



12-1-2004

Assessing the Perceptions and Attitudes of Black Students in a Midwestern Predominantly White Institution

Matsimela Changa Diop

[How does access to this work benefit you? Let us know!](#)

Follow this and additional works at: <https://commons.und.edu/theses>

Recommended Citation

Diop, Matsimela Changa, "Assessing the Perceptions and Attitudes of Black Students in a Midwestern Predominantly White Institution" (2004). *Theses and Dissertations*. 3199.
<https://commons.und.edu/theses/3199>

This Dissertation is brought to you for free and open access by the Theses, Dissertations, and Senior Projects at UND Scholarly Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of UND Scholarly Commons. For more information, please contact und.common@library.und.edu.

ASSESSING THE PERCEPTIONS AND ATTITUDES OF BLACK STUDENTS IN A
MIDWESTERN PREDOMINANTLY WHITE INSTITUTION

by

Matsimela Changa Diop
Bachelor of Science, University of Wisconsin-Lacrosse, 1983
Master of Science, University of Wisconsin-Lacrosse, 1987

A Dissertation

Submitted to the Graduate Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

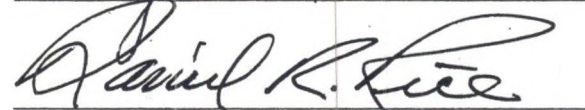
Doctor of Philosophy

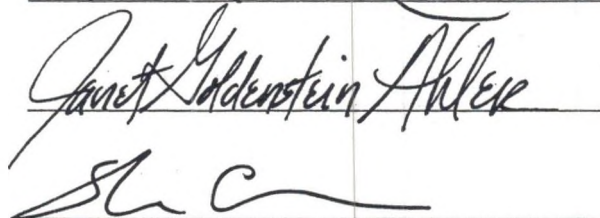
Grand Forks, North Dakota
December
2004

This dissertation, submitted by Matsimela Changa Diop in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.


Chairperson

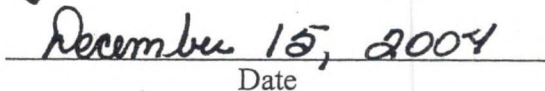






This dissertation meets the standards for appearance, conforms to the style and format requirements of the Graduate School of the University of North Dakota, and is hereby approved.


Dean of the Graduate School


Date

PERMISSION

Title Assessing the Perceptions and Attitudes of Black Students in a
Midwestern Predominantly White Institution

Department Teaching and Learning

Degree Doctor of Philosophy

In presenting this dissertation in partial fulfillment of the requirements for a graduate degree from the University of North Dakota, I agree that the library of this University shall make it freely available for inspection. I further agree that permission for extensive copying for scholarly purposes may be granted by the professor who supervised my dissertation work or, in his absence, by the chairperson of the department or the dean of the Graduate School. It is understood that any copying or publication or other use of this dissertation or part thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the University of North Dakota in any scholarly use which may be made of any material in my dissertation.

Signature Matsimela C. Diop

Date 9/20/04

TABLE OF CONTENTS

LIST OF TABLES viii

ACKNOWLEDGMENTS xii

ABSTRACT xiv

CHAPTER

I. INTRODUCTION 1

Brown v. Board of Education: A 50-Year Retrospective 1

 History of the Study 3

 Background of the Study 4

 Rationale for the Study 6

 Conceptual Framework 8

 Theoretical Framework 10

 Purpose of the Study 12

 Research Questions 13

 Delimitations 13

 Limitations 13

 Terminology 14

 Organization of the Study 16

II. REVIEW OF THE LITERATURE 18

 Introduction 18

| | | |
|------|--|----|
| | Traditional African Concepts of Education | 18 |
| | The Forced Migration of African Slaves to the New World' | 19 |
| | The Circumstance of Being Black in America | 21 |
| | How Does One Know When He or She Is Considered Black? | 23 |
| | Black Education in America | 23 |
| | Discrimination in American Universities | 29 |
| | The Black Student Experience in Higher Education | 33 |
| | Black Students in PWIs | 37 |
| | The Coleman Studies | 39 |
| III. | METHODS | 41 |
| | Introduction..... | 41 |
| | Focus on Design..... | 42 |
| | Subjects | 42 |
| | Instrument | 43 |
| | Procedure | 44 |
| | Data Analysis | 45 |
| IV. | VALIDITY, RELIABILITY, AND OTHER QUANTITATIVE RESULTS ... | 48 |
| | Introduction..... | 48 |
| | Section I: Factor Analysis..... | 49 |
| | Section II: Reliability Analysis..... | 54 |
| | Section III: Demographic Information..... | 60 |
| | Section IV: Opinionaire Items | 67 |

| | | |
|-----|---|-----|
| | Opinionaire Items by Voluntary/Involuntary Status..... | 97 |
| | Summary | 105 |
| V. | ANALYSIS OF THE OPEN-ENDED QUESTIONS | 107 |
| | Introduction..... | 107 |
| | Theme 1: Diversity Serves Both White and Black Students, Enriching the Experiences of Both Groups | 108 |
| | Theme 2: Blacks Need to Control Their Own Destiny, and Not Rely on the Majority Group to Ensure That They Are Treated Fairly..... | 109 |
| | Theme 3: Whites at a PWI Lack Simple Ways of Interacting With Blacks, Probably Due to Their Lack of Such Experiences..... | 110 |
| | Theme 4: Blacks Learn New Ways of Being in a PWI, Including What It Means to Be in a Small Minority Group | 111 |
| | Theme 5: The University Needs to Have More Black Faculty and Students, Individuals Who Can Be Successful Academically and Seen as Role Models to Others, Including Whites..... | 112 |
| | Conclusion | 113 |
| VI. | SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS | 114 |
| | Introduction..... | 114 |
| | Purpose of the Study | 114 |
| | Demographics | 115 |
| | Findings of the Study | 116 |
| | Limitations | 118 |
| | A Personal Statement..... | 118 |
| | Discussion of the Research Questions | 119 |

| | |
|---|-----|
| Conclusions..... | 125 |
| Recommendations for Future Studies..... | 129 |
| Recommendations for This PWI..... | 130 |
| Concluding Statement..... | 134 |
| APPENDICES | 135 |
| Appendix A: Black Students' Educational Experience at a Predominantly White Institution Questionnaire..... | 136 |
| Appendix B: Responses to Open-Ended Questions..... | 143 |
| Appendix C: Survey Cover Letter | 156 |
| Appendix D: Black Students and PWI Analytical Process Diagram | 158 |
| REFERENCES | 159 |

LIST OF TABLES

| Table | Page |
|---|------|
| 1. Eigenvalues Above 1.00 for the 38-item Scale for Attitude of Black Students at a PWI | 50 |
| 2. Factor Pattern for Black Student Opinionnaire With Alpha Factor Analysis and Oblimin Rotation..... | 51 |
| 3. Cronbach Coefficient Alpha for Likert Data | 55 |
| 4. Age of Respondents Cross-Classified by Gender | 61 |
| 5. Marital Status of Respondents | 62 |
| 6. Number of Children in Respondents' Households | 62 |
| 7. Academic Status of Respondents..... | 63 |
| 8. Intercollegiate Athletics Involvement of Respondents | 64 |
| 9. Group Identification of Respondents | 64 |
| 10. Enrollment Status of Respondents | 65 |
| 11. Educational Goals of Respondents | 66 |
| 12. Living Arrangements of Respondents | 66 |
| 13. Home Residence of Respondents..... | 67 |
| 14. Responses to L1, "You Feel Safe"..... | 68 |
| 15. Responses to L2, "The Creation of a Diverse Environment Is a High Priority" | 69 |
| 16. Responses to L3, "Many of the Faculty and Staff Have Difficulty Relating to Black Students" | 70 |

| | |
|---|----|
| 17. Responses to L4, “Overall, Faculty and Staff Treat Me as if I Belong Here” | 70 |
| 18. Responses to L5, “Administrators, Faculty, and Staff Take Time to Listen to the Concerns of Black Students” | 71 |
| 19. Responses to L6, “Administrators, Faculty, and Staff Are Supportive of Black Student Concerns and Needs” | 72 |
| 20. Responses to L7, “I Believe Faculty Grade Me Fairly, Without Regard to My Race/Nationality” | 72 |
| 21. Responses to L8, “There Are Opportunities for All Students Regardless of Their Racial Background to Hold Leadership Positions, Such as Residence Assistant, Orientation Leaders, Tour Guides, Etc.” | 73 |
| 22. Responses to L9, “Faculty Create a Classroom Environment Comfortable for All Students” | 74 |
| 23. Responses to L10, “Job Opportunities Are Proportionately Distributed Among Students of Color and White Students” | 75 |
| 24. Responses to L11, “The Classroom Is Free From Racist Behavior” | 76 |
| 25. Responses to L12, “The Campus Environment Is Free From Racism” | 77 |
| 26. Responses to L13, “Racism Is Appropriately Addressed” | 77 |
| 27. Responses to L14, “You Feel Welcomed and Appreciated” | 78 |
| 28. Responses to L15, “You Have Identified Someone Who Is Willing to Help You Succeed” | 79 |
| 29. Responses to L16, “You Feel Cared for” | 79 |
| 30. Responses to L17, “There Is a Strong Commitment to Improving Campus Climate for All Students” | 80 |
| 31. Responses to L18, “It Is Easy to Meet and Get to Know Other Students” | 81 |
| 32. Responses to L19, “It Is Easy to Get Involved in Student Groups and Activities” | 82 |

| | | |
|-----|--|----|
| 33. | Responses to L20, “Extra-Curricular Activities That Promote Cultural Awareness and Racial Understanding Among All Students Are Available” | 82 |
| 34. | Responses to L21, “Too Much Emphasis Has Been Placed on Racial/Ethnic Diversity” | 83 |
| 35. | Responses to L22, “Interactions Between Students From Different Racial/Ethnic Backgrounds Create Tensions and Arguments Along Racial/Ethnic Lines” | 84 |
| 36. | Responses to L23, “I Have Witnessed or Experienced Negative Racial Remarks by Faculty in the Classroom” | 85 |
| 37. | Responses to L24, “Black Students Are Adequately Represented in Student Government” | 86 |
| 38. | Responses to L25, “Black Students Are Adequately Represented in Campus-Wide Activities” | 86 |
| 39. | Responses to L26, “I Am Exposed to Different Student Backgrounds and Cultures” | 87 |
| 40. | Responses to L27, “I Feel Comfortable Discussing Racial Issues With Someone of Another Race” | 88 |
| 41. | Responses to L28, “My Race Has Been a Roadblock to Completion of My Studies” | 89 |
| 42. | Responses to L29, “My Race Has Helped Me Advance” | 90 |
| 43. | Responses to L30, “The Presence of Racially/Ethnically Diverse Faculty and Staff Is Visible” | 90 |
| 44. | Responses to L31, “Programs Should Be Designed and Implemented to Sensitize Administrators, Faculty, Staff, and Students to Racial Issues” | 91 |
| 45. | Responses to L32, “I Have Witnessed or Experienced Negative Racial Remarks by Faculty in the Classroom” | 92 |
| 46. | Responses to L33, “I Have Witnessed or Experienced Racial Remarks From Other Students” | 93 |
| 47. | Responses to L34, “Many Faculty and Staff Are Knowledgeable About Racial and Ethnic Differences and Similarities” | 93 |

