military, and HBCUs.* Although research on the retention of African Americans

in ROTC programs is limited, significant information is available on related topics, such as HBCUs, college retention, minority populations, and military populations. This indirect information was used to identify the gap in the literature and add perspective to the research data obtained. Statistical data, reports, and other information critical to this study were provided through access to statistical databases maintained by United States Army Cadet Command, Department of the Army mission letters that direct Cadet Command to commission a set number of second lieutenants in a given year, as well as the knowledgeable senior staff at the United States Cadet Command Headquarters and the respective HBCU ROTC cadre.

Historical Perspective on ROTC

Military instruction on America's college campuses originated with Army Captain Alden Partridge, former superintendent of the U.S. Military Academy (USMA) (Coumbe & Harford, 1996). In 1819, Partridge's work at the American Literary, Scientific and Military Academy (now known as Norwich University) established the first Reserve Officer Training Corps Program (Coumbe et al., 2008). This institution provided an alternative to West Point for recruiting men into the Officer Corps; consequently, the Army refers to Norwich University as the "Birthplace of ROTC" (Coumbe et al., 2008).

The severe shortage of trained commissioned officers during the Civil War was the impetus for passing the Morrill Act of 1862. This legislation provided federal lands to each state-supported college with "the stipulation that military tactics…be included in the curriculum" (Coumbe et al., 2008, p. 9). The National Defense Act of 1916 centralized this training as Reserve Officer Training Corps and further established an

Organized Reserve Corps for ROTC graduates during peacetime (Coumbe et al., 2008).

Opportunities in the ROTC program for minorities and women would not occur for

several decades.

In 1948, the President Truman's Executive Order 9981 mandated full racial

integration of the U.S. Armed Forces. This order allowed HBCUs to incorporate ROTC

programs on their campuses, thereby encouraging African American participation in

military leadership. The Higher Education Act of 1965 assisted students seeking

postsecondary education (U.S. Department of Education, 1965). In 1973, women were

admitted to the ROTC program (Coumbe et al., 2008). Another reorganizational change

took place in 1986 with the creation of the United States Army Cadet Command

(USACC) (Coumbe et al., 2008). This restructuring allowed the Army to centralize and

standardize training, thereby improving the precommissioning preparation process to the

hundreds of ROTC units located nationwide. The most recent change occurred in 2008

when Cadet Command also became responsible for managing of the Officer Candidate

School (OCS), a program that provides enlisted soldiers an opportunity to become

officers through completion of a 12-week course at Fort Benning, Georgia (U.S. Code,

2001). Collectively, under this new alignment with OCS, Cadet Command became

responsible for over 80% of the Army Officer Corp (Community Leaders and Educators

Fact Book, 2011). Additionally, the number of second lieutenants that Cadet Command

must commission each year has steadily increased from 4500 in 2009 to 5150 in 2010

and 5300 in 2011 (U.S. Army, 2010).

According to the United States Army website, the majority of the Army ROTC programs are located at civilian colleges, with several partnership schools associated with each satellite host school. For example, Army ROTC students attending Harvard University, a partnership school, receive their leader training through ROTC classes offered at the Massachusetts Institute of Technology, the area host school (Community Leaders and Educators Fact Book, 2011). Currently, ROTC includes 1,365 partnership schools; participation in ROTC is voluntary at civilian colleges, with no guarantee of obtaining an active duty assignment (Community Leaders and Educators Fact Book, 2011). The Army has 273 ROTC programs which operate throughout the nation (U.S. Army). Of all the armed forces, the Army charged with maintaining land-power for military operations is the largest service in the military and maintains the largest ROTC program (U.S. Army Cadet Command, 2011).

ROTC Cadet Scholarship Requirements and Curriculum

The combination of scholar-athlete-leader attributes summarizes the qualifications needed for participants to enroll in Army ROTC Programs. Research participants in this study are scholarship recipients. To enroll in ROTC as a non-scholarship applicant, students must pass an Army Physical Fitness Test (APFT), physical exam, and an eye test (U.S. Army *Four-year scholarship, n.d.*). To enroll as an 4-year ROTC scholarship recipient, students must have U.S. citizenship; be between the ages of 17 and 26; have a high school cumulative GPA of at least 2.50; have a high school diploma or equivalent; score a minimum of 920 on the SAT (math/verbal) or 19 on the ACT (excluding the required writing test scores) (U.S. Army *Four-year scholarship, n.d.*); meet the physical

standards; and agree to accept a commission and serve in the Army on active duty or in a Reserve Component (by serving either in the U.S. Army Reserve or in the Army National Guard). The requirements for 3-year scholarship recipients are the same except that the candidate must be between 17 and 27 (U.S. Army *Three-year scholarship, n.d.*). The requirements of 2-year scholarship recipients are the same as the 3-year scholarship recipients except that there is no SAT or ACT requirement (U.S. Army *Two-year scholarship, n.d.*).

The first year program (Military Science Course level one –MSL I Preparing for Success as an Army Officer) teaches topics that include Army leadership, Army customs & traditions, marksmanship, time and stress management, and health & physical fitness (Army ROTC, n.d.).

The second year program (MSL II The role of an Officer) teaches topics that include ethics based leadership skills, communications, team building skills, and military operations & tactics (Army ROTC, n.d.). These courses constitute the Army ROTC Basic Course. The first two years of ROTC require no commitment of military service with the exception of students receiving an ROTC scholarship. The latter two years of ROTC or the advanced courses require a military service commitment from the student.

During their third year program (MSL III Leading Small Tactical Units), students learn a variety of topics that may include command and staff function, decision making, military briefings, team dynamics & peer leadership, and military operations & tactics (Army ROTC, n.d.). Between the third and fourth year in the program, each student must complete the advanced summer camp training known as the Leader's Development

Assessment Course (LDAC). Successful completion of LDAC and the cadet class ranking known as the Order of Merit List (OML) determines what branch of service the cadet is assigned. Students can also bypass the first two years of the Army Basic Course by successfully completing the Leader's Training Course (LTC), a 4-week training session at Fort Knox, Kentucky.

Finally, the fourth year program (MSL IV Transition to Becoming an Officer) teaches a variety of topics that may include training the force, military justice, personnel management, cultural awareness, post & installation support, and military operations & tactics (Army ROTC, n.d.).

Types of ROTC programs

Three types of schools maintain ROTC programs: senior military colleges (SMC), Military Junior Colleges (MJC), and civilian colleges. Senior military colleges are baccalaureate degree granting institutions with standards similar to those of federal service academies such as USMA. The military guarantees SMC students active duty commissions upon graduation. The six senior military colleges are Texas A & M University (College Station, Texas); Norwich University (Northfield, Vermont); The Virginia Military Institute (Lexington, Virginia); The Citadel (Charleston, South Carolina); Virginia Polytechnic Institute & State University (Blacksburg, Virginia); and North Georgia College & State University (Dahlonega, Georgia) (Community Leaders and Educators Fact Book, 2011).

Military Junior Colleges do not grant baccalaureate degrees, but under the Early Commissioning Program (ECP), their graduates may become commissioned officers in

the armed forces reserve. These officers then must complete their baccalaureate degrees

at another academic institution. The Early Commissioning Program benefits students by

allowing them to serve as officers earning service time for promotions and retirement

while still attending college. Prior to serving on active duty, however, they must

complete their baccalaureate degree. Currently, the U.S. Army is the only branch of the

military services to offer the ECP option. The five Military Junior Colleges are

Wentworth Military Academy (Lexington, Missouri), Valley Forge Military Academy

(Wayne, Pennsylvania), Marion Military Institute (Marion, Alabama), New Mexico

Military Institute (Roswell, New Mexico), and Georgia Military College (Milledgeville,

Georgia) (Community Leaders and Educators Fact Book, 2011).

Minority and College Student Retention

Current college student retention rates over the past 4 decades have been in

decline (Jones-Giles, 2004; Strommer, 1993). The number of students leaving college

prior to degree completion has reached an alarming rate and is the highest in the "history

of the American Higher Education" (Hurd, 2001, p. 13). Furthermore, a growing

disparity exists between the number of majority students and minority students who enter

college and increasingly widens at college graduation (National Educational Goals Panel,

1995; Newman & Newman, 1999).   While 82% of minority students graduate from high

school, that number significantly dwindles to only 10% who earn a bachelor's degree

(Newman & Newman, 1999).

The transitional period that occurs during freshman year particularly the first

semester is an important determinant of whether the student remains enrolled at the

university (Braunstein, 1997). Research indicates student attrition rates at HBCUs are highest during students' freshman year (Braunstein, 1997). Additionally, schools generally that have open enrollment policies have dropout rates higher than schools that do not have open enrollment policies (American College Testing Program, 1998). With less stringent entrance requirements, there is an increased likelihood that all accepted applicants may not necessarily be prepared to perform college level work.

African American enrollment in institutions of higher learning has steadily increased over the past 20 years; however, the attrition and graduation rates continue to decline (American College Testing Program, 1993). At a critical juncture, HBCUs must retain their student populace and sustain their rich heritage of providing a vehicle for higher education for African Americans. Critics from within and outside of the African American community continue to tout HBCUs as academically inferior institutions that have outlasted their usefulness (Riley, 2010). Although student retention is a concern for majority schools, it has been a chronic problem for decades among HBCUs (Braunstein, 1997). Inadequate college preparation in the form of financial aid and academic readiness, coupled with low family and motivational support systems, have contributed to the dismal attrition and graduation rates among HBCU students (Hytche, 1999; Nettles et al., 1986; Riley, 2010). Acknowledgement of these unique challenges that confront and stifle the college experience of African Americans is critical to addressing the problem.

Studies show that improving college retention levels for African Americans is not an impossible task (Astin, 1993; Castle, 1993; House, 1992; Newman & Newman, 1999; Stage, 1989; Tinto, 1993). Patterns for systemic success can be developed and nurtured

by addressing issues that pertain to social adjustments, economic needs, and rigors of academic environments (Newman & Newman, 1999; Rocheleau, 2004; Stretch, 2005; Washington, 1996). Student retention is wholly dependent on three factors:

> 1) factors that precede college enrollment such as preparatory high school classes, family values, and educational background; 2) factors related to the college or university such as availability of financial aid, student orientation to faculty, housing arrangements, and access to mentors and academic advisors; 3) factors related to personal development such as level of identity resolution, degree of homesickness, academic self-concept, and academic self-efficacy and the ability to seek out and obtain social and academic support (Newman & Newman, 1999, p. 2).

The results of the Young Scholars Program implemented at Ohio State University in the mid-1990s demonstrated success in increasing African American enrollment as well as increasing African American college graduation rates (Newman & Newman, 1999). The success of this program is indicative of the importance of establishing early and lasting relationships with African American middle school students to foster a sense of belonging to the university. The availability of financial aid packages also alleviated monetary concerns. The Young Scholars Program created a network of academic mentors and staff support which was readily accessible to students. Moreover, the students enrolled in the Young Scholars Program developed a network among themselves to reduce alienation and social isolation and the college students served as role models for the middle and high school students.

Additional studies conducted at HBCUs are indicative of similar findings of ways to improve college retention rates for African Americans. Hampton University was one of nine HBCUs between 1994 and 1998 that received a grant to increase its freshman-sophomore retention rate. Through individual and small group instruction composed of developmental advisors, peer counselors, and faculty members retention rates improved 5%, rising from 79% in 1994 to 84% in 1997 (Virginia Community College System, 2011). Another study of nine HBCUs, all participants of the Regional HBCUs that sponsored the 2004 summit on student retention, identified three central themes that were most influential in the decisions of students to drop out of HBCUs. These themes were academic failure, financial difficulties, and lack of campus participation (Jones-Giles, 2004). These results were consistent with other historical findings on retention of African American students. The researcher concludes with six recommendations for HBCUs: (a) establish good practices and policies and encourage student involvement in academic support services, (b) provide good academic support services and regularly monitor student participation, (c) empower the faculty and staff with effective tools and training programs, (d) leverage technology, (e) monitor at-risk students at least weekly, and (f) synergize efforts between faculty and administrators to create effective retention strategies (Jones-Giles, 2004).

Research on nontraditional student retention of minorities and women in academically challenging fields such as engineering and technology also provides valuable information (Baldwin, 1996a, 1996b; Mani & Mullin, 2004; Moore & Webb, 2000, Rocheleau, 2004; Tsui, 2009). One such study examined the Vanguard Scholars

Program that is sponsored by the National Action Council for Minorities in Engineering

(NACME) for the purpose of improving minority retention in STEM programs at Drexel

University in Philadelphia, Pennsylvania. The noted keys for success in the program

were (a) financial support, (b) peer support, (c) academic support programs to increase

excellence not as remediation, (d) holistically advising with noncognitive emphasis, and

(e) faculty and staff support with internships opportunities (Rocheleau, 2004). This study

used a noncognitive questionnaire that focused on positive self-concept (confidence),

realistic self-appraisal including academic, and ability to successfully negotiate the

system (dealing with racism). Another study examined the recruitment of women into

heavily male dominant fields (Baldwin, 1996a, 1996b). Research indicates that the

mechanical engineering programs which successfully attracted women shared three

criteria: (a) female-focused recruitment, (b) community outreach programs, and (c)

participants' praise about the program to others (Tsui, 2009).

Researchers have used noncognitive variables with SAT scores to measure

academic factors and identify predictors for success (Rocheleau, 2004; Tracey &

Sedlacek, 1982; Zeigler & Gunderson, 2008). Results indicated that academic

performance was directly related to a student's ability to delay immediate gratification for

meaningful and long term goal achievement. Although Boldt (2000) found that

noncognitive variables played a secondary role and were less of a success predictor than

SAT scores, other researchers found NCQ variables effective tools for minority college

retention (Chung, 1996; Johnson, 1989; Nelson, 1989; Rocheleau, 2004; and Stretch,

2005). Furthermore, studies show that African Americans from low-income families

who are first generation college students are able to excel and thrive in collegiate learning

environments (Astin, 1993; Castle, 1993; House, 1992; Newman & Newman, 1999;

Stage, 1989; Tinto, 1993) with the proper support systems such as financial aid and

academic college preparation. Lessons learned from these types of model retention

studies have direct application to retention of students in ROTC programs, particularly

minority ethnic populations.

Army Population Studies

Additional research studies on ROTC programs have been related to developing a

highly competent Army Officer Corps by addressing the challenges of an all-volunteer

military and serving in the military during wartime (Chestang, 2006; Janowitz, 1998

[1967]). Several researchers have emphasized the importance of recruiting and retaining

a talented pool of minority and female military/Army officers (Hosek et al., 2001; Lim et

al., 2009; Stewart & Firestone, 1992; Wardynski et al., 2009a). A study that addressed

the effects of ROTC program on the socioeconomic status and life satisfaction of those

participants found that they benefited in terms of occupational prestige and authority

(Miller & Benton, 1992). However ROTC participation and active duty status did not

affect income or life satisfaction levels. The questionnaire was part of a quantitative

study of 1983-1988 graduates of a medium sized state university in which the researcher

compared postgraduate earnings of ROTC participants and nonparticipants (Miller &

Benton, 1992). Researchers have also examined the challenge of underrepresented

minorities in elite military organizations such as Special Operations Forces (SOF-Harrell

et al., 1999). Researchers at the National Defense Research Institute revealed that the

application of noncognitive variables is a beneficial approach to meeting this challenge.

Research indicates that underrepresented minorities were more likely to seek membership

in SOF organizations if they could see others like them as role models (Harrell et al.,

1999).

Recently, a quantitative case study of 12 African American officers, whose

branch of service was finance, revealed their perceptions of factors that impacted their

promotion (Davis, 2009). Of these participants, 4 females and 8 males, all were college

graduates from either a HBCU or PWI. Through a detailed interview of their lived

experiences, five themes emerged from this study: (a) fair promotion board process, (b)

work ethic, (c) performance evaluations, (d) mentors, and (e) racism. Other studies have

similarly focused on the progression of minority and women in the military (Baldwin,

1996b; Baldwin & Rothwell, 1993; Frampton, 2010, Hosek et al., 2009; Meek, 2007;

Stewart & Firestone, 1992). Consistent themes of these studies focus on proper

preparation, mentorship, performance evaluations, opportunity, and key assignments.

Likewise, a phenomenological study that focused on the ways that enlisted soldiers

experience the Army's Basic Skills Education Program (BSEP, Clay, 2006) indicates a

strong correlation between BSEP and subsequent career development. Researchers

discovered this linkage was a key motivation for BSEP participation and that a positive

self image and desire for self improvement were fundamental concepts for advancement.

Another qualitative case study on post-Abu-Ghraib ethics training provided key insights

on strategies that leaders, managers, and trainers can utilize to improve ethics training

(Wallace, 2008). Researchers interviewed 29 participants and recommended better

support systems for soldiers, increased training resources, improved management processes, and a stronger emphasis on adapting lessons learned to current lesson plans (Wallace, 2008). Collectively the recommendations from this study are consistent with other similar topics previously mentioned above.

Researchers have also used nationwide samplings to assess students' propensity for choosing military service and enlistment into the armed forces (Bachman, Segal, Freedman-Doan & O'Malley, 2000). However, researchers have not conducted any in-depth examination on African American retention in ROTC programs at HBCUs. Understanding these retention concerns may pay high dividends in helping the Army to successfully fulfill the Army's future mission for cadet enrollment and officer commissioning goals. As previously mentioned, studies of African American ROTC student retention at HBCUs can provide helpful insights to understanding the current generation and what motivates their behavior toward ROTC programs.

