Problem Statement: Much has been reported on the psychosocial development of U. S. college students. There are multiple instruments (e.g., Student Development Task and Lifestyle Inventory, Iowa Developing Competence Inventory, Iowa Managing Emotions Inventory, Iowa Developing Autonomy Inventory, Erwin Identity Scale, Mines-Jensen Interpersonal Relationship Inventory) that assess various aspects of psychosocial development theories, particularly Chickering (1969; 1993). Despite this flourishing area of student development research, there have been several studies that have challenged the validity of the theories for different populations (e.g., Branch-Simpson, 1984; Straub & Rodgers, 1986). These studies ask important questions about the applicability of psychosocial development theories to students of color (African American, American Indian, Asian American/ Pacific Islander, and Latino/a American) and require further research from a broader and more diverse sample of students of color.

Purpose of the Study: The purpose of this study is to assess the level of psychosocial development, utilizing the Student Development Task and Lifestyle Inventory (SDTLI), among students of color and identify and examine any group differences. In addition, the level of psychosocial development will be compared to various social attitudes of the students utilizing the Social Attitudes Scale. This study is primarily interested in assessing whether the constructs within psychosocial development theory are appropriate for and useful to explain the experiences of students of color.

Selection and Characteristics of Students: Student affairs professionals are being contacted at universities and colleges across the United States and being asked to serve as Site Coordinators. As part of their responsibilities, they are being asked to identify 10-15 traditional-age (17-24) undergraduate students of color (of diverse racial/ethnic groups) to participate in this study. Beyond being traditional-age undergraduate students of color, there are no other characteristics of the students that need to be identified in advance. Site Coordinators will most likely contact those students with whom they have ongoing contact.

Procedures for Gaining Informed Consent: All participants in this study will be required to complete an informed consent form after receiving information on the purpose of the study.

Procedures for protecting confidentiality of information collected: All data collected will be in the aggregate form. No individuals or institutions will be identified in any analysis or reports generated from the collection of this data. No data which can identify who the students are (e.g., social security number) will be collected.

Potential risks to the subjects and procedures for minimizing those risks: This study only involves the collection of data via surveys and does not ask the type of questions that would be stressful or uncomfortable for the students involved. As such, there is no risk involved in this study and therefore, no need for procedures to lessen the risk.