| | | |
|-----|---|-----|
| 48. | Responses to L35, “I Have Witnessed or Experienced Racial Discrimination”..... | 94 |
| 49. | Responses to L36, “Multicultural Programs Provide Adequate Help and Guidance to Black Students”..... | 95 |
| 50. | Responses to L37, “Programs That Are Established to Aid Black Students Are Frequently Viewed as Being of Little Value”..... | 96 |
| 51. | Responses to L38, “Racial Concerns Are Given a High Priority” | 96 |
| 52. | Voluntary Status Cross-Classified With L2, “The Creation of a Diverse Environment Is a High Priority” | 98 |
| 53. | Cross-Classification of Voluntary Status and Responses to L5, “Administrators, Faculty, and Staff Take Time to Listen to the Concerns of Black Students” | 99 |
| 54. | Voluntary Status and Responses to L7, “I Believe Faculty Grade Me Fairly, Without Regard to My Race/Nationality” | 99 |
| 55. | Voluntary Status Cross-Classified With L8, “There Are Opportunities for All Students Regardless of Their Racial Background to Hold Leadership Positions, Such as Residence Assistant, Orientation Leaders, Tour Guides, Etc.” | 100 |
| 56. | Voluntary Status Cross-Classified With L9, “Faculty Create a Classroom Environment Comfortable for All Students” | 100 |
| 57. | Voluntary Status Cross-Classified With L11, “The Classroom Is Free From Racist Behavior” | 101 |
| 58. | Voluntary Status Cross-Classified With L15, “You Have Identified Someone Who Is Willing to Help You Succeed” | 102 |
| 59. | Voluntary Status Cross-Classified With L16, “You Feel Cared for” | 102 |
| 60. | Voluntary Status Cross-Classified With L29, “My Race Has Helped Me Advance” | 103 |
| 61. | Voluntary Status and Responses to L30, “The Presence of Racially/Ethnically Diverse Faculty and Staff Is Visible” | 103 |
| 62. | Voluntary Status and Responses to L33, “I Have Witnessed or Experienced Racial Remarks From Other Students” | 104 |
| 63. | Voluntary Status and Responses to L35, “I Have Witnessed or Experienced Racial Discrimination” | 105 |

ACKNOWLEDGMENTS

This dissertation is dedicated to the life and legacy of my parents (Peter and Mattie Robinson) and my brothers and sisters (Levi, Peter Jr., Jackie, Desi, Sheila) who have left us to a better place. I would like to thank the following family members who have been instrumental in my continued success as a student and professional: my brothers and sisters, Roosevelt (Vel), Andrew (Andy), Katherine (Kathy), Mary Jean, Halneuhauser (Bebe), Susan (Lisa), and Yolanda (Lonnie).

A sincere thank you goes out to my advisory committee—Dr. Janet Ahler, Dr. Sharon Carson, Dr. Myrna Olson, Dr. Daniel Rice, Dr. John Williams (Chair)—and to all the Black students who participated in this study for all their assistance and willingness to support my dream of completing my doctoral requirements.

A special thank you goes out to Sharon Fields, Susan Johnson, Sandy Krom, Patsy Nies, Shay lee Rodriguez, Dr. Cheryl Saunders, Linda Skarsten, Dr. Richard Williams, the University Writing Center, and the University Registrar's office, and those who worked behind the scenes to help and support my efforts to complete this quest.

Completion of this dissertation represents the end of a long journey that began 30 years ago when I first pursued higher education at Olive-Harvey Community College in Chicago, Illinois. Even then, family was the main focus and point of sacrifice. During my pursuit, my children (Shelby, Ebony, Jenny, Lane, Cheyenne, and Lennie) were always

supportive, understanding, and patient with the many hours of coursework and time spent alone that were required to complete my goal.

This journey was not without some cost and to those (Sentwali Bukari, Laurie Briggs, Ebony Robinson, Peter Robinson, Susan Robinson, Cynthia and David Schluender, Estella Williamson, and the University Financial Aid Office) who helped me weather the cost of completing my program of study and dissertation requirements, I am forever grateful.

Last, but certainly not least, a very special thank you goes out to Estella Williamson, my son Changa Khari Diop's mother, for her continued support and tireless efforts without ever complaining (well, maybe once or twice) in the care of my baby boy during my pursuit of what she had labeled "the American Dream."

ABSTRACT

Black students at a predominantly White institution (PWI) were assessed regarding their attitudes toward their experiences at a Midwestern research university. Questionnaires were sent to all enrolled students who indicated that their racial background was Black. A return rate of 44% (42 respondents) was received. Over 75% of the respondents were male, reflecting the predominant number of males among Black students at this PWI.

The students were divided into two groups, voluntary minority status Blacks and involuntary minority status Blacks (those from the adjoining two states of North Dakota and Minnesota). The voluntary minority status Blacks generally were more positive about the PWI than were the involuntary minority status Blacks.

There were no significant differences between the males and females on any of the 38 Likert-type items specifically written for this study. Black students generally saw themselves as being treated fairly, neither being advantaged nor disadvantaged because of their race. The fairness of treatment was seen as a very positive characteristic of this PWI. On the other hand, there were few Black faculty; and the faculty were perceived as awkward in relating to Black students. Black students felt that it would be helpful to design and implement programs to sensitize administrators, faculty, staff, and students to racial issues and concerns.

Several themes were discerned from the Black students' responses to the open-ended questions. The first theme identified was that Black students saw diversity as serving both White and Black students. A second theme was that individual Black students perceived the need to be in control of their own destiny. The third theme was that Black students perceived Whites at this PWI lacking simple ways of interacting with Blacks. A fourth theme was that Black students learned new ways of being in this PWI, including what it means to be in a small minority group.

It was concluded that diversity benefits this PWI, majority White students, and other minorities. The Black students see themselves as being helpful to this Midwestern PWI. In addition, they see this PWI as being neither solicitous to them, nor discriminating against them.

CHAPTER I

INTRODUCTION

On May 17, 1954, the United States Supreme Court, in a unanimous decision, ruled that the applicability of the “separate but equal” doctrine to education (in *Brown v. Board of Education of Topeka, Kansas* [Brown I, 1954], was unconstitutional. The High Court stated that segregation deprived Black students of the equal protection of the law guaranteed by the Fourteenth Amendment. However, the Court provided no direction on how desegregation of schools was to be implemented. In *Brown v. Board of Education of Topeka, Kansas* (Brown II, 1955), the Court stated, in recognizing that segregation was unconstitutional, that school authorities were to be given the primary responsibility for elucidating, assessing, and solving these problems and the lower courts were responsible for determining whether the action of school authorities constituted good faith implementation of the governing constitutional principles. Although no specifics were provided, the Supreme Court ordered the desegregation of schools with “all deliberate speed” (Afrik, 1993).

Brown v. Board of Education: A 50-Year Retrospective

Smiley (2004) stated, “We have not yet devised a calculus sophisticated enough to accurately assess all the gains and losses to Black educational life that flowed from *Brown*” (p. 4). There are many opinions regarding the effects of the *Brown* decision. Orfield (2004) saw the *Brown* decision to be more of an ideal than as a legal principle. To

him, the idea was that legal segregation was a violation of human rights. However, legal segregation has been replaced by de facto resegregation. Cheryl Brown Henderson (2004), the daughter of Oliver Brown, the plaintiff in *Brown v. Board of Education I*, sees the change process as being both exciting and with many unanticipated outcomes. First, there was “White flight” which resulted in resegregation. Now, Henderson expresses the need for Afro-centric education, which was unanticipated at the time of *Brown*. The idea of a magnet school, an outgrowth of *Brown*, was also unanticipated, but a welcomed change. Wright (2004) stated,

As a disempowered people confronting an unfriendly world, the transition for Blacks from segregation to desegregation got what the plaintiffs wanted, cost them what they had! What they lost was a cohesive community with Black schools with Black teachers who gave them a sense of becoming something.
(p. 105)

Chism (2004) addresses the “loss of community based, unique African American pedagogy; the psychological impact of segregation on Black children; the demographic and economic impact of the decision on the cadre of Black educators; or the decision’s implications for present-day public education” (p. 10). Cox (2004) also stresses the losses suffered by Black teachers at the time the decision was rendered. Futrell (2004) addresses the loss of jobs by Black teachers, and the loss of Black role models for Black students. In losing the Black teachers union, the American Teachers Association, Blacks and other minorities joined the NEA, transforming it to be a model of desegregation. Now there are Black superintendents and Blacks and minorities in many leadership positions. Chism (2004) points out that 40% of all Black educators received their degrees from Historically Black Colleges and Universities (HBCUs).

Black students are experiencing difficult times on predominantly White campuses throughout the country. Plagued by financial problems, difficulties in studies, personal and social challenges, and racial identity issues, these students are experiencing stress in adapting to and reshaping their social and physical environments, with what can be perceived as little, if any, sympathetic assistance. These environments force Black students to work through these problems in places that rarely considered them as individuals (Davis, 1991; Taylor & Olswang, 1997).

Although Black students were increasingly admitted to predominantly White colleges in the 1960s and 1970s, in many instances the same approaches to educate and to serve the needs of the majority students have been used to educate and to serve the needs of Black students. Many of the approaches that assisted White students effectively have been shown to be ineffective in assisting Black students in negotiating college life and in obtaining college degrees (Wright, 1981).

The focus of this study was to research the impact of campus climate and possible racial insensitivities as they relate to Black student perceptions and attitudes on a predominantly White campus. For example, are the Black male students' perceptions and attitudes toward the predominantly White institution (PWI) more negative than the Black female students'?