Generational Motivations

Previous studies conducted on generational motivations have been helpful in attracting youth to ROTC programs. Generations are often defined by the historical context of when they come of age. For example, Generation X came of age during a tumultuous period of uncertainty at the conclusion of the Cold War. They were the first to feel the full impact of the meltdown of the traditional family (Volker, 2001). This post Baby Boom generation has cultivated less patriotic values of duty-honor-country than previous generations (Volker, 2001). Military service to country for Generation X is driven more by personal benefits than selfless service (Volker, 2001). Studies have

shown there are significant value-differences between U. S. Military Academy cadets and

their civilian college age counterparts. Generally, persons who seek a military career

tend to be "more conservative, patriotic and warrior-like than their civilian counterparts

attending a private university" (Volker, 2001, p. 23). Although this study did not include

the ROTC program, it does provide some profound insights on respondents' educational

and career choices. These choices were significantly influenced by socialization

processes nurtured by their environment and higher learning institution.

Furthermore, the studies indicated that occupational incentives were stronger

among civilian college students while institutional motivations were the focus for many

West Point cadets (Volker, 2001). Also, it should be noted that a gap already existed

between the West Point cadets and their civilian college peers prior to the military

socialization (Volker, 2001). Finally, this gap between values could be attributable to the

polarization of the U.S. military (Volker, 2001).

Another study reveals a similar pattern among military students, particularly

males attending military academies, displaying traditional and antifeminist attitudes than

their college counterparts (Robinson, Sharon, & Lucart, 2000). The survey included

student populations at the U.S. Naval Academy, the U.S. Air Force Academy, ROTC at a

university, and a university with no ROTC program (civilian university). Most of the

participants (313 males and 69 females) were European American middle class students

of which 6% were African Americans. The U.S. Naval Academy women and the civilian

men and women were least likely to possess traditional, authoritarian beliefs. Moreover,

in another study that interviewed 38 men and women in ROTC programs, researchers

challenged the public's assumption that female participation in traditional male dominant

roles may not require a transformation of gender. In other words, maintaining military

bearing, physical fitness and weapons qualification is seen at least by some female ROTC

cadets as not centrically gender but gender neutral (Silva, 2008).

Methodology

The specific method utilized for this study is the mixed methods approach which

encompasses both quantitative and qualitative analyses. The common analysis thread

between these approaches includes data collection, inferences, comparative analyses and

reliability and validity of the data (McNabb, 2008). The primary differences between

these approaches is that quantitative studies are objectively centered, "computer

processed and analyzed with a variety of standard statistical tests" (McNabb, 2008,

p.359) whereas qualitative studies are not based on statistical analysis but a focus on

"creating understanding, subjective interpretation, and critical analysis" (McNabb, 2008,

p.273). The mixed methods approach maximizes the benefits associated with

quantitative and qualitative methodologies. The findings of the study will incorporate

descriptive statistics to address casual relationships that exist between African American

ROTC cadet retention at a HBCU and respectively institutional support (i.e., academic,

financial support and psychological counseling services), family and/or peer support, and

gender. The findings on the research problem explore African American ROTC cadet

perceptions at a HBCU to address their phenomenological experiences. ROTC students

will complete a questionnaire posted on the Survey Monkey website. The completed

questionnaires will then be processed based on independent (noncognitive) variables of

cadets' positive self-concept or confidence; their realistic self-appraisal; ability to

understand and cope with racism; preference for long-range goals over short-term or

immediate needs; availability of strong support person; successful leadership experience;

demonstration of community service; and knowledge acquired in a field (Tracy and

Sedlacek, 1982). Subsequently, unstructured interviews with select individuals with

extensive HBCU ROTC experience as a cadet is conducted to provide data on

phenomenological experiences. Analysis of the quantitative data (questionnaires) and the

qualitative data (unstructured interviews) should demonstrate the casual relationships and

reveal the phenomenological experiences of the cadets.

Current literature in the area of college retention and military population studies

suggest that different methods have been useful in these research fields. Clay (2006)

applied phenomenological techniques to the dissertation study of how enlisted soldiers in

the Army experience and describe the impact of adult basic skills courses in their career

development. This approach allowed documentation of lived experiences and the ability

to capture the perceptions of the participants. Davis (2009) used the same technique in a

dissertation study on black finance officers' perceptions of factors that impacted their

promotion in the Army. His research examined the social and psychological

backgrounds of the study participants. Zeigler and Gunderson (2008) applied a

quantitative survey to explore the trends and attitudes toward expanding the roles of

women in the military. Each survey question was given a statistical weight as part of a

pre-calculated formula utilized for regression analyses and other quantifying data

processes. Davis (2010) applied quantitative techniques to the dissertation study of the

impact of Army ROTC leadership development on the psychosocial development of African American college students. This approach allowed a casual-comparative method of ROTC and non-ROTC students. Sedlacek (2004a, 2004b) applied a quantitative survey to explore the noncognitive variables that impact college retention among minority students. An extensive breakdown of each of the noncognitive variables provides quantitative insights based upon regression analyses and statistical data processes. A thorough review of the literature indicates that a mixed-methods approach is best suited for answering the research questions.

Summary

The research discussed above provides valuable insight on four distinct areas: (a) the historical perspective of ROTC programs, (b) college retention among African Americans in HBCUs and PWIs, (c) the recruitment and retention factors of Army populations, and (d) generational motivations. Several trends and a few contradictions appear throughout the literature. Each study on this multitude of issues provides insights that contain areas of commonality and relevance to the research questions that are the focus of this current study. Understanding the influences of institutional support (including academic, financial support, and psychological counseling support), family and/or peer support, and gender differences on African American cadet perceptions of and retention in the ROTC program at a HBCU, can lead to better insights on improving retention strategies for the Hampton University ROTC program and the U.S. Army Cadet Command.

Chapter 3 will discuss the methodology of this study.

Chapter 3: Research Method

Introduction

The purpose of this mixed methods study was to understand African American cadets' perception of Army Reserve Officer Training Corps (ROTC) Leadership Programs and the impact of ROTC on their lives. This chapter provides the reader information about how the research was conducted and what methodology methods were applied to the study. This chapter introduces the research context, constructs, analytical procedures and methodology used to understand the influences of institutional support (including academic and financial), family and/or peer support on African American cadets and their perceptions of ROTC. Chapter 3 explains the research design and approach, sample size and selection of participants, instrumentation and materials, data collection and analysis, protection of human participants, and summary.

The Army as a whole continues to seek meaningful ways to improve performance, recruitment, and retention of soldiers. The ongoing efforts by the Army Research Institute (ARI) involve research to better understand human experiences (behavioral science) and perceptions to improve outcomes. Behavioral science is the process of deciphering the meaning of relationships between objects and humans that exist within networked environments such as organizations, units, and individuals (Quinkert et al., 2007). The result of this study is anticipated to contribute to or augment ARI's efforts. M. Sams, ARI Director, acknowledged that complexities of human behavior and scientific advancements contribute to paradigm shifts (Quinkert et al., 2007). Within the past century, three major paradigm shifts have occurred in the field of

psychology: behaviorism, constructivism, and cognitivism. Behaviorism emphasized

standardized methods of learning, such as memorization. Constructivism emphasized

discovery-learning environments, such as role-playing simulations. Cognitivism

emphasized thinking skills and processes such as information management (Quinkert et

al., 2007). These paradigms relate directly to the ways in which the army has recruited

and retained soldiers, including those in ROTC programs. This mixed methods inquiry

may further assisted researchers and added to the body of knowledge on African

American perceptions of ROTC, the impact of ROTC has had on their lives, student

retention in a ROTC program at a HBCU, and generational motivations.

Research Design and Approach

In order to answer the research questions, a mixed methodology was deemed most

appropriate. A purely qualitative study would have focused on causation without any

descriptive statistical data, whereas a purely quantitative study would have focused on

nominal measurements, statistical data, and objective criteria. A purely quantitative

study would have detracted from opportunities to explore grey areas common to lived

experiences. Hence, a mixed methods approach—a 50-item questionnaire (quantitative)

and an unstructured focus group interview (qualitative)—were most appropriate for

exploring and documenting the lived experiences of students in ROTC at a HBCU.

The research objective was two-fold: (a) answer the research questions

(quantitative); and (b) document the lived experiences of the students (qualitative). The

latter objective was to gain a comprehensive knowledge of the students' perceptions of

ROTC and its impact on their lives. A phenomenological approach to qualitative

research was rooted in the philosophy that focuses on life history, personal experience narratives, and symbolic behaviors (McNabb, 2008). Participants of the study subjectively shared an experience or phenomena as they perceived it to exist to reveal information on the subject. Researchers applying phenomenology empowered perception as ground zero or the "primary source of knowledge" (Moustakas, 1994, p. 45). The renowned researcher, considered the father of phenomenology (Moustakas, 1994), Edmund envisioned unlimited perceptions from multiple vantage points. Husserl termed these different visual angles horizons (Moustakas, 1994).

A phenomenological approach allowed the naked truth to be revealed using the words and symbols akin to that individual's perceptions, experiences, language, and background. The role of the researcher was to capture this experience using unstructured focus group interviewing techniques (Weiss, 1994) to be as less intrusive as possible while still tape recording and documenting the group session. The exploration of the central phenomenon was the participants' experience in the Hampton University ROTC program. The focus group interview was to better understand this central phenomenon. A phenomenological approach was meant to describe an experience in order to derive meaning (Creswell, 2007) from each participant telling their story. Each participant's story added a richness to convey and captured the full gamut of the experience from the focus group interview. Like the careful construct of a tapestry, each lived experience filled a void, added a tint, and weaved over and around other perceptions of knowledge and truth. The invariant meanings were discovered and rediscovered through this

conceptual framework. Fresh perspectives continually added to the richness of this phenomenological process.

Sample Size and Selection of Participants

In this mixed-methods inquiry, the majority of the population partook in the self administered survey (McNabb, 2008) and then a selected portion of students participated in the focus group interview. For a more focused and tailored study, only those participants who were Hampton University students and ROTC cadets participated in the study. The participant pool consisted entirely of upper-class students (7 females and 16 males) in ROTC at Hampton University, a HBCU. Participants interviewed were randomly selected based upon diversity attributes, as well as their availability. The criteria for being selected for the focus group interview centered on how well the cadet exceeded the Scholar-Athlete-Leader (SAL) requirements for ROTC enrollment with an emphasis on diversity. Phenomenological studies vary in size (Creswell, 2007). The size of this focus group interview represented a small portion (approximately one-third to one-fourth) of the upper-class ROTC male and female students.

For the quantitative portion of the study, the research participants were contacted through personal email addresses. At the beginning of the school year, the researcher also attended a military social function to brief the students on the importance and purpose of the research as well as how the research would be conducted. After distributing the letter of introduction and consent forms to the potential participants and responding to their questions, the researcher asked the potential participants to read and voluntarily sign the consent form. Participants could either directly turn in the form to

the researcher or place the consent form in a drop box, in the ROTC building. Unwillingness on the part of the potential participant to sign the documents resulted in their release from the study. There was no penalty or negative consequence for not participating in the study. To better understand the research environment, the following paragraphs describe the nuances of Hampton University in Hampton, Virginia, ROTC Cadet Scholarship Requirements and Curriculum as well as the types of ROTC programs. Hampton University is the only private HBCU to host a ROTC program.

Hampton University and HBCUs

HBCUs have a proud and rich heritage of providing a vehicle for higher education for African Americans who were once deprived of attending majority schools. The Higher Education Act of 1965 and its subsequent amendments have provided the legal legislation to improve educational resources and financial assistance for students seeking higher education (U.S. Department of Education, 1965). Most of the HBCUs were established after the Civil War. With a few exceptions, the majority of HBCUs are located in southern states. One of the nation's oldest HBCUs is Hampton University.

The school originally opened as Hampton Normal and Agricultural Institute by Brigadier General (BG) Samuel Armstrong in 1868. Under BG Armstrong's guidance, the school emphasized practical training, skilled labor, and mandatory military drill for all male students. This first "Hampton Regiment" provided the schools' early military tradition which scores later would evolve into the Hampton University ROTC Program, home of the Hampton University "Pirate Battalion" (Army ROTC Hampton University, n.d.).

Since the desegregation of the armed forces in 1948, Hampton University ROTC program has commissioned over 1,500 Army officers of which eight have obtained the rank of general officer. Additionally, two other general officers who obtained their commission through either Officer Candidate School or direct appointment also graduated from Hampton University. Currently, Hampton University is one of 105 HBCUs in the nation. Among these HBCUs 23 host ROTC programs on their campuses and 51 HBCUs are partnership schools (U.S. Army Cadet Command, 2011). HBCUs conferred over 22% of all degrees awarded to African Americans (Harvey, 2010). Hampton University President William R. Harvey succinctly sums up the impact of HBCUs as follows:

> With only 13% of African Americans in higher education, these colleges awarded nearly 30% of all undergraduate degrees earned by African American students in science, technology, engineering, and math (STEM) disciplines; 50% of all bachelor's degrees in teacher education received by African American students; and 85% of Doctor of Medicine degrees acquired by African Americans according to statistics compiled by the National Association for Equal Opportunity in Higher Education. (Harvey, 2010, p. 1).

Target Population

The focus of the present research inquiry was to explore and document the experience of students who were juniors and seniors in the Hampton University Army ROTC program and the impact that ROTC has had on their lives. The case context was Hampton University located in Hampton, Virginia. Research participants had also

completed two years of the program at Hampton University Army ROTC program. It was expected that because Hampton University is a HBCU practically all of the participants were African Americans. Both males and females participated in the study.

Instrumentation and Materials

Using a survey instrument with proven reliability and validity were key advantages for adapting the questionnaire used in this survey. Written permissions were obtained from Susan L. Ziegler, Gregory G. Gunderson, William E. Sedlacek and Terence J. Tracey appear in Appendix D. Some minor alterations and additions were made to the survey. However, it was determined that the slightly revised questionnaire did not alter the reliability and validity of the survey instrument. Close attention was given to the findings and data analysis conducted by Creswell who reminds us, "when one modifies an instrument or combines instruments in a study, the original validity and reliability may not hold for the new instrument, and it becomes important to reestablish validity and reliability during data analysis," (Creswell, 2007, p.150).

Data Collection Instrument

The quantitative, 50item questionnaire was distributed only to the ROTC cadet population described above. The questionnaire required approximately 45 minutes for completion. The survey instruments were based upon four previous studies: (a) Sedlacek and Tracey's noncognitive questionnaire (1982), (b) Rocheleau's Vanguard Survey (2004), (c) Ziegler and Gunderson's "Survey of ROTC cadets" (2008), and (d) Frampton's "Survey of Marine Corps Embassy Security Guards" (2010). Each of these surveys was chosen based upon their respective relevance to minority college student

attitudes and retention (Tracey & Sedlacek, 1982); minority college scholarship and STEM students (Rocheleau, 2005); gender in ROTC (Ziegler & Gunderson, 2008); and gender in a specialized, competitive military field, (Frampton, 2010). Adaptations from Sedlacek and Tracey's noncognitive questionnaire (1982) and Ziegler and Gunderson's "Survey of ROTC cadets" (2008) were used to compile the new questionnaire. Authors Sedlacek and Tracey along with Ziegler and Gunderson gave permission to use portions of their surveys in the new questionnaire. This permission was granted prior to the start of this survey (Appendix D).

The purpose of the modified survey instrument was to measure the perceptions of the Hampton University ROTC cadets regarding their ROTC experience and its impact upon their lives. Items in the questionnaire were a combination of 15 demographic data questions and 50-item Likert scale responses. The questionnaire focused on general statements about institutional support, family and/or peer support, and gender differences. Likert was the "most favored attitude-measuring tool" (McNabb, 2008, p.147) used in contemporary research design for the purpose of measuring a participant's level of agreement with each item (Creswell, 2007; McNabb, 2008; Newman & Newman, 1999). The five-point scale used in this survey consisted of the following levels of agreement and disagreement: Strongly agree, agree, neutral, disagree, and disagree strongly. Each of the responses to the survey items was given a value set for overall scoring purposes.

This study's major commonalities with Tracey and Sedlacek (1982) were the focus on eight noncognitive admissions variables:

1. Positive self-concept or confidence

2. Realistic self-appraisal

3. Understand and deals with racism,

4. Prefers long-range goals to short-term or immediate needs

5. Availability of strong support person

6. Successful leadership experience

7. Demonstrated community service

8. Knowledge acquired in the field. (Tracey & Sedlacek, 1982, p. 2)

Based upon previous studies (Sedlacek & Brooks, 1976) researchers developed a questionnaire that assessed noncognitive predictors of minority college success. Researchers determined the questionnaire was a "reliable and valid measure of these variables" (Tracey & Sedlacek, 1982, p.2). Moreover, researchers directly related the noncognitive questionnaire to college retention of African American students. The research problem addressed in this study differed significantly in the target, sample size and the military, related participants. Tracey & Sedlacek (1982) sampled the incoming freshmen at a large university; however, this research problem used cadets from one ROTC HBCU school.

The results of Ziegler and Gunderson's study, on ROTC cadet attitudes toward full gender integration in the armed forces (which includes women serving in direct combat), found that approximately 41% of the cadets surveyed believed women should serve in direct combat positions (2008). This study's major commonalities with Ziegler and Gunderson (2008) were the focus on ROTC cadets and gender differences. This study differed significantly in the target sample size and the gender integration focus.

While Ziegler and Gunderson surveyed several different ROTC schools, this study focused specifically upon cadets from one ROTC school that was designated a HBCU.

Rocheleau's (2004) study found that noncognitive variables played a crucial role in retention of minority students in engineering and technology-related fields. This study's major commonalities with Rocheleau were the focus on African Americans and college student retention for STEM majors. Both Rocheleau's study and this study focused on a unique program at a university; however, while Rocheleau examined STEM majors in the Vanguard Program and this study concentrated upon upper-class ROTC cadets at Hampton University, a HBCU. Again, this study differed significantly in the target sample size.

Frampton's study applied gender differences to a specialized, competitive military field and focused upon Marine Corps Security Guards. The Frampton study and this study involved young persons in the armed forces; however, the research emphasis was different. Frampton's study was on performance and gender differences whereas this study was on African American perceptions of ROTC at a HBCU.

Discussion of Variables

One hypothesis of this study was that there was a relationship between institutional support (i.e., academic and financial support and psychological counseling services) and African American ROTC cadet retention at a HBCU and between family and/or peer support and African American ROTC cadet retention at a HBCU. An additional hypothesis was that there was a relationship between gender and African American ROTC cadet retention at a HBCU.

The dependent variable was the retention and commission of Hampton University ROTC cadets. The independent (noncognitive) variables consist of cadets' positive self-concept or confidence; their realistic self-appraisal; ability to understand and cope with racism; preference for long-range goals over short-term or immediate needs; availability of strong support person; successful leadership experience; demonstration of community service; and knowledge acquired in a field (Tracey & Sedlacek 1982). These variables will be discussed in greater detail in Chapter 4.

Analysis of the quantitative survey portion used descriptive statistics enabled the researcher to examine if the continuous, independent variables (noncognitive variables) indicated a relationship with the dependent variable (Hampton University ROTC cadets). The analysis of the questionnaire revealed information about the cadets' motivations for joining and continuing their enrollment in ROTC, institutional support factors, cadets' academic qualifications, gender differences affecting ROTC program success, and cadets' reasons for potential withdrawal from ROTC.

Reliability

Reliability is the ability to replicate the same conditions and standards of a test and consistently yield the same results (Babbie, 2007; Creswell, 2007; McNabb, 2008). The quality of measurement or reliability does not affect or impact accuracy. For example, a college admissions tests, known as the Scholastic Aptitude Test (SAT) is a reliable means for measuring knowledge, skills and abilities for measuring potential college performance. However, is it an accurate determinant for predicting success in college? Can the SAT predict minority success in college? Although the answers to

these questions are debatable, it does not affect the reliability of SAT scores. Hence, reliability does not absolutely mean accuracy.

One means to increase reliability was to utilize a survey instrument that had inherent commonality in topic, as well as consistency. The reliability factor was enhanced by applying a survey instrument that used scale measurement on a continuum. The Likert scale applies these characteristics. Moreover, the Likert scale enhanced and reinforced the internal consistency reliability by grouping common themes, concepts, and questions (Babbie, 2007).

Validity

Validity is the empirical measurement of whether the concept being studied is reflected by the data being gathered (Babbie, 2007; Creswell, 2008; McNabb, 2008). For example, SATs are measurements for potential college performance. Criterion related validity are based on behavioral criteria and are used to determine predictive outcomes (Babbie, 2007). Criterion related validity is a "way of testing the validity of measures" (Babbie, 2007, p.146). The field test questionnaire was a method for ensuring validity of this study. Moreover, construct validity was used to ensure "logical relationships among variables" (Babbie, 2007, p.147). For example, studies of college retention among students logically examined student grade point averages (GPAs). The theoretical relationships among variables such as GPA formed the construct validity of the study. Additionally, content validity covered the "range of meanings included within a concept" (Babbie, 2007, p.147). The concept of academics for college retention among student included GPAs, SAT scores and other like data. In this study consideration was given to

the different dimensions of institutional support (i.e., academic, financial support and psychological counseling services), family and/or peer support, and gender. The researcher also reviewed the survey instrument to ensure that the data gathered from the questionnaire was an empirical measurement of the concept being studied.

Data Collection and Analysis

Research participants completed the questionnaires using the Survey Monkey website or by manually completing the questionnaire during one of the researcher's three classroom visits. Survey Monkey makes it possible to create and post surveys onto their webpage or send URL links to personal e-mail addresses where respondents can independently access and complete the survey confidentially.   This study utilized the latter method, giving respondents one week to complete the survey, after which access to the questionnaire closed. However, most students preferred to manually complete the questionnaire. All of the surveys were input into the Survey Monkey website and quantified using a preselected data analysis process. Research participants read the letter of instruction (Appendix E) and signed the consent forms (Appendix F) prior to completing the questionnaire. Identifiable personal information was not maintained.

While the consensus on the future role of online surveys is certainly debatable, there are ongoing developments of web-based internet technologies (Babbie, 2007). Depending upon the population being surveyed online there may be distinct advantages and disadvantages. However, respondents would be limited to those persons having access to computers. For purposes of this research, the population of college students in ROTC programs not only has daily access to computers but has developed a high level of

familiarity with computers as part of their overall college studies. Additionally, the use

of Survey Monkey eased students' concerns regarding confidentiality as well as

facilitating the processing of the collected data. Hence, the decision to use online surveys

via the Survey Monkey website did not negatively impact this research project.

The focus group interview occurred in the ROTC building at Hampton University.

The interview room consisted of several comfortable chairs with a nearby tape recorder.

The researcher wore civilian clothes during the interview, but was introduced by the

military title of colonel. Since all participants were already contracted to be

commissioned in the Army as future second lieutenants, the researcher's military rank did

not negatively influence the study. In fact, the opposite effect occurred as all participants

were directed to display the Army values of Loyalty, Duty, Respect, Selfless Service,

Honor, Integrity, and Personal Courage. Spelled out, the first letter of this group of Army

values is LDRSHIP, an abbreviation of the word LEADERSHIP. ROTC has often been

advertised as the "best leadership course in America." Hence, each participant in the

study was duty bound to adhere to the Army values and the leadership principles of

ROTC.

In addition to gathering the self-administered survey (quantitative) responses, data

collection was also captured through one initial focus group interview (qualitative). The

focus group interview used open ended questions in a conversational style geared to

encourage authentic group responses and genuine feedback. The researcher took detailed

observational notes during the focus group interview. All recordings and observational

notes were secured in a locked office that was only accessible by the researcher. No

identifiable personal information was maintained. The following paragraphs outlined how data collected in the focus group interview was processed.

Creswell (2007) identified five criteria critical for assessing the quality of a phenomenology. First, the author must understand the philosophical tenets of phenomenology. Second, the author must clearly describe the phenomenon. Third, the author must apply the procedures of data analysis in phenomenology similar to Moustakas (1994) procedures. Fourth, the author must accurately capture the essence of the participant's experience and within the proper context. Fifth, the author must consistently apply reflective processes throughout the conduct of the study by considering and reconsidering the phenomenon (Creswell, 2007).

Creswell (2007) identified six stages of data analysis and representation. These six stages of phenomenological studies used a modified version of Moustakas (1994) approach called Stevick-Colaizzi-Keen method. It consisted of the following adaptation: (a) The data managing stage for creating and organizing data files; (b) the reading, memo-ing stage for forming initial codes and making margin notes; (c) the describing stage for epoch and describing significant statements and deriving into meaning units or themes; (d) interpreting stage for developing a textural description what, developing a structural description how (Moustakas, 1994; Creswell, 2007).

The data collected was analyzed in a step-by-step process. This process included classifying material and incorporating external data such as notes as well as creating memos and appropriate annotations. Through the filtering process certain themes, topics and ideas emerged and were catalogued and sorted accordingly. This process entailed

several repetitive steps. Finally, the classifying and aggregating of themes allowed an in-depth analysis of the data collected to show relationships among the data as well as visual diagrams and reports.

The application of percentages throughout this study is used to narratively and visually demonstrate the relationship between the different opinions rendered by the participants. The percentages provide a mathematical equivalent of the parts per hundred. The percentages are applied to the bar graphs to further visually depict the varied relationships. The use and meaning of percentages in this study are used to contrast and distinguish the participants' responses to the survey questionnaire. The percentages highlight the bar graphs as well as provide a convenient and easily understood pictorial account of the research data.

Research Questions

Research questions must have "social meaning and personal significance" (Moustakis, 1994, p. 52). This is important as it ensures the lived experience of the research participant is an actual phenomenon with social meaning and relevance. A phenomenological approach allows the naked truth to be revealed using the words and symbols akin to that individual's perceptions, experiences, language, and background. Every effort was made to make the participants' experience of the unstructured focus group interview as less intrusive as possible while still tape recording and documenting the interview. The exploration of the central phenomenon was the participants' experience in the Hampton University ROTC program. The focus of the interview was to better understand this central phenomenon. A phenomenological approach is meant to

describe and find meaning in personal experience (Creswell, 2007) from each participant telling his or her story. Each participant's story added richness to convey and capture the full gamut of experience from the interview. Like the careful construct of a tapestry, each lived experience filled a void, added a tint, and weaved over and around others' perceptions of knowledge and truth. The invariant meanings were discovered and rediscovered through this conceptual framework. Fresh perspectives continually added to the richness of this phenomenological process. The qualitative data gathered from the unstructured focus group interview linked excerpts from the interview to related questionnaire responses (quantitative data). The nexus between the quantitative data and the qualitative data were the identified themes from the questionnaire. The interviewer's approach was observation with a focus that allowed the participant to tell his or her ROTC experience and story. To keep the conversation flowing with ease, the following questions were asked during the focus group interview.

1. Why did you join the ROTC?

2. Please list three goals that you have for yourself right now.

3. What three accomplishments are you most proud of?

4. What are your future career plans?

5. Do you agree or disagree with this statement? "ROTC programs at Historically Black Colleges and Universities are just as good or better than ROTC programs at majority (predominately white institutions)" (Appendix B)

6. Do you agree or disagree with this statement? "Science, technology, engineering, and mathematics (STEM) programs at Historically Black

Colleges and Universities are just as good or better than STEM programs at

majority (predominately white institutions)" (Appendix B)

7. About 50% of university students typically leave before receiving a degree. If

this should happen to you, what would be the most likely cause?

8. What do you want ROTC instructors and the Cadet Command to know about

the Hampton ROTC program?

9. What do you wish that your ROTC instructors knew about Hampton cadets?

10. Does gender matter to your ROTC instructors and classmates? If so, how?

The self-administered survey consisted of 15 demographic questions and 50-item

Likert-type questions that examined the perceptions of ROTC cadets at a HBCU about

their ROTC experience and its impact on their lives.

The following research questions guided this mixed methods study:

1. What is the relationship indicated between institutional support (i.e., academic,

financial support and psychological counseling services) and African American

ROTC cadet retention at a HBCU?

*H*1*:* There is a relationship indicated between institutional support (i.e., academic,

financial support and psychological counseling services) and African American ROTC

cadet retention at a HBCU.

H1_0: There is no relationship indicated between institutional support (i.e.,

academic, financial support and psychological counseling services) and African

American ROTC cadet retention at a HBCU.

2. What is the relationship indicated between family and/or peer support and African

American ROTC cadet retention at a HBCU?

$H2$: There is a relationship indicated between family and/or peer support and

African American ROTC cadet retention at a HBCU.

$H2_0$: There is no relationship indicated between family and/or peer support and

African American ROTC cadet retention at a HBCU.

3. What is the relationship indicated between gender and African American ROTC

cadet retention at a HBCU?

$H3$: There is a relationship indicated between gender and African American

ROTC cadet retention at a HBCU.

$H3_0$: There is no relationship indicated between gender and African American

ROTC cadet retention at a HBCU.

Protection of Human Participants

Every effort was made to ensure this study met the guidelines and standards

implemented by the Institutional Review Board (IRB). The IRB approval number for this

study is 04-29-11-0062367. At no time during this study was the safety and well being of

the research participants compromised. No data was collected prior to IRB approval.

Established procedures ensured all research participants' self-administered survey

responses were confidentially maintained and that data obtained during the focus group

interview remained confidential and safeguarded. This study required completion of an

online questionnaire made available to participants through personal email and during

one of the researchers' three classroom visits. The email sent had an embedded hyperlink

from the Survey Monkey website. This provided participants confidentiality and safeguarded access to the information reported by the participants. Through participation in the questionnaire and the focus group interview, cadets had the opportunity to share experiences relevant to their participation in the Hampton University ROTC program and the program's impact on their life. All research participants were assured that their participation in the self-administered survey and the focus group interview were strictly voluntary. Prior to participating in the study students signed consent forms stipulating the conditions for release of the materials.

Summary

In conclusion, Chapter 3 identified and explained the choice of methodology implemented in this study. The most appropriate approach was a mixed method study to explore how Hampton University ROTC students perceive ROTC and its impact on their lives. This chapter outlined target population, sample size and selection of participants, research design and approach, data collection, and data analysis.

Chapter 4 presents the results of the data analysis based upon questionnaire responses received from an anonymous group of Hampton University ROTC students.

Chapter 4: Results

The purpose of this mixed methods study was to understand African American cadets' perception of Army Reserve Officer Training Corps (ROTC) Leadership Programs and the impact of ROTC on their lives. This chapter presents the results of this mixed-methods study which was designed to document descriptive experiences and discovers predictive factors for African American ROTC cadet retention and success at a HBCU. Two years of participation in the ROTC program were required for inclusion in this study. Of the 35 juniors and seniors enrolled in the program, 23 participated in this study: 7 females and 16 males. Data were collected with a self-administered survey of 15 demographic questions, a 50-item, Likert-type quantitative questionnaire, and a focus group interview. A noncognitive assessment scale for the questionnaire and a digital voice recorder for the focus group interview were used during this research.

This chapter reviews the demographic description of the participants, the list of research questions, the employment of data collection and analysis procedures for both the quantitative (questionnaire) and the qualitative (focus group interview). Finally, it summarizes the study's findings.

Description of Participants

All of the participants were African American students enrolled in the Hampton University ROTC Program. A total of 12 juniors and 11 seniors completed the questionnaire, consisting of 5 female juniors, 2 female seniors, 7 male juniors and 9 male seniors. A subset of 12 students participated in the focus group interview session, consisting of 4 females and 8 males. Each of the participants considered English his or

her primary language. Within this group, one of the participants was a Science, Technology, Engineering, and Mathematics (STEM) major and six participants were honors students. To the best of the researcher's knowledge none of the participants were pregnant or suffered from emotional and mental disabilities.

Research Questions

Utilizing a mixed methods technique, this study seeks to answer the following questions:

1. What is the relationship indicated between institutional support (i.e., academic, financial support and psychological counseling services) and African American ROTC cadet retention at a HBCU?

*H*1*:* There is a relationship indicated between institutional support (i.e., academic, financial support and psychological counseling services) and African American ROTC cadet retention at a HBCU.

H1_0: There is no relationship indicated between institutional support (i.e., academic, financial support and psychological counseling services) and African American ROTC cadet retention at a HBCU.

2. What is the relationship indicated between family and/or peer support and African American ROTC cadet retention at a HBCU?

*H*2 *:* There is a relationship indicated between family and/or peer support and African American ROTC cadet retention at a HBCU.

H2_0: There is no relationship indicated between family and/or peer support and African American ROTC cadet retention at a HBCU.

3. What is the relationship indicated between gender and African American

    ROTC cadet retention at a HBCU?

$H3$: There is a relationship indicated between gender and African American

ROTC cadet retention at a HBCU.

$H3_0$: There is no relationship indicated between gender and African American

ROTC cadet retention at a HBCU.

Data Collection and Analysis

All of the participants who completed questionnaires received a URL link to the

Web-based survey through their personal e-mail address or manually completed the

survey during one of the researcher's three classroom visits. This data collection process

allowed each participant to independently complete the survey using a method that he or

she found most convenient and comfortable. The use of Survey Monkey to administer

the 50-item Likert scale quantitative questions enhanced the data analysis process. For

those students who opted not to complete the survey online but to complete a printed

copy of the questionnaire, the researcher manually input their survey responses into the

Survey Monkey website. The questionnaire was processed using the analytical tools

available at the Survey Monkey website.

The quantitative survey questions were adapted from a combination of previously

used surveys that focused upon issues related to minority college student attitudes and

retention (Tracey & Sedlacek, 1982); minority college scholarship students and gender in

ROTC (Ziegler & Gunderson, 2008). None of the questions used to examine gender in a

specialized, competitive military field, (Frampton, 2010) were adapted to the new

questionnaire. The primary themes that related to this study were cadets' reasons for joining and continuing their enrollment in ROTC; institutional support factors; cadets' academic qualifications; gender differences affecting ROTC program success; and cadets' reasons for potential withdrawal from ROTC.

All of the participants who participated in the focus group interview did so in a private, comfortable room located in the ROTC building on Hampton University campus. Interviews were recorded using a digital voice recorder and then transcribed by Ancillary Legal Corporation (ACL), a professional scriber agency in order to fully document all comments in a written format. In addition, the researcher made hand-written notes of the focus group interview to capture key points made during the session. To facilitate confidentiality and ease of conversation, participants did not state their names during the focus group session. Each of the participants was identified as male (M) or female (F) and each was assigned a number in the order that they made comments. For example, Participant 1 was identified as (M1) since a male participant made the first comments made during the focus group interview. However, not all of the twelve participants commented during the session. No persons except the participants and the researcher were present during the focus group interview. The researcher removed all identifying information from all records to further ensure privacy and confidentiality.

A repetitive process of listening to the interviews approximately two dozen times as well as studying the transcript developed by ACL yielded a collection of the key phrases and words that dominated the focus group interview. Repetitive words and phrases were systematically noted. Careful attention was given to any words that were

similar but participants used to convey different meanings. The context and emphasis that the participants used in relating his or her experience in ROTC during the focus group interview was also noted. This process uncovered reoccurring themes and message points. A variety of perspectives, including participant's choice of symbolism, attitudes toward gender roles, and other constructs began to appear. All statements made during the focus group interview received equal consideration and weight.