History of the Study

This study is the result of the present researcher's work as a director of motivating students and conversations concerning the declining enrollments and retention of Black students in American colleges and universities. It could be surmised that a study of currently enrolled Black students on a predominantly White campus could help address

this issue. Historically, in the Black community, education has been considered a vehicle to economic and social success. Coley (2001) suggests that Blacks, especially males, have been excluded by ongoing discriminatory practices in education that ultimately reduce their participation in higher education. This is only a portion of a more comprehensive problem of how to engage Blacks to stay and succeed in higher education (Coley, 2001).

While analyses and comparisons of gender differences within racial/ethnic groups are not always addressed, they are nonetheless important in attempting to understand differences in educational achievement and opportunity across racial/ethnic groups. This study attempted to provide a comparison that addressed the differences between males and females within a specific racial/ethnic group on a number of important education-related domains.

Background of the Study

Academic underachievement, rate of drop out, absenteeism, and other forms of student disengagement continue to plague America's schools and deny many students meaningful opportunities for educational success in school and personal life enrichment. American education has to some degree failed to provide sufficient incentives to encourage academic effort and performance among students, especially Black Americans (Wright, 1981).

There has been extensive research and analysis of gender differences relevant to testing and education; however, this research has been based on the total population, which is predominantly White (Coley, 2001). This study investigated the perception of Black students in a predominantly White higher education institution. Because perception

of an occurrence is part of a person's window to the world, how individuals or groups differentially perceive any given occurrence may predict behavior. If Black Americans perceive that they are being negatively treated in ways that are likely to have negative consequences, they may be less willing to engage or participate in certain behaviors and/or settings, such as enrolling in college (Allen, 1988; Allen, Epps, & Haniff, 1991; Astin, 1993; Fleming, 1984; Pascarella & Terenzini, 1991; Thompson & Fretz, 1991).

Race remains one of the most volatile and divisive issues in U.S. higher education and has been a flashpoint of crisis since the civil rights movement of the 1960s. In the 1980s, the issue of race became the impetus for campus unrest; and in the 1990s, the battleground shifted to the policy arenas of affirmative action and admissions. The impact of Supreme Court decisions on affirmative action, the actions of state court, and voter initiatives in California and other states relating to a range of race-related issues on campus race and diversity policies have been immense (Altbach, 1997). "The university is no ivory tower; it is deeply affected by society" (Altbach, 1997, p. 23). On the other hand, many observers, especially Black Americans, have argued that race has been historically ignored as a central issue in U.S. education and society (Woodson, 1993).

Minorities in general and specifically Black Americans may perceive current college campuses as hostile environments for persons like themselves. Most, if not all, Black students in most white academic institutions face many unique problems. These problems include, but are not limited to, lack of viable support systems, prejudicial attitudes and behavior by some members of the campus community, feelings of alienation and loneliness; lack of multicultural inclusive and relevant institutional programs and activities; lack of Black role models and mentors; lack of genuine concern for Black students' culturally related problems and needs, which are often dismissed (Bello-Ogumu, 1997 p. 8). Considering the many dynamics facing Black athletes (especially Black males in high profile sports), the declining number of Black students represented on college campuses across America, and the seemingly demise of many potential Black scholars,

concerns have been raised in the Black community as to the future of Black students in higher education. (Sedlacek, 1987, p. 485)

While Sedlacek's writing is 17 years old, Mortenson (2001) echoes the same ideas, with the decline among Black males emphasized. There have been many studies and analyses of the differences between the White majority and minority groups in terms of achievement in education and employment. Mortenson (2001) reports that the Educational Testing Service (ETS) Policy Information Center has issued many such reports. However, the present study compares Black Americans and does not presume that what appears to be true in the majority population would necessarily be true for all Black Americans. This study addressed a small microcosm of Blacks in PWIs.

The present study was conducted at a medium-sized (13,000 students) doctoral research-intensive institution in the Midwest. At the root of the study was the need to better understand the Black student experience at the targeted PWI. While it is important to Blacks to have positive experiences when they attend predominantly White institutions, it is perhaps even more important for those institutions to shoulder the responsibility for helping previously suppressed minorities to achieve positive experiences. Part of addressing that responsibility was becoming familiar with the perception of Black students enrolled at this institution.

Rationale for the Study

Representing one view of this issue are analyses that point to systematic discrimination (differential treatment) against Black Americans in American institutions of higher education. Sadker and Sadker (1994), in a larger study of gender differences,

suggest that the classroom practices of today's teachers put Black Americans, particularly Black males, at a disadvantage in comparison to the majority group.

For example, females get better grades; however, this is true for all racial groups. Females are more likely to get into college, while males are more likely to get into trouble. Some scholars argue that all American males are at a disadvantage in the educational system. Sommers (2000) suggested that times are bad for boys in America, citing the April 20, 1999, Columbine tragedy as symbolizing the spirit of males, and the July 10, 1999, World Cup women's soccer victory as symbolizing the spirit of American females. Sommers further stated that the typical American male is 1 1/2 years behind the typical American female in reading and writing. At the present time, an American male is also less committed to school and less likely to go to college. In support of this contention, Mortenson (1999) wrote that "at every key measurement point along the educational pipeline leading to a bachelor's degree, females have surpassed males, especially Black males during the last 25 years" (p. 33).

A study was conducted by the American Association of University Women (1998) in which the expectation was for the continued diminished opportunities for females in high school. Their findings were astonishing to them; they documented diminished opportunities for males instead. Rather than being disadvantaged with fewer opportunities only in the language arts, males had fewer educational opportunities throughout the curriculum.

Ogbu's (1974, 1987, 1998) concept of voluntary and involuntary minority status, as it interacts to place of origin, was studied and analyzed as it related with being Black at a PWI. The voluntary minority status Blacks would presumably be at the PWI by choice

rather than going to a university nearer their place of residence. Also, the voluntary minority status Blacks would likely bring a different perspective from “local” Blacks, yielding yet another aspect of diversity to this PWI. While the involuntary minority status Blacks would likely bring the local perspective.

Conceptual Framework

In this study, a conceptual framework was fashioned by drawing on several models and theories. These include Tinto (1975, 1987); Ogbu (1974, 1987, 1998); Nettles (1988); Nettles and Johnson (1987); Nettles, Perna, and Freeman (1999); and Nettles, Thoeny, and Grosman (1986). Each is discussed in the following paragraphs.

Tinto’s (1987) conceptual model provides a foundation for this study that suggests most students who leave college do so voluntarily and their departure reflects, in part, low levels of peer group and social integration. The model also suggests that academic and social integration is primarily a function of the extent and quality of peer-group interactions, as well as the quality of student interactions with faculty (Pascarella, Duby, & Iverson, 1993).

Ogbu’s cultural theory (1974) suggests that people voluntarily and involuntarily classified as a minority differ from one another as well as the dominant group in “cultural, language, and social or collective identity” (p. 137). According to Ogbu (1998), a frame of reference provides members of a group with a way to interpret their environment. Given this perspective, a university’s campus climate has the potential to positively or negatively influence a student’s behavior, expression of feelings, patterns of communication, and ability to succeed.

Ogbu (1987) suggests that voluntary minority students (those who deliberately choose to attend a university in a different milieu) and involuntary minority students (those students who remain in the same milieu) will experience some of the same difficulties while attempting to be successful in college or university. Voluntary minorities are more likely to respond in ways that will enhance their success. In contrast, involuntary minorities are more likely to behave in ways that will be in opposition to the educational enterprise, therefore negatively impacting their likelihood for educational achievement. Conceptually seeing oneself as having chosen an environment (in control of one's own destiny) is positively related to a successful adjustment for minorities (and probably for non-minorities as well). Helping Black students be aware that their current enrollment at a predominantly White institution represents a personal choice. Understanding this enrollment as a personal choice should be enhancing to their educational experience.

The Nettles et al. (1986) conceptual model of factors related to undergraduate minority students' college access, experience, and survival involves a number of different variables such as student background characteristics, institutional characteristics, student behaviors and experiences, and student performance and outcomes. These variables are similar to concepts found in Tinto's (1975) model. Nettles et al.'s model is based on 30 plus years of research on minority students in higher education, which involves a number of different variables that are extremely important factors associated with the formation of perceptions and attitudes when looking at the Black student experience.

Nettles recommended including gender, ethnicity, and the level of education as specific indicators in research on minority students while expressing the view that

empirical studies based on classical theories of college attendance, persistence, and performance, such as those developed by Tinto (1975), are preferable. Mow and Nettles (1996) provide further support for this conclusion when they indicate that “studies using Tinto’s model have been particularly helpful in explaining the factors related to Black students’ performance and persistence at PWIs” (p. 608). The factors in Nettles et al.’s model provide evidence of important race and gender differences on different measures of socializations as well as race and gender differences in the factors that contribute to differential socialization. The most striking measurement in Nettles et al.’s model was student contact with faculty, suggesting that concentration by institutions on promoting stronger student-faculty relationships would probably have a positive influence on student socialization.

Theoretical Framework

In this study, the critical race theory is used to provide a structural analysis of racial barriers that limit the success of Black students in this PWI. Critical race theory is a theoretical framework generated by legal scholars of color who are concerned about racial oppression in society (Crenshaw, Gotanda, Peller, & Thomas, 1995; Delgado, 1995; Matsuda, Lawrence, Delgado, & Crenshaw, 1993). It explores how so-called race-neutral laws and institutional policies perpetuate racial/ethnic subordinations. This framework emphasizes the importance of viewing policies and policymaking in the proper historical and cultural context to deconstruct their racial content (Bell 1995; Crenshaw et al., 1995). It challenges dominant liberal ideas such as color blindness and meritocracy and shows how these concepts disadvantage people of color and further advantage Whites. Critical race theory commonly uses counter-stories in the form of

dialogues, chronicles, and personal testimonies because it acknowledges that some members of marginalized groups, by virtue of their marginal status, tell stories different from those White scholars usually hear (Delgado, 1990). Counter-stories are both a method to tell stories of often-untold experiences and also a tool for analyzing and challenging the dominant discourse and the stories of those in power (Delgado, 1990). They provide data that offer individuals a way to see the world through others' eyes and enrich their own reality. The following defining elements form the basic assumptions, perspectives, research methods, and pedagogies of critical race theory (Matsuda et al., 1993). Critical race theory:

- Recognizes that racism is endemic to American life.
- Expresses skepticism toward dominant claims of neutrality, objectivity, color blindness, and meritocracy.
- Challenges a historicism and insists on a contextual/historical analysis of institutional policies.
- Insists on recognizing the experiential knowledge of people of color and our communities of origin in analyzing society.
- Is interdisciplinary and crosses epistemological and methodological boundaries.
- Works toward the end of eliminating racial oppression as part of the broader goal of ending all forms of oppression.

These defining elements form a framework that applies to real-life social problems, especially in education. In fact, a number of education scholars have begun to

use critical race theory as a way to further define and examine problems endemic to education, schools, and the schooling processes (Lynn, 1990).

Purpose of the Study

The primary purpose of this study was to assess the perceptions and attitudes of the Black students at the targeted PWI. By collecting information from the current Black students at this PWI, it was the expectation of the researcher that ultimately the results and findings of this study would be used in identifying the role that this institution can assume in assisting Black students. Assessing the perceptions and attitudes of Black students at this PWI might also provide valuable feedback to other PWIs. Two secondary purposes were also involved in the study. Gender differences among Blacks were investigated and reported. Also, voluntary/involuntary minority status was addressed for the persons studied in relation to their perceptions of their experiences at this PWI.

While it was not the specific objective of this study to address recruitment of underrepresented American groups in higher education, it is possible that understanding the perceptions and attitudes of Black students could clarify ways to foster greater success for the Black college student. More specifically, it was the optimistic view of this researcher that the contents of the present study will help policymakers and educators at this PWI to revise and expand their recruitment plans as they relate to Black students.

Feagin (2002) reported that most assessments of the state of Black students in PWIs have relied heavily on numbers, such as enrollment rates, grade point averages, and graduation rates. Yet, a deeper examination of the experiences and perceptions of Black students in PWIs entails something more than numbers gathered in school records and surveys or in classroom testing.

Research Questions

The following questions were utilized in this study:

1. What experiences have helped shape the study participants' perceptions and attitudes about the targeted PWI?
2. What are the views of Blacks attending this PWI about diversity?
3. Are there any gender differences in the perceptions and/or attitudes of Black students regarding their experiences at this PWI?
4. Are there any differences in the perceptions and attitudes of the self-identified participants from North Dakota and Minnesota than from those from other parts of the United States or from foreign countries?

Delimitations

The present study used currently enrolled self-identified Black students at the targeted predominantly White university. While this self-identified group represents the majority of Black students in the targeted university, they are not necessarily representative of all Blacks in PWIs across America.

Limitations

There are several factors to consider when assessing the contribution of this study.

1. The target university yielded a total of 96 self-identified Black students at the time this study was conducted.
2. A significant number of these self-identified Black students at the target university may have experienced the Black culture outside of a predominantly White community.

3. The primary researcher had a personal and professional connection with the study participants.

In this section, the writing departs from the third person to the first person; it seemed awkward attempting to write a personal statement in the third person.

Terminology

Race, in the common understanding, draws upon differences not only of skin color and physical attributes but also of language, nationality, and religion. Race categories are often used as ethnic intensifiers, with the aim of justifying the exploitation of one group by another. Race is an idea that has become so fixed in American society that there is no room for open-mindedness when challenging the idea of racial categories. Over the years there has been a drastic change with the way the term race is used by researchers. Essentially, there is a major difference between the biological and sociological views of race (Harry, 1992).

In this study, the researcher used the term or concept of "race" as a social construct. When most Americans talk about Black, White, Asian, and/or Hispanic people they speak in terms of race. Vast new data in human biology have completely revamped the traditional notions of race. Race was considered a biological term that described the DNA structure of an individual as a fixed attribute that cannot be changed. This idea is used in biology to discuss how different peoples adapt to environments. The common usage of the term race has no scientific basis. Most scientists reject the concept of race as a valid way of defining human beings. Researchers no longer believe that races are distinct biological categories created by differences in genes that people inherit from their ancestors. Genes vary, but not in the popular notion of Black, White, yellow, red, and

brown races. Many biologists and anthropologists have concluded that race is a social, cultural, and political concept based largely on superficial appearances (Scheurich, 1993).

"*Race* is, at this point, a dubious biological designation" (Wright & Leung, 1983, as cited in Harry, 1992, p. 13). Tatum (1997), in supporting this last point, notes that "race is a social construction. Despite myths to the contrary, biologists tell us that the only meaningful racial categorization is that of human" (p. 16). A number of scholars in the fields of sociology and education discuss the particular function of the concept of race in the United States. Takaki (1995) points out that, in the U.S., "race has been a social construction that has historically set apart racial minorities from European immigrant groups" (as cited in Kenyatta & Tai, 1997, p. vii). Harry (1992) observed that, in this country, "the use of the term *minority* essentially represents an attempt to categorize by race, not by culture. Yet, the specifics of race are only important on one dimension: whether one is White or not" (p. 3). In terms of the present study, students at the chosen PWI who self-identified as either African American or Caribbean were operationally defined as Black.

Several scholars note the increasing tendency to substitute ethnicity for race. Kenyatta and Tai (1997) conclude, "Some researchers and educators use ethnicity interchangeably with race, because they may be uncomfortable with race, racism and its role in education" (p. vii). The term race provides a good example of the difficulties in determining appropriate terminology to apply in describing particular groups. Some authors note that the word lacks meaning in terms of the physical or biological differences implied in its common usage, while others argue for the term's political and sociological importance. Perhaps the critical point is the necessity to recognize and make

explicit the purposes and assumptions that are bundled into the use or avoidance of such words.

The terms voluntary minority and involuntary minority statuses are operationally defined in terms of the location of origin, as reported by respondents. Those persons whose place of origination is either North Dakota or Minnesota are considered to be involuntary minority status Blacks, and those whose origin is from elsewhere are considered to be voluntary minority status Blacks. This distinction is presently meaningful in that those who come from more distant locations are more likely making a deliberate choice to attend this PWI; they might also encounter higher tuition charges because of their choice to attend this PWI. Those who originate in North Dakota or Minnesota will typically have shorter commutes to their home of origin; in addition, they have access to lower tuition charges (if from North Dakota) or tuition reciprocity (if from Minnesota). While most Black students are eligible for a minority tuition waiver, many Blacks are currently denied this waiver because of the large minority applicant pool. For Fall 2003, only 1 of 10 new Black applicants was awarded a minority tuition waiver.

Organization of the Study

This study is presented in six chapters that also represent the study's organization. Following the introduction, a discussion and review of related studies and literature is provided in Chapter II.

In Chapter III, the research design used in this study is explained. The samples and sampling techniques to be considered are examined, and the instrumentation of the questionnaire and the procedure used to implement it are discussed. The analysis of the data, both qualitative and quantitative, is described.

In Chapter IV, the quantitative data are presented. First, a factor analysis of the questionnaire items is presented. Then a reliability analysis of the same 38 items is shown. Since the questionnaire was specifically constructed for this study, validity and reliability need to be reported. The demographics are reported next. Tests of significance are reported for each of the 38 questionnaire items in regard to gender differences. Also reported are outcomes comparing voluntary and involuntary minority status.

In Chapter V, the results of the two open-ended questions in the questionnaire are reported. First, five themes are explored. Then, a summary by topic for each item is provided. The complete responses are reported verbatim for each respondent in Appendix B.

Chapter VI contains summaries of conclusions inferred from the results of the present study. Suggestions are made for this specific PWI and to other PWIs regarding the experiences of Black students at this institution, with suggestions relevant to them.

CHAPTER II

REVIEW OF THE LITERATURE

But one hundred years later, the Negro still is not free; one hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination; one hundred year later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity; one hundred years later, the Negro is still languished in the corners of American society and finds himself in exile in his own land.

Excerpt from *I Have A Dream*, Martin Luther King, Jr.

Introduction

First, the traditional African concepts of education are addressed, followed by a notation of the forced migration of African slaves to the New World. The circumstance of being Black in America is then addressed. Important to this study is the issue of race and how it is used in America. In the next section, *How Does One Know When He or She Is Considered Black?*, the researcher will attempt to explore this issue. Next, Black education in America, discrimination in American universities, the Black student experience in higher education, and Black students in PWIs are discussed, respectively. This discussion is followed by the work of James Coleman.

Traditional African Concepts of Education

“It takes a whole village to raise a child,” says an African proverb. The role of education was and is highly regarded in both informal (home schooling) and formal (centers of learning) structures. Education began at birth with the mother as the primary teacher for socialization and cultural development. When children reached adolescence,

they were introduced to the “Bush School” or age-grade training. For several years these children learned the skills of manhood and womanhood so that they could be presented to the community as qualified adults (Afrik, 1993).

Cultural development was manifested in the social conduct of the entire community through respect for the ancestors, respect for elders, and adherence to traditional family and community values. Children were evaluated by their social behavior, which was a direct reflection of the cultural aptitude of their parents. In reality, children were the reward of life (Afrik, 1993).

A process of apprenticeships, which allowed youth to learn their skills from master craftsmen, acquired creative and technical development. Through formal institutions such as the temple, secret societies, and universities, students received technical and philosophical knowledge that was refined by a series of rigorous examinations before “graduation” (Afrik, 1993).

In general, education was holistic and communal with the goal of harmony among humanity, nature, and the supreme creator spirit. Education, therefore, was designed to prepare individuals to seek ways of improving the community. The African principle encouraged everyone to “do the greatest good for the greatest number” based on righteousness and reciprocity. Individualism was subordinated to collectivism and a reverence was held for traditional African mores and spiritual consciousness (Afrik, 1993).

The Forced Migration of African Slaves to the New World

The forced migration of millions of Africans to diverse areas of the Americas had wide-reaching implications that are still being felt today. Demographically, economically,

and culturally, the legacy of slavery was felt from Africa to Europe to the societies of the New World. The Trans-Atlantic slave trade seriously and directly affected the demographic growth of many African societies, and had a more subtle impact on many others. The disruption caused by the forced migration of many young men from villages meant a shift in marriage patterns as the number of marriageable men declined. For many societies on the West coast of Africa during the Trans-Atlantic slave trade, populations declined, remained constant, or had very little growth; usually they suffered a varying disproportion between the numbers of men and women. It has been estimated that, in 1600, the population of Africa was approximately 50 million people, or 30% of the combined populations of the New World, Europe, the Middle East, and Africa. By 1900, the population of Africa had grown to 70 million, but made up only 10% of the total combined population. Furthermore, the population of Africa in 1850 has been estimated to have been only approximately 50% of what it would have been had not slavery and the slave trade been a factor in African history (Haskins, 1999).