Although the researcher had initially planned to use NVivo software to aid in the analysis of the focus group interview, instructors at Walden University residency NVivo seminar (Dr. Diane Neal and Dr. Molly Lauck) suggested that NVivo analysis is not always the most efficient strategy due to time constraints. If the data analysis would require less than 25 hours to analyze by hand, then researchers should not use NVivo. On the other hand, if the data analysis would require between 25-60 hours, then the researcher should consider manual analysis and NVivo as equal options. However, if the data analysis would require more than 60 hours, researchers should utilize NVivo software.

Since the 1-hour focus group interview was with 12 college students, the component of the study was small enough that the analysis would require less than 25 hours to get a final result. Thus, it was more beneficial not to use NVivo software. The time that it would take to acquire the NVivo skill set would have been longer than the time it would take manually to do the analysis. Consequently, the researcher requested and obtained approval to process the qualitative data as described in Chapter 3, manually. This process consisted of several steps. First the researcher took notes and

annotations and classified these materials. Next, a repetitive filtering process was used to identify certain themes, topics, and ideas that were then appropriately sorted and cataloged. Lastly, these emergent themes allowed the researcher to conduct in-depth analysis that depicted relationships among the data along with visual charts and reports.

Results

The nexus between the quantitative data and the qualitative data were the identified themes from the questionnaire. Excerpts from the qualitative data gathered from the focus group interview were linked to related quantitative data from the questionnaire responses. This allowed the categorization of key words and phrases. Using the participants' own words during the focus group interview provided valuable insights on theme development and categorization. These categories were then expanded into collective meaning units and then into relevant and common themes. These themes were directly tied to the experiences of the students in the Hampton University ROTC program. The emerging themes and structures served as the conduit for identifying the text or transcript wording most closely associated with the ROTC experience.

Qualitative Results from the Focus Group Interview

The focus group interview was based on the survey questions that reflected the 8 noncognitive admissions variables. The interview captured the essence of the students' ROTC experience. The following list of themes emerged during the focus group; each theme was matched to at least one of the eight noncognitive variables, listed in parentheses:

1. "Take over the world" (Positive self-concept or confidence)

2. "Need more balance" (Realistic self-appraisal)

3. "HBCUs are just as good as or better than other schools" (Understands and deals with racism)

4. "Make sacrifices for later benefits" (Prefers long-range goals to short-term or immediate needs)

5. "Need more time to focus on studies" (Availability of strong support person)

6. "Training is good" (Successful leadership experience)

7. "Failure is not an option" (Demonstrated community service)

8. "ROTC is part of academics" (Knowledge acquired in the field)

Theme 1. "Take over the world" (Positive self-concept or confidence). This theme emerged during the focus group interview when participants were asked what their future career plan would entail. There was an immediate surge of excitement in the students' voices. One male student's response was, "Become an ambassador and take over the world." Another female boasted, "You should see my blueprints." When the researcher asked if that meant being a "dictator," the first male student jokingly responded "of a small country, probably." Others in the class burst into laughter with him. Everyone in the class appeared to have grandiose ideas for their future career plans; expressing the belief that no goal would be beyond attainment, even if it on the surface appears ludicrous. Although the students don't plan to become dictators, they are embracing a positive attitude toward achieving goals that seem insurmountable. The idea of "dreaming big" was not a foreign concept to the students. They boasted about being

college students. When the students stated their current goals, all had an immediate goal of graduation. Both a male and a female student specifically stated that "graduating on time," were current goals. These students associated specific expectations for their goal accomplishment. Each of the varied responses centered on educational milestones. For example, one female student stated, "I want go to law school," while another female student stated, "I want go to med school." A male student shared goal of attending "a really good master's program"; his male classmate shared that "I want (to attend) an MBA and JD, dual program." He explained that this goal would not be accomplished through the military (active duty). He further stated, "Actually, I would go in the Reserves to get to go to (law) school after (completing) this (ROTC program)." Clearly, this student perceived the ROTC program as a stepping stone toward non-military goals. All of the participants expressed a certainty about themselves and confidence in their abilities to attain their goals. The students' participation in the ROTC program served as a cornerstone for obtaining educational goals and, as one female student stated, "Commission of an officer."

Theme 2. "Need More Balance" (Realistic self-appraisal). Asking students what accomplishments they were most proud of yielded as myriad of responses, with both academic and non-academic themes. For example, some students proudly stated their high school grade point averages (GPAs). One female student stated that she had maintained a 4.2 GPA by taking advance placement classes which enabled her to receive college credit while enrolled as a high school student; her male classmate stated that he had obtained a 4.9 GPA in high school also by taking advance placement classes. In

contrast, another female expressed relief saying, "I'm just glad I graduated from high school." Another female student commented that she was most proud of "completing Basic and AIT (Advanced Individual Training)." To put this statement into context, "basic" refers to the Army Basic Combat Training (BCT), also commonly known as "Boot Camp." New recruits learn about Army life through this rigorous training period. After BCT, recruits attend AIT, where they learn skills required to perform their Military Occupational Specialty (MOS). Dependent upon the MOS, the length and location of the BCT and AIT can vary. Often BCT and AIT are conducted at the same location. Accordingly, the female who made this comment had served as an enlisted soldier prior to joining the Green to Gold (G2G) Program. Echoing the comment about completing Boot Camp, another student mentioned becoming an Eagle Scout as one of his proudest accomplishments.

All participants agreed that their proudest accomplishments provided a good foundation for their college programs. Having attained these accomplishments prior to college enrollment provided the participants a means for critical reflection and an opportunity to focus on further self-development. Sharing that they felt challenged daily on multiple fronts, the students sought a better balance between college requirements and ROTC commitments. One male participant observed that the students "needed more balance" between ROTC training and academics, stating that "Training is the number one thing, but you can't become an officer without a degree. So, for us not to focus on our academics, and focus more on ROTC is a disservice to our academics."

Theme 3. "HBCUs are just as good as or better than other schools"

(Understands and deals with racism). Participants shared a consensus on the value and

quality of HBCUs. When asked if ROTC programs at HBCUs were just as good as or

better than ROTC programs at majority or predominately white institutions, most

responded with a resounding affirmation, although two provided neutral responses. One

male student analyzed the question and concluded that

> I put 'neutral' because I think that you can't really gauge what school is better…
>
> (if) you haven't been to (that school). You know what I'm saying. You haven't
>
> been in that program, so how could you say that it is better or at the same level
>
> than your program?

Another male participant stated that the quality of HBCUs was just as good as or

better, "especially at this institution." Several of the students identified differences in the

allocations of funds and training availability. After a male student stated that "there were

no airborne slots for the winter training," his female colleague quickly added, "It's just

for the winter." In response to her comment, he replied, "I'm still mad." To put his

comment in context, there are limited opportunities to receive this highly popular

training. Thus, the process of balancing academic requirements with airborne slot

training dates can be a challenge.

Cadets on scholarship or on contract to serve in the Army along with other active

duty Army personnel are eligible to receive airborne training. However, it is highly

preferable to receive this training as a cadet since airborne slots for active duty Army

personnel are limited and release to attend the training is wholly dependent upon the

needs of the unit in which one is assigned. The Basic Airborne Course (BAC) is a 3-week course where participants acquire the skills to parachute from an airplane and safely land. The BAC is commonly referred to as "jump school." Successful graduates of the BAC must "earn their wings" by completing five jumps from an airplane at 1,250 feet in the air (U.S. Army Airborne school, n.d.). Only then can these Soldiers wear the highly coveted parachutist "jump wings" emblem on their uniform. Several elite combat units such as the 82nd Airborne Division (an airborne infantry division stationed at Fort Bragg, North Carolina) require its members to be airborne qualified Soldiers. Throughout the Army, soldiers who are not airborne qualified are commonly referred to as "legs." In response, "legs" proudly echo "why jump out of a perfectly good airplane." Thus, airborne training is not only a school for gaining confidence and leadership skills but a cultural immersion experience as well.

The same female student then explained that "there were about 2,000 (airborne slots) for everybody in the states to compete against." When asked if this situation was unique for this university or common for all ROTC programs in Virginia, students disagreed about the allocation of slots. A male student stated, "It's usually HBCUs. I'm gonna be honest." Another male student stated, "I don't think it's for all of them. But the other male student countered that "It's usually just HBCUs (that get shorted on the airborne slots). I don't think any of them (HBCUs) have slots for this winter." Another male explained, "We get slighted on money and training." Along with others in the focus group, he was adamant that other schools receive winter training slots, while Hampton University, an HBCU did not receive any winter training slots this year. After speaking

with the Professor of Military Science at Hampton University, he explained that their brigade at higher headquarters allocates the training slots for the Hampton University ROTC cadets. The cadets within the Hampton University ROTC program are afforded every opportunity to attend training. Each ROTC program is assigned to a brigade. There are 8 brigades for each of the 243 ROTC programs.

Cadets compete for the training slots available at their brigade. Selection is based upon the brigade Order of Merit List (OML). The OML process is the same at each brigade. The OML is the class ranking that cadets receive during the final phases of the ROTC program. The OML is based upon the cadets' scholarship (Grade Point Average - GPA), physical abilities (Army Physical Fitness Test -APFT), and assessed leadership performances (Leader Development and Assessment Course -LDAC). Unfortunately, in recent years, none of the Hampton University ROTC cadets have ranked sufficiently high enough on the OML to receive a winter training slot. However, Hampton University ROTC cadets have been able to attend training conducted during other time periods.

When asked if STEM programs at "HBCUs were just as good or better" than STEM programs at majority or predominately white institutions, again the students reaffirmed their conviction that "HBCUs are just as good as or better." Two or three students nearly simultaneously recited facts and figures pertaining to educational achievements at HBCUs. A female student stated, "I hear that NC A&T (North Carolina Agricultural and Technical State University) has one of the best engineering programs in the country." A male student stated, "Yeah," in affirmation to this statement; another male student reported,

Xavier (University) has a really good pharmacy program...And they graduate

more African-American doctors than any other university in the nation.

These students have identified discriminatory practices whether perceived or real and

remain undeterred to achieve their goals.

Theme 4. "Make sacrifices for later benefits" (Prefers long-range goals to short-term or immediate needs).

When students were asked to name goals they had for themselves, all mentioned

educational goals. Several cadets mentioned college graduation; four students mentioned

law school, one mentioned an MBA program, and one expressed interest in medical

school, while another student was undecided between law school and medical school.

Still another cadet expressed a goal of serving in the Army Reserves after beginning his

professional civilian career as a lawyer. Discussing the multiple challenges of the ROTC

program, a male student stated,

Yeah, I spent like a lot of my time, the majority of my time, with ROTC stuff.

And you think about it, we're in PT (physical training) from 5(am) until 7(am) or

whenever, we go to class…then in class for an hour and some change, yeah, and

then, sometimes we just have training randomly. I know that for instance these

Fridays and Saturdays coming up, just in field training. We go to…8pm.

A female student added that "I don't get enough sleep and I have to cut back on my study

time. Mentally, it's a lot because I don't get enough sleep. So I get sleep deprived so it

is hard for me to study." However, despite each of these challenges, all students placed a

high premium on excelling in their studies as well as their ROTC commitments. One

male participant summed it up by stating,

> But if it was so easy, everybody would do it. If they're giving you a lot of money
>
> to do something, you're going to have to put forth a lot. Cause how many kids
>
> here are going to be paying off school for 10, 15, 20 years after they graduate, if
>
> they can even afford to stay in school long enough? So, I mean, it opens up
>
> opportunities, you can have a job.

The students who spoke during the focus group interview had similar long-term goals;

believing that current, temporary sacrifices would provide benefits later in their lives.

Theme 5. "Need more time to focus on studies" (Availability of Strong Support

Person).

In response to the question, "What do you want your ROTC instructors and Cadet

Command to know about the Hampton ROTC program?", students expressed a strong

consensus about the need for more balance between studying and participating in ROTC

activities. A female student stated, "We need to not just train to train…but need to focus

on studying." Some students mentioned the need to alleviate some of the "impromptu

training" and "everyday training." As noted above, a few students complained of not

getting enough sleep. However, not all students were in agreement with these statements.

One student stated, "If it (ROTC) was so easy then everybody would be doing it."

Another male student stated,

Anything worth attaining takes effort and hard work. It's not like we have no time for anything. We're not doing something every single weekend. We haven't been out in the field in a good amount of time.

However, one female explained that this reprieve from field training occurred because the students had just returned from LDAC (Leadership Development Assessment Course) this summer and that weekend training would soon begin again. Another female student stated, "We have PT (physical training) four days a week and I'm okay with that, but I still have to study." Another male student added, "That (the level of physical training) was a surprise to most of us." When students were asked what you wish that your ROTC instructors knew about Hampton cadets, they again made similar remarks pertaining to the need to curtail some of the ROTC training for more studying time. Some students emphasized that they were "students first" and that studying needs to receive a higher priority. After one male participant stated that "It's not, my thing, it's not just our (Hampton University ROTC) program but, I think that a lot of instructors fail to realize that we're students too," his colleagues followed up with comments, such as "Exactly" and "Yeah, we're students first."

Faced with these difficult challenges of balancing academic requirements and ROTC commitments, students in the Hampton University ROTC program have a critical need for multiple support systems. Observation of the interactions among the students revealed their camaraderie and mutual support. Despite occasional differences of opinion, these students had bonded together for the long term goal of obtaining an ROTC commission and graduation from Hampton University. One male student stated, "I know

everything's not gonna be fair…that sucks, but that's the way it is like we (cadets) just have to do the best we can." Another student added, "We just have to accept things the way they are."

Theme 6. "Training is good." (Successful Leadership Experience).

Participants who had recently completed their "Ranger Challenge," otherwise known as LDAC (Leadership Development Assessment Course) over the past summer spoke highly of the training they had received during this intensive 35-day course. Successful completion of LDAC is a prerequisite for earning a commission and a determinant for which Army branch of service is assigned to a cadet. This training occurs between the cadet's junior and senior year of ROTC. A male student stated, "The training is important and we (cadets) do need to go through it." His male classmate added that "I'm not really complaining about what we're learning through the training because…we need to know that." This opinion was reinforced by another male student who stated that "As an officer, especially if you're going to combat or something, you're going to have to deal with high stress situations. So it's not supposed to be easy." Referring to the reason for extra training, a male participant stated

> All the stuff they've added on to us this year is because of our performance. Our PT score as a whole was low. So we have (PT) four days a week. We have to do something to improve…because we represent the university that we are trying to get a degree from.

Extending this concept of self-sacrifice on behalf of an ideal, a male participant noted the importance of serving as a role model for other African Americans:

But I disagree with that in the sense that it's not just our class that we're carrying

the baggage for –it's (for the) classes prior too. Because we're going to LDAC

with the crutch (stigma) of already being black and being from an HBCU so we're

going with a crutch (stigma) already. That we have to be better when we get out

there, so it's not just our own class but the classes that came before us…and

have…not done as well.

Participants recognized the importance of being well trained through the ROTC program

and expressed a strong desire to perform well in a combat situation where others are

dependent upon them for survival. In addition, their comments revealed a sense of duty

to represent their race and blaze a mark of high distinction upon HBCUs and specifically

Hampton University. In the words of one male student, "All that (ROTC commission and

academic degree) is to better yourself and the future for whatever you're going into…the

Army, or civilian, or whatever you're going to do."

Theme 7. "Failure is not an option" (Demonstrated Community Service).

When participants were asked about their community service involvement, many

referred to their high school activities. One student was an Eagle Scout and several

others were members of social activities or held positions as President or Vice President

in their high school student government bodies. Now, as college students with increasing

demands to remain academically competitive as well as maintain good standing for their

ROTC scholarships, their time for community service had diminished. Yet, several

participants still managed time to volunteer in the 2008 Presidential Campaigns and work

with youth at local elementary schools. Throughout the focus group interview, the

participants recognized the importance of giving back. This sense of giving back was reflected in their determination and commitment to serve their communities by improving themselves through a college education. When students were asked what would be their most likely reason for leaving school without receiving a degree, the answer was two words –"lost scholarship."

Indicative of their determination to complete their college education in spite of the academic and financial challenges, one student responded emphatically that "There is no negotiating there." In short, failure was "not an option." These cadets realized that their ROTC program was for many a one-time opportunity to attend college, earn a degree, and graduate with a job waiting. One male student explained it best when he stated,

> We are busy and all that, but I mean they're (Cadet Command) giving us a lot of money to come here. They're (Cadet Command) paying for us to even be able to get a degree. So it's like they're (Cadet Command) going to ask us (cadets) for something in return. ROTC is part of our academics. So, it's just like a harder class that you have to put more work into. So if you have to put more work into it. You have to put more work into it.

Another male participant stated,

> But if it was so easy, everybody would do it. If they're giving you a lot of money to do something, you're going to have to put forth a lot. Cause how many kids here are going to be paying off school for 10, 15, 20 years after they graduate, if they can even afford to stay in school long enough? So, I mean, it opens up opportunities, you can have a job (after earning your ROTC officer commission).

This work ethic has allowed these upperclass students to receive ROTC scholarships.

Meeting the criteria for an ROTC scholarship required a demonstration of their scholarly,

athletic, and leadership attributes -- attributes which directly relate to community service

such as through volunteer organizations on campus or in local communities. The varied

leadership experiences of these cadets ranged from graduating from BCT and AIT, to

becoming an Eagle Scout reinforced their preparation for future leadership roles in the

community. These students readily recognized that success for themselves was

inextricably linked to helping others.

Theme 8. "ROTC is part of academics." (Knowledge Acquired in a Field).

In response to the question, "What you would tell the Cadet Command

Commanding General if given the opportunity,**"** MS1 argued that ROTC is an integral

part of college life, but that there must be balance. He stated,

> How much time are you allotting? How are you gauging whether we put more
>
> time in ROTC or into our academics know that, me personally, I'm not going to
>
> be in the Army for 20 years. You, know what I'm saying? Am I gonna have a
>
> degree, cause you know when you apply for example a GS job, you have to turn
>
> in your transcripts with a 2.5 (GPA) or am I gonna put more work into my
>
> academics or do ROTC and turn in my transcripts with a 3.5 (GPA). That's a
>
> huge difference.