Whereas Africa suffered a population loss, the slave trade to the New World resulted in an increase in the African populations there, both directly from Africa and indirectly from those who were subsequently born in the Americas and the Caribbean. Today, 10% of the United States' population is descended from Black slaves, and the proportion is even higher in the British West Indies. Before the revolution in Saint Domingue (Haiti), slaves comprised 70% of the population. The dispersal of Africans throughout the New World is directly related to slavery; because of labor demands, they were forced to go wherever labor was demanded. After the abolition of slavery, however, many slaves were left without the resources or means to sustain themselves and,

therefore, were unable to move in order to improve their conditions. Freed slaves sometimes found themselves working for their ex-masters and mistresses under conditions very similar to those endured under slavery. The demographic impact of the Trans-Atlantic slave trade is further complicated by the wide variety of racial mixing, which took place both during and after the slave trade. The New World saw a growth of large populations of individuals who were not purely African, European, or American Indian (Haskins, 1999).

The Circumstance of Being Black in America

The lamentable actions which were initiated against American Indians, the confinement of Japanese Americans in concentration camps, and the enslavement and racial segregation of Black Americans could be taken as manifestations of “the American dilemma”—the realization that the country had committed prejudicial and discriminatory acts against individuals simply because they were not White. Some ethnic groups have been discriminated against at various points in history and were also not considered White at earlier points in time.

No less than any other social institutions, colleges and universities have been involved in the manifestation of the dilemma. Given that their very reason for existence is to serve as sites for the pursuit of truth and enlightenment, one could argue that a significant shortcoming of postsecondary institutions has been a reluctance to thoroughly examine and analyze how their actions might measure up against their stated values and ideals (Myrdal, 1962).

The Black presence in the United States began almost simultaneously with a permanent White settlement. However, unlike most Europeans, the African people were

brought involuntarily and in bondage to the Americas. The end of slavery heralded new political rights during Reconstruction, but this was a short-lived era of dignity; 100 years after the end of the Civil War, despite advocacy of nonviolence by leaders such as the Reverend Dr. Martin Luther King, Jr., the civil rights movement in the United States met violent resistance throughout the South. In the middle 1960s, the United States' attention was diverted to urban violence in the North and in the West. Blacks responded to their relative deprivation and rising expectations by advocating Black Power, which met with White resistance. Religion was, and continues to be, a major force in the Black American community (Schaefer, 2002).

Black Americans have made significant progress, but they have not kept pace relative to White Americans in many sectors. Black Americans have advanced in formal education to a remarkable degree, although in most areas residential patterns have left many public schools predominantly segregated. Higher education also reflects the legacy of a nation that has operated two schooling systems: one for Blacks and one for Whites. Gains in earning power have barely kept pace with inflation, and the gap between Whites and Blacks has remained relatively unchanged. Black American families are susceptible to the problems associated with a low-income group that also faces discrimination and prejudice. Housing in many areas remains segregated, despite growing numbers of Blacks in suburban areas. Black Americans are more likely to be victims of crimes as well as to be arrested for violent crimes. The subordination of Blacks is also apparent in the delivery of health care. Black Americans have made substantial political advances, but still are underrepresented compared to numbers in the general population (Schaefer, 2002).

How Does One Know When He or She Is Considered Black?

The identification of Black American, Afro-Caribbean, and Pan-African students (and any others who identify with the descriptor of African-origin) is in the spirit of the more inclusive and unifying philosophy that has been adopted to confront racial stratification along with racism in its destructive and global manifestations. Often an attempt to mobilize students of the African Diaspora can become a fundamental terminology communication barrier. The rich and diverse perspectives that embody all Black students who find themselves at PWIs, more than ever before, have presented new and exceptional challenges to grassroots mobilization. One of those challenges has been confronting the identification of Black as less inclusive than African-origin to those who have lived isolated from the socio-political climate in which the term was embraced during the Black Power Movement and who are sensitive to the racial structure in which Black power originated. Unfortunately, the term African-origin is not as widely recognized or favored over the more traditional Black, which is why both are used here. Contemporary Black students are often dislocated from the rich heritage of struggle they have inherited. When faced with the same adversity that challenged their ancestors, today's Black student tries to "reinvent the wheel" or feels alienated in thinking their struggle is unique to them and only them (Akbar, 1991).

Black Education in America

In the United States, there has long been a legal protest against racial segregation. The persistent efforts of the National Association for the Advancement of Colored People (NAACP) and other civil rights groups challenged the legality of the public school system before the U.S. Supreme Court. In the historic 1954 decision in *Brown v. Board of*

Education, the court ruled that racial segregation in public schools was unconstitutional and it must be remedied “with all deliberate speed.” The decision, though hailed as one of the major civil rights victories, provided another stereotype of racial inferiority. The challenge to the Supreme Court was partly based on the premise that when Black children were legally prevented from attending integrated schools with White children, those Black children were being deprived of a quality education (Reid & Foster-Davis, 1983).

This premise developed that Black children suffer from racial isolation and the only way to compensate for this deficiency was to sit next to White children. The Black children were seen as the victim, that is, unable to succeed without racial integration. A stigma of inferiority was being reinforced when the courts mandated the busing of Black children to previously all White schools, without requiring the busing of White children to previously all Black schools. If racial integration was the preferred objective, then dual efforts should have been mandated. The integration of public schools became school desegregation based on limited racial quotas in order to avoid violent reactions from White parents and citizens. In spite of the noble intent, the racial stereotype persisted that being Black denoted an innate badge of inferiority that required paternalistic gestures from White superiors as compensation (Reid & Foster-Davis, 1983).

Additionally, the 1954 court decision (*Brown v. Board of Education*) eventually caused the disintegration of the Black public school's prominence, the wholesale demotions and dismissal of qualified Black administrators and teachers, and a major disruption in the social cohesiveness of the Black community. Twenty-five years later, statistics documented that there was more racial isolation in public schools, in the

Northern and Southern states, due to “de facto” neighborhood and housing segregation (Afrik, 1993).

Urban centers with sharp demographic characteristics of racial isolation, despite efforts to monitor desegregation of public school faculty and students, still remain. The underlying factor in this multi-decade battle is that Black people lack the power to integrate public schools. As more Blacks gradually moved into previously all White neighborhoods, “White flight,” or the exodus of White homeowners out of those areas, continued to escalate (Clark, 1967).

When Whites fled to private schools, city-wide magnet schools, or suburban communities, the educational resources previously available to the neighborhood schools could be withdrawn until these schools became racially isolated and educationally deficient. The argument existed, blaming unfavorable conditions on the Black student victim instead of the societal forces that created urban ghettos (Clark, 1967).

Ironically, Clark (1967) summarized that any educational system that failed to educate all of its members to their maximum potential is, in reality, educating those students to fail. This was an indictment against the dominant forces in society that use public education as a barometer of social injustice.

It has long been recognized that schools are important sites of socialization. Schools are places where children learn how to follow instructions and obey rules, how to interact with others, and how to deal with authority (Apple, 1982; Spring, 1994). Schools are important sites for gender role socialization (Thorne, 1993), and in most societies, they are primary sites for instruction about the values and norms associated with citizenship (Spring, 1994).

For many children, schools are also places where they learn about the meaning of race. This may occur through lesson plans adopted by teachers, but it is even more likely for children to learn about race through the hidden or informal curriculum (Apple, 1982) and through non-structured school activities such as play (Dyson, 1994). Even when teachers do not speak explicitly about race and racial issues with children, children quite early become aware of physical differences related to race (Troyna & Carrington, 1990). However, children do not initially become aware of the significance attached to these physical differences such as race and gender.

The role of peer groups in the socialization process has been found to be important; however, they are not the only forces that shape the social construct of identity (Fordham, 1996). The structure and culture of schools also play a major role in reinforcing and maintaining racial categories and the stereotypes associated with them. As children are grouped by perceived measures of their ability and singled out for discipline, implicit and explicit messages about racial and gender identities are conveyed. To the degree that White or Asian children are disproportionately placed in gifted and honors classes, the idea that such children are inherently smarter may be inadvertently reinforced. Similarly, when Black American and Latino children are overrepresented in remedial classes, special education programs, or on the lists for suspension or expulsion (Ferguson, 2000), the idea that these children are not as smart or as well behaved also comes through. Such messages were conveyed even when responsible adults attempted to be as fair and impartial as possible in their handling of sorting and disciplinary activities. Because the outcomes of such practices often closely resemble larger patterns of success and failure that correspond with racial differences in

American society, they invariably have the effect of reinforcing existing attitudes and beliefs about the nature and significance of race.

For Black American males, who are more likely than any other group to be subjected to negative forms of treatment in school, the message is clear: Individuals of their race and gender may excel in sports, but not in math or history (Miles, 1989). Name-calling, including the use of racial epithets, served as one way of establishing racial boundaries even when children do not fully understand the meaning of the words that are used (Troyna & Carrington, 1990). Similarly, school practices that isolated and separated children on the basis of race and gender also sent children important messages about the significance of race and gender differences (Dyson, 1994; Thorne, 1993). Schools certainly were not the only places where children formulate views about race, but because schools were often sites where children were more likely to encounter persons of another race or ethnic group, they played a central role in influencing the character of race relations in communities and the larger society (Peshkin, 1991).

As young people entered adolescence and began developing a stronger sense of their individual identities (Erikson, 1968), the meaning and significance of race experience transformed. Where it was once an ambiguous concept based largely upon differences in physical appearance, language, and styles of behavior, as children got older they became more familiar with the historical, ideological, and cultural dimensions of race (Cross, Parham, & Helms, 1991). Even children, who once played and interacted freely across racial lines when they were younger, often experienced a tightening of racial boundaries and racial identities as they got older and began following patterns of interaction modeled by adults (Peshkin, 1991). As adolescents became clearer about the

nature of their racial and gender identities, they began to play a more active role in maintaining and policing these identities. Even more so than adults, peer groups played a major role in shaping identity because they typically played a primary role in shaping the way identities were constituted in particular settings (Steinberg, 1996). Peer groups were also likely to impose negative sanctions upon those waiting for punishment outside the principal's office.

The roles Blacks performed within school suggested that they were good or proficient in athletics and/or the arts; however, debating, writing for the school newspaper, or participating in the science club were strictly out of bounds. Also, there were simply not enough examples of individuals who manage to participate in such activities without compromising their sense of self (positive role models). The small number of Black males, who actively participated in non-traditional activities that violated established norms, were seen as exceptions; their deviation from established patterns often placed them under considerable scrutiny from their peers, who were likely to regard their actions as a sign of "selling out."