In response, FS1 observed that

Even in the Army if you have a low GPA, you can't, you won't get active duty.

Or you won't get the place (branch of Army service) that you want. So even so

you still have to focus on your academics to get where you want to be.

MS2 added:

So basically they're (Cadet Command) saying you have all this stuff to do, I don't

think they would deny that. If you're talking about the General, he went through

something to get where he's at…obviously the ones that can handle stuff…(Cadet

Command) know(s) that it's a lot to put on you. They (Cadet Command) know

it's a high stress environment.

MS1 then asked,

So you think when they're (Cadet Command) choosing our (cadets') branch (of

the Army) they're (Cadet Command) gonna take time to consider that?

MS2 responded,

 No, but I'm saying that they're (Cadet Command) gonna look for people. The

people that can manage it all (are) the people that are gonna get what they (cadets)

want.

Participants recognized that ROTC is not simply adventure training, but an academic

course of study. By acknowledging that ROTC is part of a rigorous academic

curriculum, the cadets were able to make the required attitude adjustment needed to excel

in the demanding ROTC environment. One male student summarized the situation when

he stated, "ROTC is part of our academics." Being a successful student is inherent to

being a successful ROTC cadet. These two pillars of academic study and ROTC training define the overall ROTC college experience.

Quantitative Results from the Survey: Noncognitive Admission Variables and Definitions

The quantitative survey is a tool for identifying noncognitive admissions variables. This study's major commonalities with Tracey and Sedlacek (1982) were the focus of 8 noncognitive admissions variables. Based upon previous research (Sedlacek & Brooks, 1976), the focus of this study was to develop a questionnaire that assessed noncognitive predictors of minority student success in a ROTC program at a HBCU. The non-cognitive variables were linked to the applicable survey questions completed by the ROTC cadets. The survey used in this study consisted of the following 50-item Likert scale survey:

1. It should not be very hard to get a "B" average in ROTC.

2. I worry about maintaining a passing grade point average.

3. I am as skilled academically as the average ROTC cadet.

4. I want a chance to prove myself academically.

5. I deserve a chance to prove myself academically.

6. My high school grades don't really reflect what I can do.

7. I get easily discouraged when I try to do something and it doesn't work.

8. I am sometimes looked up to by others.

9. If I run into problems concerning school, I have someone who would listen to me and help me.

10. I have to take care of myself because other people do not care whether or not I succeed.

11. In groups where I am comfortable, I am often looked to as leader.

12. I would be more comfortable in a military support role than a leadership role.

13. I expect to have a harder time with military discipline than most students in ROTC.

14. Once I start something, I finish it.

15. When I believe strongly in something, I act on it.

16. I expect I will encounter racism in the Army.

17. People can pretty easily persuade me to change my opinion.

18. My friends and relatives don't feel I should participate in ROTC.

19. My family has always wanted me to join ROTC.

20. If I didn't have a ROTC scholarship, I would not stay in college.

21. Having a scholarship did not influence my decision to join and stay in ROTC.

22. If I could afford Hampton tuition, I would not stay in ROTC.

23. If I could afford to enroll in a different school of my choice, I would quit Hampton.

24. Having a scholarship did not influence my decision to enroll and stay at Hampton.

25. ROTC programs at Historically Black Colleges and Universities are as good as or better than ROTC programs at majority (predominately white institutions).

26. The majority of African American Army general officers obtain their officer commission from ROTC programs at Historically Black Colleges and Universities.

27. Attitudes and morale of others have an impact upon my performance of duties in the ROTC program.

28. I would encourage my siblings to join ROTC.

29. I rank my performance in ROTC as high compared with other cadets in the program.

30. My peers would rank my overall performance as high.

31. If could do whatever I wanted in college, I would major in science, technology, engineering, or mathematics (STEM).

32. Science, technology, engineering, and mathematics (STEM) programs at Historically Black Colleges and Universities are just as good or better than STEM programs at majority (predominately white institutions).

33. If could do whatever I wanted in college, I would major in Liberal Arts and Sciences (LAS).

34. I am happy with my chosen service branch of the military and its mission.

35. The morale in our ROTC program is high.

36. I respect and admire the other cadets in our ROTC program.

37. I respect and admire the instructors in our ROTC program.

38. Our cadet group is united around a common purpose.

39. I support the rights of gays to serve openly in the Army.

40. If a cadet reported sexual harassment, the ROTC leadership would do whatever is necessary to stop the harassment.

41. Our ROTC leadership sets the climate, or mood, within our program.

42. I believe that women should be allowed to serve in direct combat roles.

43. I believe that male and female cadets in my program are treated differently because of gender.

44. The proportion of women to men in the ROTC program is important to me.

45. The proportion of women instructors to male instructors in the program matters to me

46. I have the institutional support that I need to succeed academically.

47. I have the ROTC support that I need to succeed in the military.

48. Cadets who may have an emotional problem can find the support they need in our ROTC program.

49. I intend to serve in the military until retirement.

50. After I retire from the military, I plan to work for the federal government.

The following section discusses the results of the Demographic Questionnaire (Part A) and the Likert scale survey (Part B). Each of the categories begins with a short definition of the relevant noncognitive admission variable and the related questions from the 50-item Likert survey.

1. Positive self-concept or confidence. Having a certainty about oneself and being fully assured in one's abilities. Relevant questions from the survey:

Part A, 7. Expected level of total education (e.g., bachelor's, master's, doctoral, or law degree)?

Part B, 6. My high school grades don't really reflect what I can do.

Part B, 15. When I believe strongly in something, I act on it.

Part B, 17. People can pretty easily persuade me to change my opinion.

Of the 23 participants who took the survey, 9 selected a bachelor's degree, 8 selected a master's degree and 6 selected either a medical degree, law degree or doctoral degree as their expected level of total education. The majority of the participants either *strongly agreed* or *agreed* that their high school grades did not reflect their capabilities. However, an equal number of participants selected *neutral* or *strongly disagreed*. None of the participants selected *disagreed* as a response to the statement that their high school grades did not reflect their capabilities. All of the participants either *agreed* or *strongly agreed* that they act strongly on things they believe in. None of the participants selected *neutral, disagreed,* or *strongly disagreed* with the statement, "When I believe strongly in something, I act on it." The majority of the participants either *disagreed* or *strongly disagreed* that they could easily be persuaded to change their opinion. Only two participants selected *neutral* as a response to this question. None of the participants selected *strongly agreed* or *agreed* as a response to this question.

2. Realistic Self-Appraisal. Acknowledges one own shortcomings and has willingness to improve. Questions:

Part B, 1. It should not be very hard to get a "B" average in ROTC.

Part B, 3. I am as skilled academically as the average ROTC cadet.

Most of the participants either *strongly agreed* or *agreed* that they were as academically skilled as the average ROTC cadet. However, one student selected *neutral* and four *disagreed* with the statement. No one selected *strongly disagreed* that they were as academically skilled as the average ROTC cadet. The majority of the participants either *strongly agreed* or *agreed* that it would not be hard to get a "B" average in ROTC. Only one student selected *strongly disagreed*. None of the participants selected *neutral* or *disagreed* with the statement, "I am as skilled academically as the average ROTC cadet."

3. **Understands and Deals with Racism.** Person is able to deal with discriminatory practices by using existing means within the system (i.e., schools and organizations) to counter these injustices. Questions:

Part B, 5. I deserve a chance to prove myself academically.

Part B, 13. I expect to have a harder time with military discipline than most students in ROTC.

Part B, 16. I expect I will encounter racism in the Army.

Most of the participants selected *strongly agreed* or *agreed* that they deserve a chance to prove themselves academically; however, three selected *neutral*. No one selected *disagreed* or *strongly disagreed* that they deserve a chance to prove themselves academically. The majority either *disagreed* or *strongly disagreed* that they would have a harder time with military discipline than most students in ROTC. Three participants selected *neutral* and two *agreed*. No one selected *strongly agreed* that they would have a harder time with military discipline than most students in ROTC. The majority of participants either *strongly agreed* or *agreed* that they will encounter racism in the Army.

Three participants selected *neutral* and two *disagreed*. No one selected *strongly*

disagreed with the statement, "I expect I will encounter rascism in the Army."

4. Prefers Long-Range Goals to Short-Term or Immediate Needs. Willing to make

immediate sacrifices for postponed benefits. Questions:

Part B, 7. I get easily discouraged when I try to do something and it doesn't work.

Part B, 14. Once I start something I finish it.

Most of the participants *disagreed* or *strongly disagreed* that they are easily discouraged

when trying to accomplish something and it does not work. Four participants selected

agreed and one selected *strongly disagreed*. No one selected *neutral* that they are easily

discouraged when trying to accomplish something and it does not work. The majority of

the participants selected either *strongly agreed* or *agreed* that once they start something

they finish it. Only one student *disagreed* with the statement. No one selected *neutral* or

strongly disagreed.

5. Availability of Strong Support Person. Has access to persons who can help during

bad or troublesome times. Questions:

Part B, 9. If I run into problems concerning school, I have someone who would listen to

me and help me.

Part B, 18. My friends and relatives don't feel I should participate in ROTC.

Part B, 19. My family has always wanted me to join ROTC.

Most of the participants either *strongly agreed* or *agreed* that if they run into problems

concerning school, they have someone who would listen and help them. Four

participants selected *neutral*, one *disagreed*, and one *strongly disagreed*. Most of the

participants disagreed that their friends and relative did not feel they should participate in ROTC. One student *strongly disagreed*, two *agreed*, and six *strongly disagreed*. Most of the participants equally selected *neutral* or *disagreed* that their family always wanted them to join ROTC. Two *strongly agreed*, three *agreed,* and four *strongly disagree*.

6. Successful Leadership Experience. Has undergone previous situations of leading others. Questions:

Part A, 14. Please list offices held and/or groups belonged to in high school or in your community.

Part B, 8. I am sometimes looked up to by others.

Part B, 11. In groups where I am comfortable, I am often looked to as leader.

Of the twenty-three participants who took the survey, sixteen listed two or more offices held and/or groups belonged to in high school or in their community. One student listed membership in one group, while the remaining six participants either wrote in N/A or left the field blank. A list of the offices held and/or group belonged to in high school or in their community (including ROTC related activities) is listed under theme 8. Most of the group selected either *strongly agreed* or *agreed* that they are sometimes looked up to by others. Two participants selected a *neutral* response. No one selected *disagree*d or *strongly disagreed* with the statement, "I am sometimes looked up to by others." Most of the participants either *strongly agreed* or *agreed* that in groups where they are comfortable, they are often looked to as a leader. Three participants selected *neutral* responses. No one selected *disagreed* or *strongly disagreed* with the statement, "In groups where I am comfortable, I am often looked to as leader."

7. Demonstrated Community Service. Has undergone previous situations of serving others in cultural settings. Questions:

Part A, 14. Please list offices held and/or groups belonged to in high school or in your community.

Part A, 15. Please list your most significant volunteer opportunities.

Sixteen of the 23 participants who listed two or more offices held and/or groups belonged to in high school or in their community also listed their most significant volunteer opportunities. The one student who listed membership in one group also responded to the query to list the most significant volunteer opportunities. Of the remaining six participants who wrote either N/A or left the field blank, four responded to the query to list their most significant volunteer opportunities.

8. Knowledge Acquired in a Field. Has obtained cultural information often through non-traditional means. Questions:

Part A, 14. Please list offices held and/or groups belonged to in high school or in your community.

Part A, 15. Please list your most significant volunteer opportunities.

Of the 23 participants who took the survey, 11 listed ROTC related or ethnic groups in which they belonged to in their community. These groups included the following:

- Pershing Rifle Fraternity (a college level military drill team open to both men and women)

- Free Masonry

- Scabbard and Blade National Honor Society (a joint service honor society that recognizes military excellence for cadets of all services)

- College Diversity Board

- Church Usher

- Youth Minister

- ROTC Color Guard

- African American Awareness Club

- National Association for the Advancement of Colored People (NAACP)

Eleven students had participated in several athletic clubs as members and/or had served as team and co-team captains in varied sports. These groups included the following:

- Wrestling (2)

- Football (2)

- Track and field (2)

- Swimming

- Lacrosse

- Basketball

- Cheerleading

- Flight Team.

Other extracurricular activities included the following:

- Yearbook Club (3).

- Japanese Club

- Resident Assistant

- Young Men's Christian Association (YMCA) board member

- Certified Junior Red Cross Volunteer.

- Political Party Affiliation Club Member

The students commonly listed their most significant volunteer opportunities as working with local hospitals, associations devoted to disease prevention and cure, and various other service agencies such as the Boys and Girls Club of America, Habitat for the Humanities, and Goodwill Industries.

Acknowledging the importance of community service to others, the participants also noted the importance of external support for themselves. As illustrated in the following chart, the high percentage (73.9) of respondents who have someone to turn to when experiencing concerns about school indicates that there may be a relationship between institutional support (i.e., academic, financial support and psychological counseling services) and African American ROTC cadet retention at a HBCU.
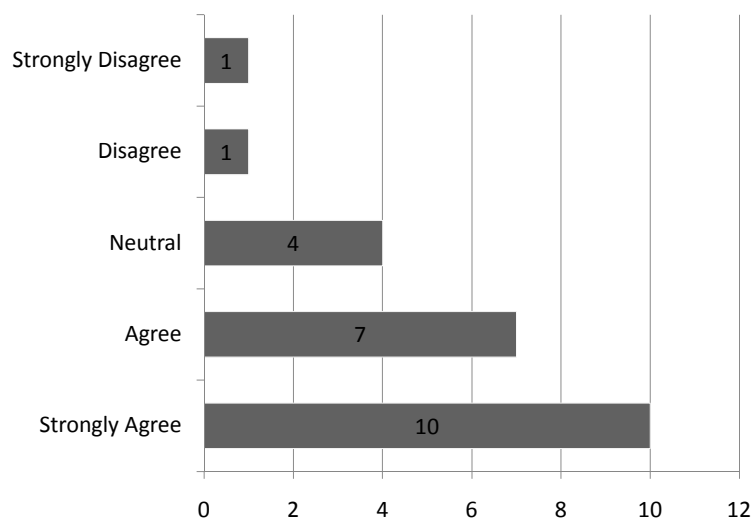
Figure 1. If I run into problems concerning school, I have someone who would listen to me and help me.

The percentage results for Figure 1 are: Strongly Agree 43.5% (10); Agree 30.4% (7); Neutral 17.4% (4); Disagree 4.3% (1); Strongly Disagree 4.3% (1). Nearly 74% of all of the participants either selected *agreed* or *strongly agreed* that they had a support system to assist them with school related problems. Such support mechanisms are essential for college students to succeed academically, especially minority students (Jones-Giles, 2004: Rocheleau, 2004) who may have difficulty adapting to the rigorous environment inherent in higher educational pursuits. Most of the participants disagreed with the statement, "I have to take care of myself because other people do not care whether or not I succeed." The mentorship, team work, and camaraderie building were strategies within the Hampton University ROTC program which helped to solidify an effective support system for the cadets.

In addition, 30% of the participants who took the survey stated they would not be able to attend college without the financial advantage of a ROTC college scholarship. That same percentage stated that having this scholarship greatly influenced the decision to stay and join ROTC.
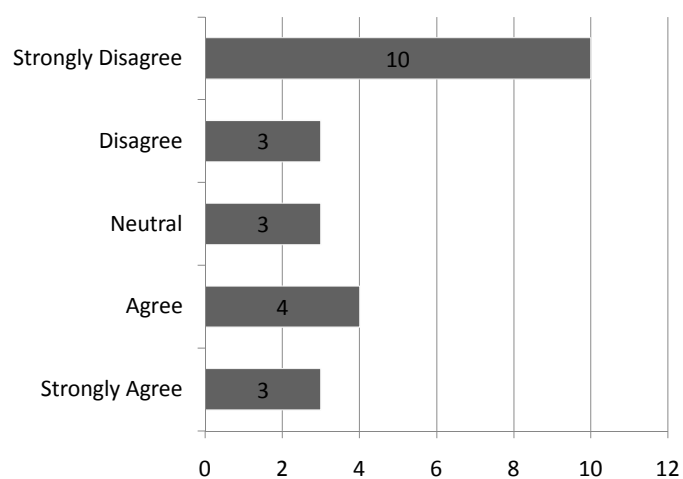
Figure 2. If I could afford Hampton tuition, I would not stay in ROTC.

The percentage results for Figure 2 are: Strongly Agree 13% (3); Agree 17.4% (4); Neutral 13% (3); Disagree 13% (3); Strongly Disagree 43.5% (10). Almost 44% of the participants selected *strongly disagree* when asked, "If I could afford Hampton tuition, I would not stay in ROTC." Thus, while financial support appears to serve as a key attraction to enrollment into ROTC, it is not the sole incentive; upperclass students also recognize the multiple benefits associated with earning an officer commission. Such benefits include achieving leadership skills, obtaining productive employment after

graduation, and securing medical and retirement plans, as well as enjoying opportunities for travel and adventure while in the Army.