Researchers such as Signithia Fordham have attributed the marginality of Black students to oppositional behavior (Fordham, 1996). Black students held themselves back out of fear that their peers would ostracize them. Black students, and males in particular, may have engaged in behaviors that contributed to their under-achievement and marginality, but they also were more likely to be channeled into marginal roles and to be discouraged from challenging themselves by adults who were supposed to help them. Most importantly, some Black students, including males, found ways to overcome the pressures exerted upon them, and managed to avoid choosing between their racial and

gender identity and academic success. Even if few in number, there were students who managed to maintain their identities and achieve academically without being ostracized by their peers and teachers.

Discrimination in American Universities

Incidents of ethnic and racial discrimination were prevalent in American universities (Chang, 2000; Pettigrew, 1998). Many campuses were struggling with racial tensions among students from diverse race groups. Black American students were more likely than Caucasians to be the target of some form of direct, personal racism (Ancis, Sedlacek, & Mohr, 2000; Fisher & Hartmann, 1995; Gossett, Cuyjet, & Cockriel, 1998). These types of incidents included differential treatment and stereotyping by fellow students, faculty members, campus police, teaching assistants, administrators, and staff. Black American students have perceived more interracial tensions on campus, reported significantly less satisfaction with the institution, and also reported that faculty members often assess their academic performance more negatively than for Caucasian students (Ancis et al., 2000; Coleman, Jussim, & Isaac, 1991). Experiencing discrimination had tremendous negative consequences on a Black student's adjustment and persistence in school. Black students may have felt alienated (Oliver, Rodriguez, & Mickelson, 1985), intimidated (Freeman, 1997), segregated (Gossett et al., 1998), isolated, and out of place in PWIs (Turner, 1994). Furthermore, perceptions of differential treatment have emerged as one of the explanations for the difference in college retention rates between Caucasian, Black American, and Hispanic students (Nora & Cabrera, 1996).

Concerning the sources and environments conducive to discrimination, Black students report that faculty and other students often constitute the primary perpetrators of

such acts, whereas campuses are the contexts par excellence. According to McCormack (1995, 1998), the tendency for faculty as authors of discriminative behavior showed a considerable increase from 1988 (34%) to 1996 (43%). Rienzi, Allen, Sarmiento, and McMillin (1993) reported similar findings. These findings put Black students in a disadvantageous position, since the interaction between students and faculty was a fundamental component of students' academic success (Holmes, Rupert, Ross, & Shapera, 1999). As Seyfried (1998) theorized, "It is the quality of the student-teacher interaction that contributes to the students' reality of the classroom experience" (p. 387). Since students learned what was expected of them through these interactions, differential treatment may have exerted a negative impact on Black students' performance (Parr, 1999). Related to the specific environments in which discrimination events take place, McCormack (1998) pointed out that living on campus and spending time at the institution increases the likelihood of such occurrences.

Students of color who might have experienced discrimination were likely to develop systematic patterns of attributions regarding perceptions of prejudice and discrimination across many situations (Branscombe, Schmitt, & Harvey, 1999). They may have also acknowledged that their group membership influences, to some extent, the way other people treated them. The use of stereotypes had important implications for members of victimized groups (Pinel, 1999; Ruggiero & Taylor, 1997). Branscombe et al. (1999) claimed that Black Americans perceived group-based discrimination as illegitimate and unfair. Nevertheless, their research found that perceptions of illegitimacy of discriminatory events were not related to reports of past experiences of discrimination.

Undoubtedly, race had a strong impact on the daily experiences of college students, and Black American and Caucasian students recognized the need to cultivate a positive sense of cultural diversity and promote affirmative, positive racial interactions in the college community (Chang, 1999, 2000; Fisher & Hartmann, 1995). Unfortunately, the presence of some various factors increased the probability that such events will happen again. According to Farrell and Jones (1988), some of these factors included unclear rules and punishment for discriminatory behavior, low percentage of minority faculty and students, and the lack of institutional initiatives to promote integration. Chang (2000) also suggested that racial dynamics in universities were very fragile. Dilemmas, such as excellence versus equal access, needed to be addressed if higher education institutions were to aspire to improve racial relations and provide Black students with the conditions to develop their full capacities.

American colleges and universities, long considered open and tolerant places, were perceived as bastions of hate and discrimination for many Black students (Keen, 1996). "Predominantly White college campuses are not isolated from racism in modern society. They account for much of the pain felt by Black students and their parents, in spite of the tolerant image that academia loves to proclaim" (Feagin, 1996, p. 91).

According to Feagin (1996), the problems were so monumental in most public and private universities that Black students who enrolled in PWIs faced a quandary in deciding whether to stay or to leave and start over at a Black college. For the parents, the agonizing dilemma is do I send my children to historically Black colleges where they will have strong personal support, good friends, and the opportunity to be president of the student body, but which do not have as many well funded programs? Or do I send them

to predominantly White universities, which often have better professional programs, but where their self-esteem will be savaged? Several recent popular books have portrayed White students at the nation's major colleges as being overly solicitous of Blacks and, in these popular portrayals, campuses as actually being taken over by Black students or multiculturalism.

In focus groups, Feagin and Sikes (1994) interviewed and surveyed 41 parents and 36 juniors and seniors randomly selected from a major state university's Black population. They developed a portrait beyond the university, which required anonymity as a condition of the research, by looking at various other studies conducted at more than a dozen other campuses nationwide. More than half of the Black students in the new study reported being mistreated by White professors, administrators, and staff because of their race. The bottom line is that most Black students find a White campus to be a very White, White place, in terms of its faces, rules, expectations, and campus climate, and one in which they are made to feel out of place (Feagin, 1996).

According to Feagin (1996), a common problem for Black students was being unwantingly singled out for being Black by college professors when classroom discussion focused on issues where a so-called Black perspective was sought. Some instructors even let it be known they were uncomfortable with having Blacks in class. White students' behavior also served as a constant reminder that Blacks were not welcomed on campus. Black students were frequent targets of racial epithets or hostile looks, such as participating in interracial dating. When Whites signaled, in a lot of subtle and blatant ways, that Blacks were not wanted on campus, that was tough, especially for 18- or 19-year-old students. Life was hard enough growing up with the normal problems of

colleges and universities, without having to deal with the whole additional problem of racial oppression (Feagin, 1996).

Feagin (1996) believed that higher education must substantially diversify the ranks of faculty and administration. Wherever that happens, you get change; we have already seen that with women. When colleges and universities hire significant numbers of women, campuses suddenly overnight become concerned with sexual discrimination and harassment, date rape, and women's issues in a serious way.

Mortenson's (1999) findings showed that, along the way, society has not been as attentive to the educational progress of males—both boys and young men. He stated that had educators been watching more carefully, they would have detected a relative lack of educational opportunities for males.

The Black Student Experience in Higher Education

Midwestern societies appeared to have taken for granted that schools should have equal standards whether predominantly White or Black or integrated. As Blacks migrated from the South to Midwestern institutions, they were greeted with culture shock. Schools in rural areas of the Midwest tended to be less equipped to deal with the influx of a true diversity of students (Black students). The numbers attending most Midwestern universities were seldom large.

Researchers have identified persistent differences in the college experiences of Black American men and women (Fleming, 1984). In one of the earlier, more comprehensive comparisons of Black male and female college students, Gurin and Epps (1975) challenged the conventional view of a Black female advantage. In both relative and absolute terms, they found that there was a consistent female disadvantage. They

reported that women's goals were lower on all measures of educational and occupational aspirations, and that they more often aspired to jobs in the "female sector" of the economy, jobs that were disproportionately occupied by women and provided lower prestige, power, and pay. Males, on the other hand, were most influenced in their goals and aspirations by the college they attended and were three times as likely to plan to pursue a doctoral degree. For these reasons, Gurin and Epps concluded that Black women gained less status by attending college than Black men.

The number of Blacks enrolled in college has increased by 43% since the 1970s. However, the enrollment of Black women has far outpaced the enrollment of Black men in both undergraduate and graduate schools. From 1977 to 1997, the number of bachelor's degrees awarded to Black men increased by 30%, while the number increased by 77% for Black women. For master's degrees, the increases were 8% for Black men and 39% for Black women. The numerical status of Black American men in higher education is a cause for concern, the report says (Associated Press, 2000).

In 1997, it was reported that 454,000 Black women in the country had master's degrees in comparison to 222,000 Black men. Michael Nettles, a University of Michigan education professor, considered that part of the explanation was that Black men may have had more options than Black women after high school, noting that Black men outnumbered Black women among college age military recruits. There may be expectations that the family depends on them more than families depend upon women to earn the paycheck (Associated Press, 2000).

In addition, Nettles et al. (1999) found Black males to be severely underrepresented in advanced placement settings and overrepresented in special

education classes for students with low test scores or behavior and discipline problems. Teachers, using “extremely subjective” criteria, may have harbored lower expectations for Black males (Nettles et al., 1999). The implications were far-reaching. If a small number of Black men entered higher education, they would continue to be rare in corporate boardrooms and other spheres of power. The gap between Black women and men would be troublesome for the future of the Black family. As the economic gap widened, questions of whether Black women could find Black men who carried their share in the household became more evident (Nettles et al., 1999). In *Minorities in Higher Education 1996-1997*, it was reported that 84.4% of all Black students in higher education were enrolled in PWIs (Wilson & Carter, 1997).

The enrollment of women (including Black women) in postsecondary institutions had risen dramatically. In fact, Black women outnumbered Black men in college by roughly two to one. It is important to note, however, that this discrepancy owes more to declines in rates of Black male college attendance than to Black female gains. There is still reason to question rosy portrayals of Black American women’s college experiences (American Council on Education, 1988).

Black American college students differed from their White peers in several ways: (1) parents more often urban, (2) have fewer years of education, (3) work at lower status jobs, (4) earn less money, and (5) more often divorced or separated than White students’ parents (Blackwell, 1982; Nettles, 1988). In addition, Black students on predominantly White campuses did not manage as well as White students in persistence rates, academic achievement, postgraduate study, and overall psychosocial adjustments (Allen et al.,

1991; Astin, 1982; Fleming, 1984; Hall, Mays, & Allen, 1984; Nettles, 1988; Thomas, 1981b).