Students also demonstrated a strong sense of bonding not only to the ROTC program, but also to their HBCU itself. Some of the participants were following a familial tradition in which a relative had attended Hampton University. Thus, it was not uncommon that students were the second, third, or more generational family member to attend Hampton University. In fact, Hampton University was generally their first choice because of their family tradition and/or its prestigious reputation for career educational studies including its ROTC program, as discussed earlier in Chapter 1.
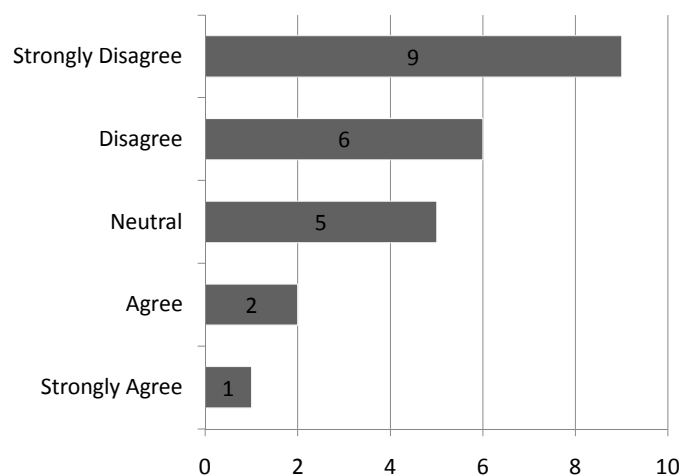
Figure 3. If I could afford to enroll in a different school of my choice, I would quit Hampton.

The percentage results for Figure 3 are: Strongly Agree 4.3% (1); Agree 8.7% (2); Neutral 21.7% (5); Disagree 26.1% (6); Strongly Disagree 39.1% (9). When asked, "If I

could afford to enroll in a different school of my choice, I would quit Hampton," 65% of the participants selected *disagreed* or *strongly disagreed*.

Regarding the research question of the potential relationship between family and/or peer support and African American ROTC cadet retention at a HBCU, this study indicated a relationship between family and/or peer support and African American ROTC cadet retention at a HBCU. The majority of participants (65%) had respect and admiration for their peers in the Hampton University ROTC program.
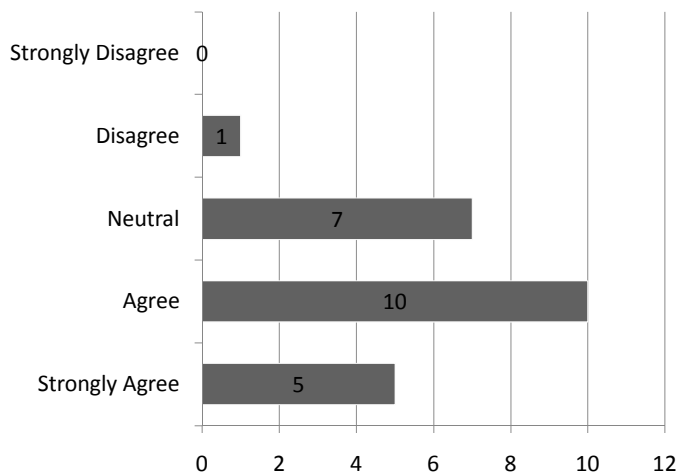
Figure 4. I respect and admire the other cadets in our ROTC program.

The percentage results for Figure 4 are: Strongly Agree 21.7% (5); Agree 43.5% (10); Neutral 30.4% (7); Disagree 4.3% (1); Strongly Disagree 0% (0).
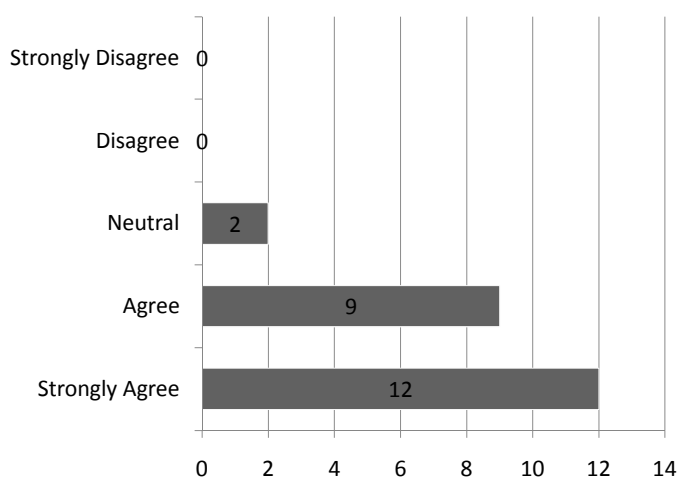
Figure 5. I respect and admire the instructors in our ROTC program.

The percentage results for Figure 5 are: Strongly Agree 52.2% (12); Agree 39.1% (9);

Neutral 8.7% (2); Disagree 0% (0); Strongly Disagree 0% (0). An overwhelming 91% of

the participants proclaimed their respect and admiration for their ROTC instructors. This

sense of respect would indicate that positive networks exist between the cadre and the

cadets, as well as among the cadets themselves.

On the topic of family support, Figure 6 shows that nearly 83% of all participants

disagreed or *strongly disagreed* with the statement, "my family and relatives don't think I

should participate in ROTC."   (Figure 8 will illustrate the responses of participants who

have family members in the military.)
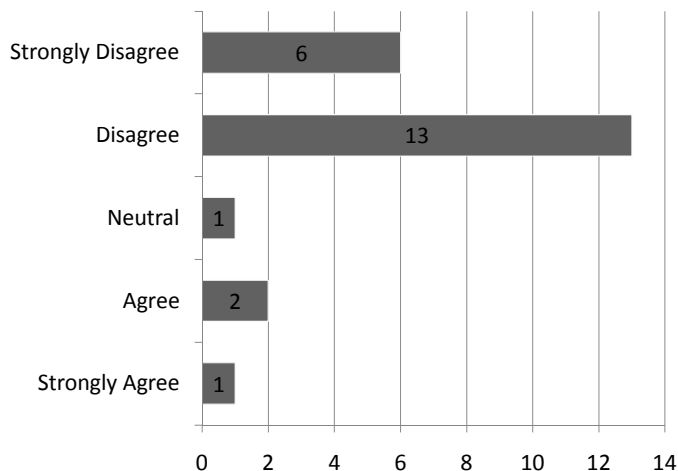
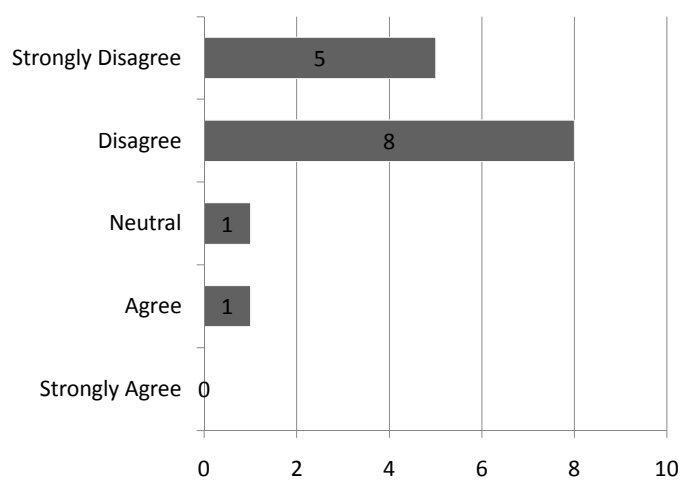Figure 6. All participants: My friends and relatives don't feel that I should participate in ROTC.

The percentage results for Figure 6 are: Strongly Agree 4.3% (1); Agree 8.7% (2); Neutral 4.3% (1); Disagree 56.5% (13); Strongly Disagree 26.1% (6). In contrast to their reactions to the previous statement about family and relatives discouraging any ROTC participation, however, only 21.7% of all participants selected *agreed* or *strongly agreed* with the statement "my family has always wanted me to join ROTC," as illustrated in Figure 7. ((Figure 9 will illustrate the responses of participants who have family members in the military.)
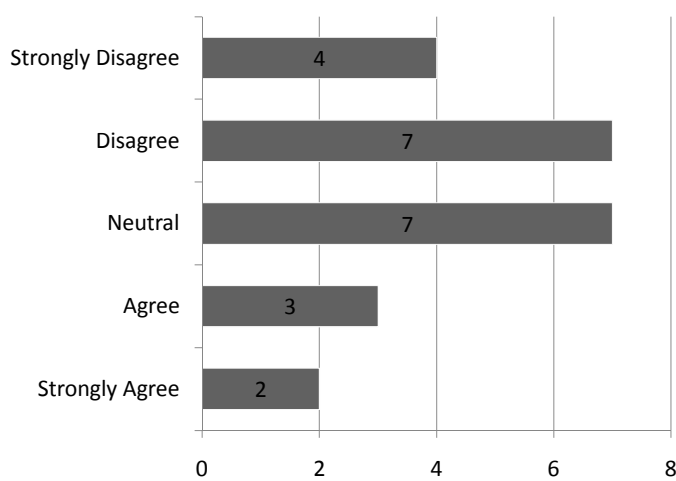
Figure 7. All participants: My family has always wanted me to join ROTC.

The percentage results for Figure 7 are: Strongly Agree 8.7% (2); Agree 13% (3); Neutral 30.4% (7); Disagree 30.4% (7); Strongly Disagree 17.4% (4). The two most dominant responses from all participants to the declaration that "My family has always wanted me to join ROTC" were *neutral* (30.4%) and *disagreed* (30.4%). Seventeen percent of the participants selected *strongly agreed.*

Fifteen of the twenty-three participants had family members who had or were currently serving in the military. Of these fifteen participants, nearly 86% *disagreed* or *strongly disagreed* with the statement, "My family and relatives don't think I should participate in ROTC," as indicated in figure 8.

Figure 8. Participants with military family members: My friends and relatives don't feel that I should participate in ROTC.

The percentage results for Figure 8 are: Strongly Agree 0% (0); Agree 6.7% (1); Neutral 6.7% (1); Disagree 53.3% (8); Strongly Disagree 33.3% (5). Only 26% of participants with military family members selected *agreed* or *strongly agreed* with the statement "My family has always wanted me to join ROTC" (see figure 9).
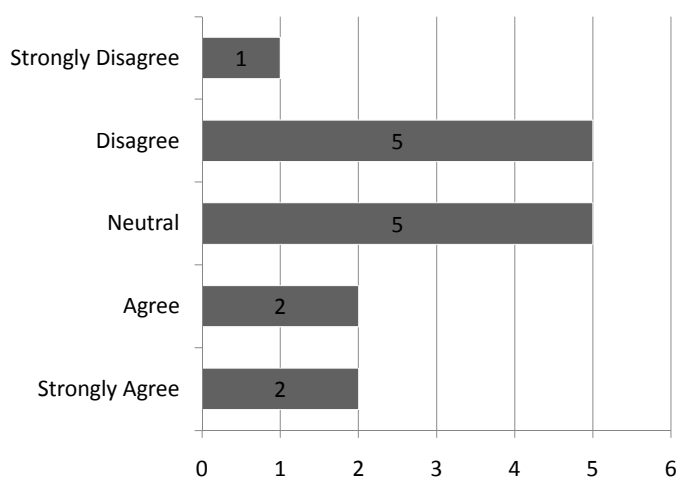
Figure 9. Participants with military family members: My family has always wanted me to join ROTC.

The percentage results for Figure 9 are: Strongly Agree 13.3% (2); Agree 13.3% (2); Neutral 33.3% (5); Disagree 33.3% (5); Strongly Disagree 6.7% (1). The two most dominant responses from 15 participants with military family members to the statement that "my family has always wanted me to join ROTC" were *neutral* (33.3%) and *disagreed* (33.3%). Thirteen percent of these participants selected *strongly agreed*. Although the percentages were similar, only one participant from the group of seven participants with no family member in the military *agreed* with the statement, "My family has always wanted me to join ROTC." None of the participants from the group with no family member in the military selected *strongly agreed*. Only one participant did not answer this question.

In comparison to those without military family members, two of the fifteen participants who do have family members in the military *agreed* and two more *strongly*

agreed with the statement, "My family has always wanted me to join ROTC." The fact

of prior or current military service of at least one family member appears to be an

influential factor in facilitating positive familial support of ROTC and eliciting another

family member's active participation in ROTC. The length of time served in the military

or whether a family member was enlisted or an officer does not appear to make any

notable difference in familial support of a ROTC student.

Nearly 87% of all 23 participants in this study "would encourage (their) siblings

to join ROTC." Only two of the 23 participants did not have siblings.
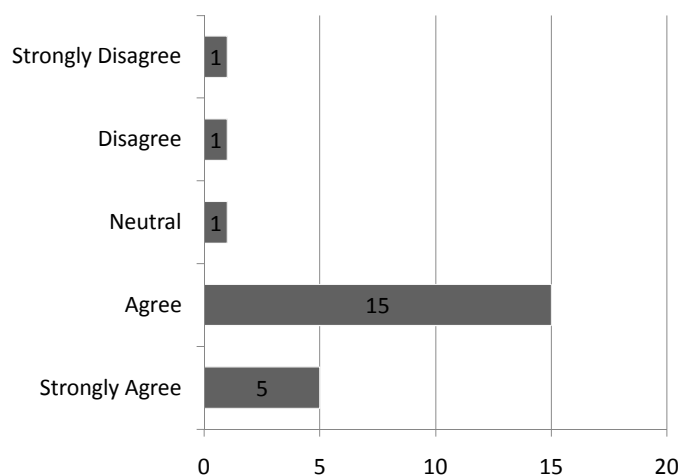

Figure 10. I would encourage my siblings to join ROTC.

The percentage results for Figure 10 are: Strongly Agree 21.7% (5); Agree 65.2%

(15); Neutral 4.3% (1); Disagree 4.3% (1); Strongly Disagree 4.3% (1). A proportional

relationship appears to exist between the knowledge one acquires about the military and

the perception one develops about it. For example, the more family and peers know

about the military, particularly those with firsthand knowledge, the more likely it is that

family and peers will develop a more positive perception of the military and encourage

participation in ROTC.

Turning to the research question of the possible relationship between gender and

African American ROTC cadet retention at a HBCU, the results of this study did not find

indicate any relationship between gender and African American ROTC cadet retention at

a HBCU. Both male and female participants expressed views of topics regarding gender

related issues in a similar fashion. When participants were asked if they "support the

rights of gays to serve openly in the Army," most participants selected either *neutral,*

agreed, or *strongly agreed.* Most of the males selected *neutral.* In light of the recent

rescinding of the "Don't Ask Don't Tell" policy on September 20, 2011, homosexuals

can now openly serve in the armed forces (U.S. Army, 2011). The participants' response

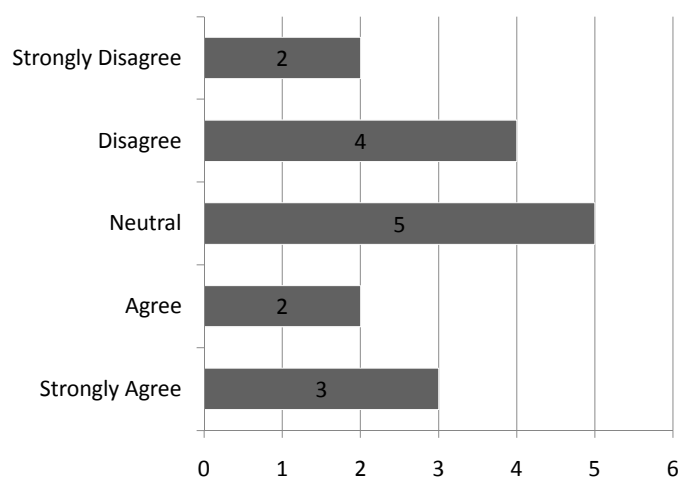to this question was representative of a growing tolerance for the new change in policy.

Figure 11. Males: I support the rights of gays to serve openly in the Army.

The percentage results for Figure 11 are: Strongly Agree 18.8% (3); Agree 12.5% (2); Neutral 31.3% (5); Disagree 25% (4); Strongly Disagree 12.5% (2). While sixteen male participants, over one-third of the group, selected *disagreed* (25%) or *strongly disagreed* (12.5%) with the statement in support of gay rights in the Army, none of the seven female participants selected *disagreed* and only one selected *strongly disagreed* with the same

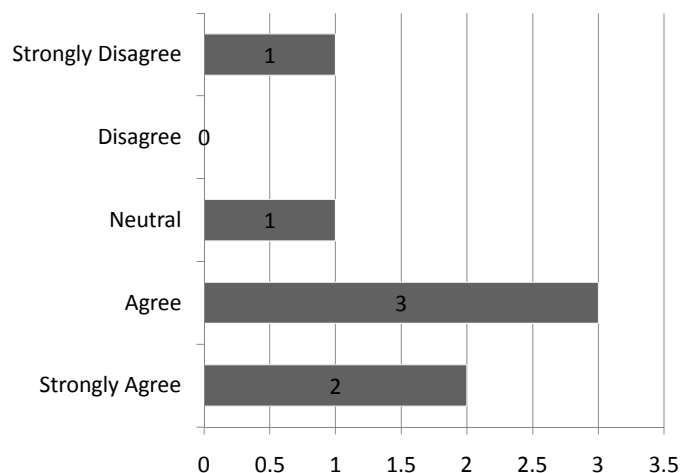statement, as indicated in the following graph.

Figure 12. Females: I support the right of gays to serve openly in the Army.

The percentage results for Figure 12 are: Strongly Agree 28.6% (2); Agree 42.9% (3); Neutral 14.3% (1); Disagree 0% (0); Strongly Disagree 14.3% (1). Male and female participants answered similarly to questions pertaining to sexual harassment. When asked, "If a cadet reported sexual harassment, the ROTC leadership would do whatever is necessary to stop the harassment," most selected either *agreed* or *strongly agreed*. One male selected *neutral*. These responses suggest that the students have a feeling of mutual acceptance, confidence that the military system works to protect them, and will not tolerate abuses.
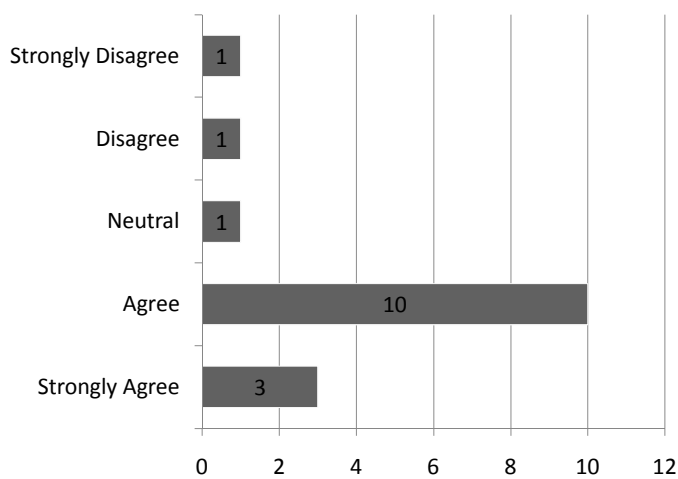
Figure 13. Males: I believe women should be allowed to serve in direct combat roles.

The percentage results for Figure 13 are: Strongly Agree 18.8% (3); Agree 62.5% (10); Neutral 6.3% (1); Disagree 6.3% (1); Strongly Disagree 6.3% (1). While the majority of the males selected *agreed* and *strongly agreed* that women should be allowed to serve in direct combat roles, they exhibited a wider range of responses. One male participant selected *neutral,* while another selected *disagreed,* and a third participant *strongly disagreed*.
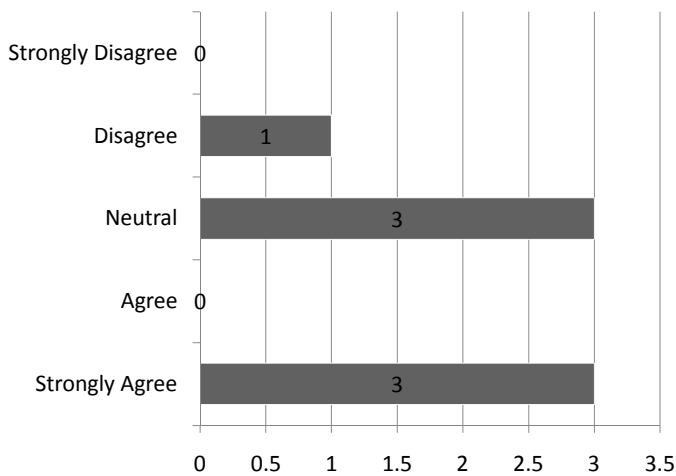
Figure 14. Females: I believe women should be allowed to serve in direct combat roles.

The percentage results for Figure 14 are: Strongly Agree 42.9% (3); Agree 0% (0); Neutral 42.9% (3); Disagree 14.3% (1); Strongly Disagree 0% (0). The areas of broadest range of differentiation in answers between male and female participants occurred with two questions about women in the military. When asked if the participants "believed that women should be allowed to serve in direct combat roles," nearly all of the women equally selected *neutral* or *strongly agreed*. Only one woman selected *disagreed* with the statement, "women should be allowed to serve in direct combat roles."
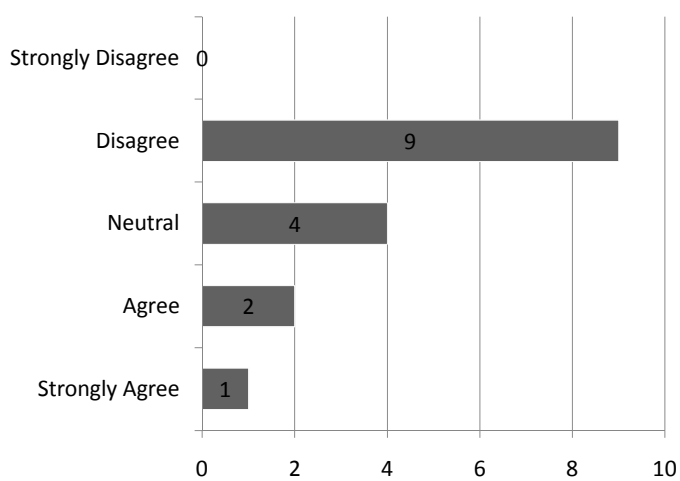
Figure 15. Males: I believe male and female cadets in my program are treated differently because of gender.

The percentage results for Figure 15 are: Strongly Agree 6.3% (1); Agree 12.5% (2); Neutral 25% (4); Disagree 56.3% (9); Strongly Disagree 0% (0). In addition to female perceptions about women in combat, most male participants shared a belief "that male and female cadets in the program are treated differently because of gender." Four males selected *neutral,* two *agreed*, and one *strongly disagreed*.
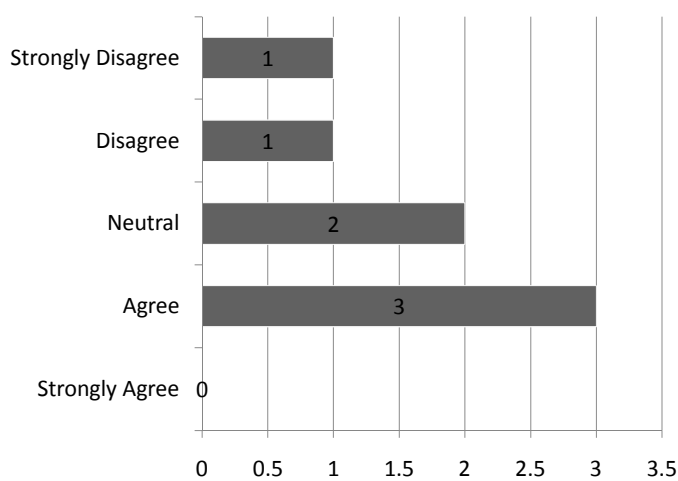
Figure 16. Females: I believe male and female cadets in my program are treated differently because of gender.

The percentage results for Figure 16 are: Strongly Agree 0% (0); Agree 42.9% (3); Neutral 28.6% (2); Disagree 14.3% (1); Strongly Disagree 14.3% (1). Among the female participants, three concurred in the belief that cadets receive different treatment because of their gender. Two female participants selected *neutral,* one *disagreed*, and one *strongly disagreed*. The responses to the questions of whether or not women should be allowed to serve in direct combat roles and whether or not cadets are treated differently because of gender appear to reflect a difference of perception as well as a difference in gender role values.

Summary

This chapter reviewed data collection and analysis for a study of Hampton University ROTC upperclass students, focusing upon their perceptions of ROTC, the

impact of ROTC on their lives, and the factors which promote college student retention. Twenty-three out of a possible thirty-five upperclass students completed a questionnaire survey and from that group, twelve participated in a 1-hour focus group interview. The research findings presented in this chapter delineate the quantitative data deciphered from the questionnaire surveys and the qualitative data gleaned from the experiences shared during the focus group interview.

Chapter 5 discusses the summary, conclusions and recommendations of the significance of these research findings, particularly as it relates to the positive social change of minority student academic success and their potential for demonstrating military and civic leadership.

Chapter 5: Conclusions and Recommendations

Introduction

The purpose of this mixed methods study was to understand African American cadets' perception of Army Reserve Officer Training Corps (ROTC) Leadership Programs and the impact of ROTC on their lives. This study explored the relationship between African American college student retention, African American student success in ROTC programs, and the following variables: institutional support (including academic support, financial support, and psychological counseling services); family and/or peer support; and gender. A self-administered quantitative survey and an unstructured focus group interview were the data sources based on a sample of 23 upperclass ROTC cadets at a Historically Black College and University (commonly referred to as a HBCU) on the East Coast of North America.

The research problem addressed in this study was two-fold problem: (a) the disproportionately low number of African Americans Army officers, relative to the number of African American enlisted personnel and (b) the rate of withdrawal of African American cadets from ROTC prior to program completion. The particular HBCU in this study was selected for its prestigious academic standing in comparison to other HBCUs, as well as predominately White institutions (PWIs) of higher learning.

This final chapter provides an interpretation of the research findings. In addition, this chapter discusses the implications for social change, and the limitations of the study, and recommendations for further study.

Interpretation of Findings

The research problem addressed in this study was African American student retention in ROTC programs. Emphasis was placed upon previous researchers' use of non-cognitive variables as effective tools for minority college retention (Chung, 1996; Johnson, 1989; Nelson, 1989; Rocheleau, 2004; Stretch, 2005). The survey questions were chosen based upon their relevance to minority college student attitudes and retention (Tracey & Sedlacek, 1982); minority college scholarship and STEM students (Rocheleau, 2005); gender in ROTC (Ziegler & Gunderson, 2008); and gender in a specialized, competitive military field (Frampton, 2010). However, only adaptations from Sedlacek and Tracey's noncognitive questionnaire (1982) and Ziegler and Gunderson's "Survey of ROTC cadets" (2008) were used to compile the new questionnaire. The researcher utilized a phenomenological approach in order to describe the experience and find meaning (Creswell, 2007) from each of the participants who shared her or his story during the 1-hour focus group interview. The following three research questions were answered based upon the conceptual framework developed in the literature review that appears in the first chapter:

1. What is the relationship indicated between institutional support (i.e., academic, financial support and psychological counseling services) and African American ROTC cadet retention at a HBCU?

2. What is the relationship indicated between family and/or peer support and African American ROTC cadet retention at a HBCU?

3. What is the relationship indicated between gender and African American ROTC cadet retention at a HBCU?

In regard to the first question, the study revealed a relationship between institutional support (i.e., academic, financial support and psychological counseling services) and African American ROTC cadet retention at a HBCU. The cadets' responses to the survey questions pertaining to institutional support were predominantly affirmative. Most of the cadets felt that the university provided appropriate and necessary mechanisms to assist them with school-related problems. Moreover, the teamwork and camaraderie building that is inherently part of the Hampton University ROTC program reinforced the network of university support systems. Financial support is a large factor in any student's academic success. Nearly all of the upperclass cadets in the ROTC program received ROTC scholarships. Over half of the cadets surveyed were strongly bonded to both the university and its ROTC program. Almost 44%of the participants selected *strongly disagree* when asked, "If I could afford Hampton tuition, I would not stay in ROTC." Accordingly while financial incentives were a key attraction to their enrollment in ROTC, financial support did not appear to be the sole inducement. The upperclass students acknowledged and discussed multiple benefits associated with earning an officer commission. The intangible feeling of belonging to a prestigious higher institution of learning as well as developing lifelong friendships inevitably played an influential role among students. The participants also reflected this during the 1-hour focus group interview.

In regard to the second research question, regarding "the relationship … between family and/or peer support and African American ROTC cadet retention at a HBCU," the cadets' responses to the survey questions pertaining to family and/or peer support were predominately affirmative. The majority of the participants (65%) expressed respect and admiration for their peers in the Hampton University ROTC program. Nearly 83% of the participants spoke highly of their ROTC program in general. More specifically, 91% of the participants verified their respect and admiration for their ROTC instructors.

The responses to the survey were further reinforced during the 1-hour focus group interview. Clearly, the participants had bonded together as a result of their shared mutual experiences, both inside and outside of the classroom. Their sense of comraderie did not consistently translate into mutual consensus, but rather a spirited yet respectful debate and discussion that allowed and encouraged each cadet to express his or her viewpoint. The majority of participants (80% or higher) did not associate negative statements about ROTC with any of their family members or friends. On the other hand, participants with military family members demonstrated a higher tendency to associate positive statements about ROTC with their family members or friends. Only two of the 23 participants did not have siblings. However, nearly 87% of the participants "would encourage (their) siblings to join ROTC," according to their survey responses.

The results of this study reinforce the assumption that the act of serving in the military is an influential factor in facilitating positive familial support of ROTC and eliciting a family member's active participation in ROTC. The study did not reveal any

notable difference in familial support related to the family members' length of time served in the military or whether the family member was enlisted or an officer. However, a proportional relationship appears to exist between the knowledge that potential cadets acquire about the military from their family members and the perceptions they develop about the military and ROTC programs.

The third and final research question explored possible relationships between gender and African American ROTC cadet retention at a HBCU. The cadets' responses to the survey questions pertaining to gender indicated no distinction between gender and African American ROTC cadet retention at a HBCU. Both male and female participants responded to questions about gender related issues in a similar fashion.

The majority of participants supported gays serving openly in the military. The participants' response to the question about gays in the military appears to be representative of a growing tolerance for the new administrative change in military policy. Furthermore, the majority of participants also supported the military policies against sexual harassment. Participant responses in regard to both of these issues – gays in the military and protection against sexual harassment – suggest the presence of a mutual acceptance between genders, confidence that the system is working to protect them, and that military leaders do not condone abuses.

Questions about whether females should be allowed to serve in direct combat roles and whether or not male and female cadets in the program are treated differently because of gender yielded responses that seem to reflect a difference of perception as well as a difference in gender role values. These two topics elicited the widest range of

contrasting responses between male and female participants taking the survey. Although most of the male participants perceived that females were not treated differently in the ROTC program, most of the female participants disagreed with their male colleagues' perceptions. This difference of opinion between male and female participants appears to relate to the issue of allowing women to serve in direct combat roles.

Female participants nearly unanimously agreed that women should have the option to serve in direct combat roles if they choose to do so. While the majority of male participants also supported this option, there was a wide variance among male responses to this question. Male cadets appeared to be more conflicted than their female counterparts about the concept of women serving in direct combat roles. This contrast may be due to a difference in perceived gender roles, particularly as it relates to the traditional roles that define masculinity and femininity in North America.

Implications for Social Change

Understanding the perceptions of African American cadets in regard to ROTC programs may enhance the recruitment and retention efforts of both ROTC administrators and administrators in insititions of higher education. Dissemination of the results of this study has the potential to lead to positive social change in several ways, primarily through the identification of family and institutional influences upon students that promote their academic and military achievement. This study may also lead to more effective retention strategies for African American Army ROTC cadets. Additionally, the civilian workforce might adapt the lessons gleaned from this study to create new and

better techniques for the recruitment, retention, and performance of future administrators from minority populations.

Recommendations for Further Study

Although this study provided insights that were relevant to the general populace, the scope of the study was confined to the Hampton University ROTC program and its cadets and cadre. Because this study involved a small group of ROTC upperclass students attending a HBCU, which is the only privately funded HBCU with an ROTC program, the findings do not necessarily equate to students at other, non-HBCU academic institutions. Nor do the findings necessarily relate to students at publicly-funded HBCUs, with ROTC programs.

Future studies on this topic should include a larger participant pool so that conclusions can be based upon quantitative results and statistical analysis. Therefore, the researcher recommends that all HBCUs with ROTC programs utilize this survey and the researcher be granted exclusive permission to conduct a focus group interview at each of these HBCU ROTC schools. Such research would provide a broader scope of raw data as well as a more comprehensive perspective to discern patterns and traits associated with African American retention in ROTC programs at HBCUs. Ultimately, such research would contribute to the Army's overall goal of increasing African American officers in the U.S. Army and improving Army strength through diversity.

Conclusion

The review of literature discussed above provided valuable insight into four distinct areas: (a) the historical perspective of ROTC programs, (b) college retention

among African Americans at HBCUs and PWIs, (c) the recruitment and retention factors of Army populations, and (d) generational motivations. Several trends and a few contradictions appeared throughout the literature. Various researchers have sought to build upon the framework of knowledge on these separate issues of African American officers, ROTC, college retention, and gender (Hosek et al., 2001; Lim et. al., 2009; Newman & Newman, 1999; Rocheleau, 2004; Stewart & Firestone, 1992; Stretch, 2005; Wardynski et al., 2009a, 2009b, 2010; Washington, 1996). Each study on this multitude of issues provided insights that contain areas of commonality and relevance to the research questions addressed in this current study. Understanding the influences of institutional support (including academic, financial support, and psychological counseling support), family and/or peer support, and gender differences on African American cadet perceptions of and retention in the ROTC program at a HBCU, has led to better insights on improving retention strategies for the Hampton University ROTC program and the U.S. Army Cadet Command.

The percentage of qualified African American senior military leaders is significantly lower than the percentage of African Americans serving in the enlisted ranks. With the ongoing changing demographics of the 21st century, increasing the number of African American Army officers is no longer only a moral issue, but a practical one as well. The U.S. Army accomplishes its mission through the active collaboration of soldiers and leaders. Current and future leaders of the Army play a significant role in determining the ways that the Army trains and leads its soldiers of all ethnic backgrounds and ROTC programs throughout the nation. This research provided

an opportunity to examine the intricacies of African American participation in ROTC at a HBCU campus through an analysis of the perceptions of both male and female African American cadets in ROTC, the impact of ROTC on their lives, and the factors that promote college student retention.

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Appendix A: Milestones in African American Military Service

1639 –the first legislation barring black participation in the militia is passed by the Virginia House of Burgesses

1770 –Crispus Attucks (former runaway slave) was the first African American to be killed in the American Revolution. He was killed in the Boston Massacre.

1775—George Washington is appointed General of the Continental Army and soon thereafter bans the recruitment of blacks into the military. By the end of the year, Washington rescinds the ban. This would become a pattern of treatment towards blacks in the military for nearly two centuries as the country continued to define itself and the role of Blacks.

1861-1865—Although neither the Union nor the Confederates expected the Civil War to last very long before the conflict ended Blacks had been recruited to fight on both sides. Black fought on the Union side as early as the battles at Fort Sumter, South Carolina. The enlistment of Blacks into the Confederate Army began in April 1865.

1862—Harriet Tubman, the first African American woman to serve as a spy during the Civil War.

1869-1916—Four all Black units (9th and 10th Cavalry Regiments and the 24th and 25th Infantry Regiments) served with distinction and honor in several military offensives including the Indian Wars, the Spanish American War, and the Philippines Insurrection.