Despite social, economic, and educational disadvantages, Black American college students have aspirations similar to (or higher than) their White counterparts; however, they attain these aspirations less often than White students. Educational attainment is also generally lower for Black students, and those who attend predominantly White colleges apparently experience considerable adjustment difficulties. Some of their adjustment problems are common to all college students, while others are unique to Black students (Allen, 1986). For example, Black students found it necessary to create their own social and cultural networks in order to remedy their exclusion from the wider, White-oriented university community. Of all problems faced by Black students on White campuses, those arising from isolation, alienation, and lack of support seemed to be the most serious (Allen, 1985, 1986; Smith & Allen, 1984).

On the average, Black American students who attended predominately White colleges did not perform as well academically as Whites (Allen et al., 1991; Braddock & Dawkins, 1981). Whether this fact results from adjustment problems or other difficulties has been often debated. Black students' academic difficulties on White campuses were often compounded by the absence of remedial/tutorial programs and a limited informal information exchange with White faculty and students. Despite the initial difficulties most Black students experienced, many made the necessary adjustments and achieved success in predominantly White institutions (Allen et al., 1991; Blackwell, 1982; Nettles, 1988).

When Black students were perceived as less capable than their White peers, this perception resulted in low academic achievement for Blacks (Allen, 1987). According to other researchers, Black students attending PWIs reported that their White peers saw them as under-prepared for college (Davis & Borders-Patterson, 1986; Smedley, Myers, & Harrell, 1993). Steele (1997) examined how these and other stereotypes can negatively affect the academic performance of Black students. Such interfering problems became so severe that Black students withdrew from the institution. Tinto's research indicates that students are not withdrawing from the higher education system; rather, they are transferring from PWIs to HBCUs. The students cited both academic and social reasons for their transfer, which suggests that both are equally important to student retention (Tinto, 1993).

Black Students in PWIs

A number of studies have been conducted that examined the impact of predominantly White and Black college environments on the educational experience of Black students (Allen et al., 1991; D'Augelli & Herschberger, 1993; Fleming, 1984; Nettles, 1988; Pascarella & Terenzini, 1991). The results of these studies have been fairly consistent in their findings, and focus attention on the differences between Black and White institutions and their impact on the Black student experience. Fleming (1984) suggested that the racial composition of the campus was the strongest predictor of a Black student's experience. Fleming's study controlled for pre-college characteristics and environment experiences and indicated the importance of social integration for student success. Allen et al.'s (1991) findings reinforced Fleming's conclusion.

Sedlacek (1987) found that Black student involvement in PWIs positively affected their academic outcomes. Similar research on Black and White students conducted by Nettles and Johnson (1987) provided additional support for this conclusion. In addition, they suggested that Black and White students involve themselves at PWIs in different ways. By using three different measures of socialization (academic integration, peer group relations, and student satisfaction), Nettles and Johnson (1987) found that peer group relationships were differentially distinguishable by gender. In other words, both Sedlacek and Nettles suggested that more involvement and peer group interaction in the campus community supported greater student satisfaction and success.

In discussing the high attrition rates of Black students in PWIs, Tinto (1988) states,

Universities are coming up short on their end with a shortfall of financial aid, counseling, inadequate mentoring, lack of cultural and social support, a dependence on Eurocentric curricula, faculty indifference, racial hostility and an absence of institutional commitment to pursue Black student retention efforts. (p. 85)

Literature on the Black student experience on PWI campuses since the 1960s could be summarized as a story of hope, frustration, disillusionment, and defensive separation. Gibbs (1974) discussed four modes of adaptation/coping patterns employed by Black students (withdrawal, separation, assimilation, and affirmation). During the 1970s, the problems of interpersonal relationships and identity were major issues reflected in the literature on Black students attending PWIs (Gibbs, 1973). Many Black students expressed beliefs that social relations at their universities were unrewarding or irrelevant, and that faculty used fraudulent, unethical means of relating to Black students (Harper, 1975).

Harper (1975) described the “alienated Black student” as being psychologically isolated from the institution and, to some degree, from his or her peers. Fleming (1984) and Allen (1981) reported similar findings stating that Black students perceived PWIs as hostile. Many researchers reported that numbers of Black students found that the process of adapting to a PWI was often threatening and uncomfortable (Fleming, 1984).

The Coleman Studies

James Coleman conducted a series of monumental studies that addressed race. The first was the study of equal educational opportunity (Coleman et al., 1966). One finding (Coleman et al., 1966) was that when small portions of Black students were in classes with advantaged students, the Black student achievement increased. In that this circumstance largely resembles the circumstance of Blacks in predominantly White institutions, this research may be highly related to Coleman’s research. The single most influential variable in school success, according to this study, was the physical location of a set of encyclopedias in the homes. Given the price of a set of volumes, this variable could well be a proxy for social class. This study made the claim that the amount of money spent on the child’s education had virtually no influence on educational success. Concerning the education of Blacks, Coleman et al. (1966) found that Black achievement was maximized if Black children constituted no more than 10% of the class in an upper middle class high achieving group. This interesting finding had little importance in terms of social justice (the number of Blacks who could participate in such an endeavor would, by its very nature, be limited). This finding could, by extrapolation, be applied to Blacks attending PWIs.

This research finding has not appeared to be a stimulant to additional research. It would, however, have applicability to Blacks in PWIs, where Blacks represent a small portion of students in class.

So we have been repeatedly faced with the cruel irony of watching Black and White boys on TV screens as they kill and die together for a nation that has been unable and unwilling, in many ways, to seat them together in the same classroom.

Excerpt from *Beyond Vietnam*, Martin Luther King, Jr.

CHAPTER III

METHODS

This chapter begins with an explanation of why the targeted predominantly White institution (PWI) was selected for this study. Then, the focus for this study is addressed. A description of the subjects considered for this study is given, followed by a description of the survey instrument used to gather data. Next, the procedures utilized in this study are discussed. Finally, a description of the analysis of the quantitative and qualitative data reported in Chapters IV and V is addressed.

Introduction

The PWI selected for this study was a public research-intensive doctoral university in a Midwestern state. It was selected because it had a moderately successful retention and completion rate for Black students (44%), and it contained the largest number of self-identified Black students in the targeted State University System of 11 colleges.

The researcher had the opportunity to work with a diverse Black student population at this institution for seven years. During this time, no comprehensive institutional study had been conducted to ascertain specific information on the educational experience of Black students. This, combined with a minimal amount of research literature on the impact of campus climate on the Black students' higher education experience, provided the impetus to conduct this study.

Focus on Design

The focus of this study was to assess the experience of Black students on a predominantly White campus of higher learning. Data based on the self-identified sample from the targeted PWI were used in this study. The data were used to obtain comparison of differences in experience among self-identified Black students in a PWI.

A survey method was selected because it was an effective method to gather information from this group of students. Surveys can help to quantify data and discover underlying attitudes and issues affecting the Black student experience, as well as to suggest possible institutional responses. Surveys also allow for making descriptive assertions about the population, as well as providing for the simultaneous examination of several issues at a time.

Subjects

The sample used in this study consisted of self-identified Black students (undergraduate and graduate) attending a predominantly White public Midwestern research-intensive doctoral university. The total student population was comprised of approximately 12,500 students when the questionnaire was sent out during the Spring 2003 semester. The full-time student population was represented by 88% White, 2.9% American Indian, 1.1% Asian, .9% Hispanic/Latino, .8% Black, 3.5% Non-Resident Alien, with 2.8% of the student body not reporting their ethnicity. The student enrollment of Blacks at this PWI slightly exceeds the proportion of Blacks in the state, at .6% (personal communication, October 3, 2003).

The University Registrar identified 96 Black students as enrolled full-time or part-time, "non-transfer regular admits." The survey was mailed to all of these students,

including a cover letter that described the study and its purpose. The cover letter also asked for their participation in this study. The criteria for participation in this study were simply self-identifying as having African/Black ancestry and agreeing to participate in the study.

Of the 96 self-identified Black students at the PWI, 33 were female and 63 were male. In the research sample there were 32 males (50.8% of the Black male population) and 10 females (30.3% of the Black female population). The overall response rate was 42 Black students (43.8% of the Black student population). The reason for the difference in response rates between the two genders is not known. The overall response rate is reasonably good for a minority group (E. Abercrombie, personal communication, May 28, 2003). Thus, tests for gender difference would seem to be somewhat tentative. It was impossible to sample only Black female or only Black male students in an attempt to increase the response rate. (The Protocol of the targeted PWI required that all Black students be allowed to participate.)

Instrument

A survey instrument entitled “Black Students’ Educational Experience at a Predominantly White Institution Questionnaire” (Appendix A) was used to gather data for this study. This instrument, constructed specifically for this present research, was a combination of previously established and validated instruments, as well as demographic questions. The survey was organized into four parts: Section A–Demographic information; Section B–Feelings of discrimination and peer group interaction; Section C–Campus climate and academic integration; and Section D–Racial identification and cultural sensitivity (Tinto, 1975; Nettles et al., 1986).

Procedure

A single-stage sampling procedure was utilized in this study. A single-stage sampling procedure is one in which the researcher has access to the subjects in the study population and can sample them directly (Babbie, 1989). During the Spring of 2003, the Office of the University Registrar provided mailing labels for the self-identified Black students who were registered during the time of the study (Appendix B).

The survey, along with a cover letter (Appendix C), was mailed from the Office of the University Registrar to the identified Black students. The cover letter explained the purpose and the potential importance of the study, how the information provided would be used, instructed the students about how to request a copy of the study results, and requested the return of the completed surveys in the enclosed self-addressed, stamped envelope within seven days of receipt.

To ensure confidentiality and anonymity for the students, all participants were requested to not use names, social security numbers, or school ID codes anywhere on the survey and were assured that no numerical or alphabetical codes were attached to the surveys. The completed surveys were returned directly to the Office of Multicultural Student Services at the targeted university. The primary researcher could not determine the identity of the students involved in this study. Because of the desire to guarantee confidentiality and anonymity, neither the Office of the University Registrar nor the Office of Multicultural Student Services had access to the identity of the respondents. Therefore, after two weeks, a second mailing of the survey was sent out to the same self-identified Black students at the selected predominantly White Midwestern institution of higher education.

The cover letter also informed each student that the completion and return of the survey constituted his or her willingness to participate in the study. This letter also included a statement of thanks and gratitude for the individual's willingness to participate along with the name and contact information of the primary researcher.

Data Analysis

Quantitative Data

The quantitative portion of the study involved 11 demographic questions and the 38 assessment items, which were in a Likert coding (SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, and SD = Strongly Disagree). The first analysis performed with the data was a factor analysis, using an alpha factor analysis with an oblique notation. This type of factor analysis was chosen because it was the method most likely to yield subscales through the developed factors. This issue of the present research was not to develop scales per se, but to seek factorial validity. A second step was to address reliability. The Cronbach's (1970) alpha procedure was used. The rationale was not to build a scale per se, but rather to address the reliability of the 38 items. The Cronbach alpha was performed in a stepwise procedure, eliminating some items so that the reliability increased.