1877—Henry Ossian Flipper was the first Black to graduate from the United States Military Academy at West Point, New York.

1940—Benjamin O. Davis, Sr. was the first African American to obtain the General Officer rank in the armed forces.

1940-1946—Known as the Tuskegee Airman, this group became the first African Americans military aviators in the armed forces. These airmen received their training at Tuskegee Institute, Tuskegee, Alabama during the Jim Crow Segregation Era.

1942-1946—Lieutenant Colonel Charity Adams-Early was the first African American officer in the Woman's Army Air Corps (established in 1943) and the first female commander of the 6888th Central Postal Battalion to serve overseas during World War II. This all Black female unit was responsible for mail delivery to the soldiers in the European theater.

1944—Red Ball Express was an intensive several weeks long campaign to expedite supplies to forward combat troops after D-day (beach landing at Normandy, France) and was composed of mostly African American truck drivers. Racial discrimination precluded African Americans from serving in combat positions during World War II. Due to the bombardment of the railroads throughout France, trucks were the only means to keep supplies moving and hence, the momentum of the war to the Allies' advantage.

1948—President Truman's Executive Order legally ends racial segregation in the armed forces. The last all-Black units are disbanded in 1954.

1989-1993—Colin Powell becomes the youngest and first African American to serve as the Chairman of the Joint Chiefs of Staff.

2008-present –Barrack Obama becomes the first African American to serve as the Commander-in-Chief of the United States Armed Forces.

Appendix B: Survey questionnaire

PART A: DEMOGRAPHIC DATA

1. Gender:

      A. Male

      B. Female

2. Your age is: years

3. Your father's occupation:

4. Your mother's occupation:

5. Your college major:

6. Your grade point average (GPA):

7. Expected level of total education (e. g., bachelor's, master's, doctoral, or law degree)?

8. Your military science class:

      A. MSI (1st year)

      B. MSII (2nd year)

      C. MSIII (3rd year)

      D. MSIV (4th year)

9. If you could serve in any branch in the Army what would be your first, second, and third choice?

      A. First choice_____

      B. Second choice_____

      C. Third choice_____

10. What is your family status?

A. Never married, no children

B. Married, no children

C. Never married with children

D. Married with children

E. Divorced or separated, no children

F. Divorced or separated, with children

11. Do you have any siblings? (Circle all that applies)

A. Yes, sisters

B. Yes, brothers

C. I have no siblings

12. Which of your family members are or were in the military? (Circle all that applies)

A. Father

B. Mother

C. Brother(s)

D. Sister(s)

E. Other

F. None

13. If you have family members who were in the military, which of the following choices describes their roles? (circle all that apply)

A. Career enlisted

B. Short enlisted

C. Career officer

    D. Short officer

    E. Reserves or ROTC

    F. No family in military/ROTC

14. Please list offices held and/or groups belonged to in high school or in your community.

15. Please list your most significant volunteer opportunities.

PART B: LIKERT QUESTIONS

Please indicate the extent to which you agree or disagree with each of the following items.
Respond to the statements below with your feelings at present or with your expectations of how things will be. Write in your answer to the left of each item.

> 1 = Strongly Agree
> 2 = Agree
> 3 = Neutral
> 4 = Disagree
> 5 = Strongly Disagree

1. It should not be very hard to get a "B" average in ROTC.
2. I worry about maintaining a passing grade point average.
3. I am as skilled academically as the average ROTC cadet.
4. I want a chance to prove myself academically.
5. I deserve a chance to prove myself academically.
6. My high school grades don't really reflect what I can do.
7. I get easily discouraged when I try to do something and it doesn't work.
8. I am sometimes looked up to by others.
9. If I run into problems concerning school, I have someone who would listen to me and help me.
10. I have to take care of myself because other people do not care whether or not I succeed.
11. In groups where I am comfortable, I am often looked to as leader.
12. I would be more comfortable in a military support role than a leadership role.
13. I expect to have a harder time with military discipline than most students in ROTC.
14. Once I start something, I finish it.
15. When I believe strongly in something, I act on it.
16. I expect I will encounter racism in the Army.
17. People can pretty easily persuade me to change my opinion.
18. My friends and relatives don't feel I should participate in ROTC.
19. My family has always wanted me to join ROTC.
20. If I didn't have a ROTC scholarship, I would not stay in college.
21. Having a scholarship did not influence my decision to join and stay in ROTC.
22. If I could afford Hampton tuition, I would not stay in ROTC.
23. If I could afford to enroll in a different school of my choice, I would quit Hampton.
24. Having a scholarship did not influence my decision to enroll and stay at Hampton.
25. ROTC programs at Historically Black Colleges and Universities are as good as or better than ROTC programs at majority (predominately white institutions).
26. The majority of African American Army general officers obtain their officer commission from ROTC programs at Historically Black Colleges and Universities.

27. Attitudes and morale of others have an impact upon my performance of duties in the ROTC program.
28. I would encourage my siblings to join ROTC.
29. I rank my performance in ROTC as high compared with other cadets in the program.
30. My peers would rank my overall performance as high.
31. If could do whatever I wanted in college, I would major in science, technology, engineering, or mathematics (STEM).
32. Science, technology, engineering, and mathematics (STEM) programs at Historically Black Colleges and Universities are just as good or better than STEM programs at majority (predominately white institutions).
33. If could do whatever I wanted in college, I would major in Liberal Arts and Sciences (LAS).
34. I am happy with my chosen service branch of the military and its mission.
35. The morale in our ROTC program is high.
36. I respect and admire the other cadets in our ROTC program.
37. I respect and admire the instructors in our ROTC program.
38. Our cadet group is united around a common purpose.
39. I support the rights of gays to serve openly in the Army.
40. If a cadet reported sexual harassment, the ROTC leadership would do whatever is necessary to stop the harassment.
41. Our ROTC leadership sets the climate, or mood, within our program.
42. I believe that women should be allowed to serve in direct combat roles.
43. I believe that male and female cadets in my program are treated differently because of gender.
44. The proportion of women to men in the ROTC program is important to me.
45. The proportion of women instructors to male instructors in the program matters to me
46. I have the institutional support that I need to succeed academically.
47. I have the ROTC support that I need to succeed in the military.
48. Cadets who may have an emotional problem can find the support they need in our ROTC program.
49. I intend to serve in the military until retirement.
50. After I retire from the military, I plan to work for the federal government.

Appendix C: Army officer rank structure

Insignia	Rank	Grade
⭐⭐⭐⭐ General	GEN	0-10
⭐⭐⭐ Lieutenant General	LTG	0-9
⭐⭐ Major General	MG	0-8
⭐ Brigadier General	BG	0-7
Colonel	COL	0-6
Lieutenant Colonel	LTC	0-5
Major	MAJ	0-4
Captain	CPT	0-3
First Lieutenant	1LT	0-2
Second Lieutenant	2LT	0-1

Appendix D: Permission letters

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MARYLAND

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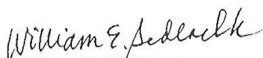www.education.umd.edu/edcp

November 30, 2010

Elaine A. Edwards
348A Gulick Drive
Fort Monroe, VA 23651

Dear Colonel Edwards,

You have my permission to use the version of my measure that you sent me in your dissertation. Good luck on your study.

Sincerely,

William E. Sedlacek
Professor Emeritus
College of Education
University of Maryland
P.O. Box 539
Great Cacapon, WV 25422-0539
Website http://williamsedlacek.info/
Thought for today http://www.counseling.umd.edu/SedCal/
Latest book "Beyond the Big Test: Noncognitive Assessment in Higher Education"
http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787960209.html

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4501 Forbes Boulevard, Suite 200, Lanham, Maryland 20706 USA

November 18, 2010

Dear Col. Edwards,

This permission grants, no fee, the non-exclusive right to use the following material published by University Press of America:

"Survey of ROTC Cadets" as it appears on pages 165-172 in *Moving Beyond G.I. Jane* by Sara L. Zeigler and Gregory G. Gunderson.

Permission is granted for your coursework and dissertation at Walden University only. It is understood that your dissertation may be included in an academic publishing archive. If you should decide to publish independently at a later date, permission must be re-cleared.

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Sincerely,

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Appendix E: Letter of introduction and explanation

WALDEN UNIVERSITY
155 5TH Avenue South, Suite 100
Minneapolis, Minnesota 55402

Dear Participant,

I am a doctoral student in Public Policy & Administration at Walden University, MN. I am currently researching the experience of persons who have participated in the Hampton University ROTC program, and I am particularly interested in the ways in which participants' feedback can improve the program. You qualify to participate in the present study if you are a person who has participated at least two years in the ROTC program at Hampton University.

Using a self administered survey questionnaire posted on Survey Monkey website, I would like for you to share your experiences with me; these experiences might include your thoughts, attitudes, feelings, reactions, and so on. You may also be randomly selected to participate in a focus group interview that will last about one hour and will be taped recorded. If needed, you will be contacted later to clarify some of the information obtained during the focus group interview. Upon request an opportunity to read the full transcript of the focus group comments will be made available as well as analyzes.

Since its origin, the U.S. Army has placed great emphasis on its leader-development processes, particularly regarding commissioned officers. Army ROTC programs are the largest source of commissioned officers in the armed forces. However, within a constrained fiscal environment coupled with the demands of the 21st century, it has become increasingly critical to seek ways to realign and improve our ROTC programs. This study will help the Army and Hampton University ROTC cadre better understand the experience of persons who participate in ROTC, so that the benefit and value of the program can be improved.

I welcome any specific comments or questions you may have concerning this study. Please be assured that the self administered survey responses will be completely anonymous and all related written documents and tape recorded data are treated as confidential. Informed consent procedures are described within the enclosed sheet, which I encourage you to read now. After reading the letter of introduction and signing the consent form you will be individually notified through personal email which will contain the embedded link to the self administered survey website. You will also be individually notified through personal email if you were randomly selected to participate in the focus group interview.

Thank you for your interest and participation!

Sincerely,
Elaine A. Edwards
Public Policy & Administration
Walden University
Minneapolis, Minnesota 55402

Appendix F: Focus group email notification letter

Subject line: Focus Group Email Notification Letter

Cadet's Name:

You are invited to participate in a 1-hour focus group interview. Lunch will be provided at no charge. The meeting is on DATE, at TIME, at Hampton ROTC building.

This study will help the Army and Hampton University ROTC cadre better understand the experience of persons who participate in ROTC, so that the benefit and value of the program can be improved.

Thanks for your time and interest.

Sincerely,

/s/

Elaine A. Edwards
Public Policy & Administration
Walden University
Minneapolis, Minnesota 55402

Appendix H: Survey questionnaire e-mail notification letter

Subject line: Survey Questionnaire Email Notification Letter

Cadet's Name:

You are invited to participate in an online survey. Click on the link below to complete the survey. The survey takes approximately 45minutes to one hour to complete. As your ROTC instructors has announced in your classes, this is strictly a volunteer survey. Consent forms and other additional information were provided during previous classroom sessions. www.surveymonkey.com/s/RHVF65Y

This study will help the Army and Hampton University ROTC cadre better understand the experience of persons who participate in ROTC, so that the benefit and value of the program can be improved.

Thanks for your time and interest.

Sincerely,

/s/

Elaine A. Edwards
Public Policy & Administration
Walden University
Minneapolis, Minnesota 55402

CURRICULUM VITAE

ELAINE EDWARDS
♦ 757.751.7129 cell ♦ Elaine.edwards1@yahoo.com

EDUCATION

Doctorate of Philosophy in Public Policy and Administration --2012
Walden University, Minneapolis, Minnesota
Area of Concentration: Homeland Security Policy and Coordination
Dissertation: "African American Student Retention in the ROTC Leadership Program"

Masters of Strategic Studies --2004
United States Army War College, Carlisle, Pennsylvania
Thesis: "This is not Your Grandfather's NATO"

Masters of Arts in International Relations --1988
University of Southern California, Los Angeles, California
Thesis: "Gorbachev's Prague Spring"

Bachelors of Arts in Journalism --1981
Central Michigan University, Mount Pleasant, Michigan
Area of Concentration: Journalism News Reporting
Minor: English, Military Science

TEACHING EXPERIENCE

Guest Lecturer: "Minority recruitment, leadership and ROTC"
Central Michigan University, Mount Pleasant, MI
Developed presentation, met with students upon request   **2010**

Lecturer: "Marketing Army Officership"
United States Army Cadet Command
Developed presentation, met with students upon request   **2008--2010**

Guest Lecturer: "Platoon and company level applications for All Source Analysis System" 1994
United States Army Intelligence Center and School, Fort Huachuca,
AZ Developed presentation, met with students upon request

RELATED EXPERIENCE

Director of Marketing and Public Affairs,   **2008---2011**
U.S. Army Cadet Command, Fort Monroe, VA

Developed strategic marketing and communication guidance, public affairs policy as well as provide plans and guidance as part of Army sponsored national events and conventions to generate awareness and prospect leads for college bound youth. Managed a budget of over $3.5M in support of the Command's 273 host Reserve Officer Training Corps (ROTC) Battalions and 1,365 nationwide partnership programs.

- Selected to establish a new directorate with complete responsibility for marketing, advertising, and strategic engagement for national outreach events.
- Researched and developed marketing budget plan to recruit minorities into officer college training programs (ROTC) which increased enrollment by 5%.
- Developed, coordinated, and improved the planning processes for the execution of the All American Bowl, one of the Army's premiere marketing events, more than doubling the number of attendees.
- Led organizational and cultural change to effectively leverage and expand the command's enterprise role at national marketing events.
- Effectively ensured the command's marketing requirements were represented at senior level executive marketing meetings with the ad agency.

Commander, Military Intelligence (MI) Augmentation Detachment   **2005—2008**
Military Intelligence Readiness Command, Fort Gillem, GA.
Provided oversight of a Military Intelligence Augmentation Detachment, consisting of over 350 Soldiers assigned to 12 units and 44 strategic detachments located throughout the United States. Commanded the Army's premier MI reserve personnel provider.

- Conducted critical assessment study of military intelligence Soldiers in the Army Reserve that improved reserve force readiness support for the Global War on Terrorism.
- Researched, developed and coordinated Memorandum of Agreement that provided unprecedented life-cycle management support for Soldiers outside the command.
- Improved and expanded customer service by doubling the performing assistance visits to units for personnel record maintenance, audits and training.
- Investigated and reviewed pay processes which resulted in a 10% decrease in pay errors for Soldiers.

Executive Manager / Assistant Deputy Commander   **2003—2005**
Army Garrison, Fort Polk, LA.
Exercised specific authority and responsibility for organizing, coordinating and controlling installation support for the Joint Readiness and Training Center and Fort Polk.

- Organized, developed and drafted the first policy memorandums for the entire scope of Garrison operations that established clear and unambiguous standards for Soldiers, civilians and contractors.
- Improved property accountability procedures and recovered over $100K worth of property in independent investigations and survey reports.
- Chaired the Equal Opportunity Council meetings which resulted in 5% increase of minority awareness activities and events.
- Established and developed tracking systems for monitoring a diverse range of vital administrative tasks including passing all command inspections.

Manager / Chief of Operations and Intelligence   **2000--2003**
U.S. Army Pacific Command, Fort Shafter, HI.
Managed force protection measures to support deploying units. Planned and executed foreign military visits, developed and implemented security policy and operations.

- Single-handedly coordinated the first $600K renovation of the Sensitive Compartmented Intelligence Facility which resulted in a significantly improved and safer work environment.
- Re-established the Reserve Mobilization Program which provided a 20% staff increase and was quickly adapted by other staffs.

- Managed, planned and executed Malaysian senior intelligence officers' visit that outlined scope of intelligence sharing and established protocols for security policy.
- Planned and coordinated the transfer to and consolidation of theater-wide installation security functions which facilitated the execution of the Army Transformation of Installation Management

ADDITIONAL STUDIES

Certificate in Historic Heritage Preservation **2008**
Georgia State University
Atlanta, GA

Mobilization Deployment Planning Course **2003**
United States Army Transportation School
Fort Eustis, VA

Reserve Component National Security Course **2002**
National Defense University
Fort McNair, Washington, D.C.

Mobile Foreign Exchanges & Disclosure Course **2001**
Joint Military Intelligence Training Center
Defense Intelligence Agency

Intelligence Support for Pacific Information Operations **2000**
Joint Intelligence Training Activity, Pacific
United States Army Pacific Command, Joint Intelligence Staff

Pacific Theater Intelligence Architecture Curriculum **2000**
Joint Intelligence Training Activity, Pacific
United States Army Pacific Command, Joint Intelligence Staff

Defense Strategy Course (a nonresident course only) **1997**
United States Army War College Certificate

Basic Instructor Training Course **1996**
United States Army Intelligence Center & School
Fort Huachuca, AZ

United States Army Command and General Staff College **1995**
United States Army Combined Arms Center
Fort Leavenworth, KS

Combined Arms & Services Staff School (CAS3) **1992**
Fort Leavenworth, KS

United States Naval War Command and Staff College **1991**
United States Naval War College Certificates (3)
Pentagon, Washington, D.C.

AWARDS

First United States Army News Reporting Competition, 1st Place
Legion of Merit (1 award)
Meritorious Service Medal (4 awards)
Army Reserve Commendation Medal (2 awards)
Army Commendation Medal (2 awards)
Army Achievement Medal (1 award)

PUBLICATIONS AND PAPERS

"From George Washington to George Bush—Presidential Inauguration"
Army Reserve Magazine   **1988**

MEMBERSHIPS

Military Officers Association of America, Lifetime member
Hampton Roads Chapter of ASPA –American Society for Public Administration, 2010-2011
Association for the Study of African American Life and History, Inc., Vice President, 2010-2011
National Parks Conservation Association, member