With the 11 items of demographic data, each item was cross-classified by gender. A chi-square test was performed on each item. Because of small cell expected frequencies, the estimated probabilities tended to overestimate the actual significance; hence, significant outcomes would have to be scrutinized. For the 38 Likert items, the data were cross-classified by gender, and a Kolmogorov (1941)-Smirnov (1948) (K-S) test was run. The K-S test finds a value that represents the proportional differences

between the responses for males and females. The K-S test is a non-parametric test (Siegel, 1956) that tests for differences in distribution. The quantitative data are reported in Chapter IV.

The K-S test was also used to address differences between those with voluntary minority status and those with involuntary minority status. Because the actual sample included few (six) with involuntary minority status, no significance was found.

The focus of this study was to assess the experience of Black students on a predominantly White campus of higher education. Data based on the self-identified sample from the targeted PWI were used in this study. The data were used to obtain comparison of differences in experience among self-identified Black students in a PWI. Finally, since the focus was on the experiences within a racial group, parity between minority and majority groups (or movement in that direction) was not the ultimate goal. Even if a high percentage of Black students successfully manage to succeed at this PWI, it should not lessen the concern that these students are more likely than White students to experience differential treatment in the classroom and on campus.

Qualitative Data

The qualitative data are reported in Chapter V. The qualitative data were read for content and themes that appeared to emerge were reported (Bloland, 1992; Glesne & Peshkn, 1992). The elucidation of themes is necessarily an interpretive process. A different researcher reading these responses might give interpretations that would vary from those given here. For this reason, the verbatim reports are included for each of the 42 respondents. Case numbers were assigned. Although they could not be attributed to specific individuals, case numbers were assigned to responses as they were received.

After each list of responses is shown, a summary of it is given in a numerical code. The process of finding schemes was an emergent inductive process. As the responses were read, first the statements were coded regarding specifics (i.e., diversity). Then the codes that reflected similar concepts were brought together, yielding categories. Following that, similar categories were addressed, searching for underlying themes. As the emergent themes were constructed, conclusions were then drawn from the qualitative information. The first theme that seemed to be dominant and appeared in the writing of several of the Black student respondents was initially called "Diversity." The responses that were tentatively marked as being in this theme were gathered and reread, thus letting the theme emerge. The theme was eventually identified as "Diversity serves both Black and White students, enriching the experiences of both groups." This process was repeated for the other identified themes as well. The identification of themes was considered to be inferences drawn by the primary researcher. The diagram for this process is shown in Appendix D.

CHAPTER IV
VALIDITY, RELIABILITY, AND OTHER
QUANTITATIVE RESULTS

Introduction

Chapter IV is presented in four sections. The first section reports the factor analysis, which is in effect a factorial validity for the 38-item Likert scale. The second section reports the reliability analysis of that same scale. The interest here is not to actually build and market a new scale, but to report both validity and reliability data for the scale that has been constructed for this specific research. The third section reports the actual number of people who responded to each of the demographic information questions. The fourth section shows the answers of the students on each item of the 38-item questionnaire. Both the third and fourth sections are reported as bivariate contingency tables, wherein gender is cross-classified with each item from both the demographic information and the questionnaire. Where appropriate, the Kolmogorov-Smirnov (K-S) test (a non-parametric test of difference in the distributions) was used to test for gender differences.

In this research, 96 people were sent questionnaires by the Office of the University Registrar, which were to be completed and then returned to the Office of Multicultural Student Services. There were 42 (43.8%) usable questionnaires returned. Considering the population (that is, the minority population that includes several people who would be lower income), this percentage of return would be considered somewhere

between acceptable and very good (E. Abercrombie, personal communication, May 28, 2003).

Section I: Factor Analysis

The factor analysis process used was the alpha factor analysis with an oblimin rotation. This was chosen because the alpha factor analysis corresponded most closely to the reliability analysis that is shown in the next section, which is related to Cronbach's (1970) alpha.

The first thing done was to find the eigenvalues, which is informative. There were a total of 38 items on the Likert scale, and the first eigenvalue was 12.52. The second eigenvalue was 3.61 (see Table 1). What this essentially means is that the first factor dominated the data rather strongly. This domination created a unidimensional situation as opposed to a multidimensional situation where several factors have high outcome values.

The cutoff occurred at 1.00 for eigenvalues because the sum of the eigenvalues equaled the number of variables. Thus, the mean eigenvalue was 1.00. Any eigenvalue less than 1.00 is in effect similar to a chance outcome. In choosing the number of factors, the comparative sizes of the eigenvalues are interpreted in a somewhat qualitative process, guided by the eigenvalues. Because the first eigenvalue is larger than the sum of the next four combined eigenvalues, the first factor dominated the data.

In an alpha factor analysis, a coefficient alpha was reported for each factor. This coefficient alpha corresponded to Cronbach's alpha, except that this coefficient alpha is appropriate for actual factor scores. The difference between the factor score reliability and actual scaled set of variables is that, in a factor score, every variable is included and has a different weighting.

Table 1. Eigenvalues Above 1.00 for the 38-Item Scale for Attitude of Black Students at a PWI.

| Eigenvalues | Proportion | Cumulative |
|-------------|------------|------------|
| 1 12.518 | 0.329 | 0.329 |
| 2 3.614 | 0.095 | 0.425 |
| 3 2.629 | 0.069 | 0.494 |
| 4 2.392 | 0.063 | 0.557 |
| 5 2.147 | 0.057 | 0.613 |
| 6 1.813 | 0.048 | 0.661 |
| 7 1.604 | 0.042 | 0.703 |
| 8 1.261 | 0.033 | 0.736 |
| 9 1.242 | 0.033 | 0.769 |
| 10 1.196 | 0.027 | 0.827 |

(N = 42) Preliminary Eigenvalues: Total = 38 Average = 1

When tests were created, each item was simply weighed as one point each, but the factor analysis worked with a different weighing process for each item, and the alpha coefficient, in the present case .962, represented the upper limit for finding an alpha in the second section. It also suggested that with a high value of .962 there were items that were quite homogenous.

Factor loadings on the first three factors are shown in Table 2. Table 2 includes the factor pattern.

Table 2. Factor Pattern for Black Student Opinionaire With Alpha Factor Analysis and Oblimin Rotation.

| | Factor Pattern | | |
|------|----------------|---------|---------|
| | Factor1 | Factor2 | Factor3 |
| L1 | 0.406 | -0.277 | -0.297 |
| L2 | 0.406 | -0.143 | 0.164 |
| RL3 | 0.748 | 0.069 | -0.223 |
| L4 | 0.657 | 0.494 | 0.104 |
| L5 | 0.555 | 0.337 | 0.285 |
| L6 | 0.693 | 0.348 | 0.210 |
| L7 | 0.710 | 0.287 | 0.016 |
| L8 | 0.635 | -0.127 | 0.250 |
| L9 | 0.861 | 0.227 | -0.023 |
| L10 | 0.509 | -0.047 | 0.095 |
| L11 | 0.707 | 0.005 | 0.274 |
| L12 | 0.741 | -0.213 | -0.055 |
| L13 | 0.545 | -0.224 | 0.103 |
| L14 | 0.749 | 0.157 | -0.074 |
| L15 | 0.288 | 0.494 | -0.080 |
| L16 | 0.534 | 0.542 | -0.133 |
| L17 | 0.781 | -0.076 | -0.072 |
| L18 | 0.218 | -0.042 | 0.464 |
| L19 | 0.187 | -0.147 | 0.388 |
| L20 | 0.407 | -0.393 | 0.322 |
| RL21 | -0.254 | 0.446 | 0.523 |
| RL22 | 0.398 | 0.148 | -0.143 |
| RL23 | 0.677 | 0.245 | 0.141 |
| L24 | 0.445 | -0.600 | -0.108 |
| L25 | 0.599 | -0.528 | -0.017 |
| L26 | 0.298 | -0.091 | -0.073 |
| L27 | -0.024 | 0.417 | -0.179 |
| RL28 | 0.283 | 0.337 | -0.482 |
| L29 | -0.147 | -0.051 | -0.131 |
| L30 | 0.564 | -0.137 | -0.275 |
| L31 | -0.533 | 0.191 | 0.061 |
| RL32 | 0.649 | 0.368 | 0.171 |
| L33 | -0.690 | -0.087 | 0.332 |
| L34 | 0.448 | -0.164 | 0.071 |
| RL35 | 0.774 | 0.079 | -0.321 |
| L36 | 0.573 | -0.296 | 0.466 |

Table 2 cont.

| | Factor Pattern | | |
|------|----------------|---------|---------|
| | Factor1 | Factor2 | Factor3 |
| RL37 | 0.314 | -0.294 | -0.294 |
| L38 | 0.639 | -0.159 | -0.058 |

(N = 42)

- L1 You feel safe.
- L2 The creation of a diverse environment is a high priority.
- L3 Many of the faculty and staff have difficulty relating to Black students.
- L4 Overall, faculty and staff treat me as if I belong here.
- L5 Administrators, faculty, and staff take time to listen to the concerns of Black students.
- L6 Administrators, faculty, and staff are supportive of Black student concerns and needs.
- L7 I believe faculty grade me fairly, without regard to my race/nationality.
- L8 There are opportunities for all students regardless of their racial background to hold leadership positions, such as Residence Assistant, Orientation Leaders, Tour Guides, etc.
- L9 Faculty create a classroom environment comfortable for all students.
- L10 Job opportunities are proportionately distributed among students of color and White students.
- L11 The classroom is free from racist behavior.
- L12 The campus environment is free from racism.
- L13 Racism is appropriately addressed.
- L14 You feel welcomed and appreciated.
- L15 You have identified someone who is willing to help you succeed.
- L16 You feel cared for.
- L17 There is a strong commitment to improving campus climate for all students.
- L18 It is easy to meet and get to know other students.
- L19 It is easy to get involved in student groups and activities.
- L20 Extra-curricular activities that promote cultural awareness and racial understanding among all students are available.
- L21 Too much emphasis has been placed on racial/ethnic diversity.
- L22 Interactions between students from different racial/ethnic backgrounds create tensions and arguments along racial/ethnic lines.
- L23 I have witnessed or experienced negative racial remarks by faculty in the classroom.
- L24 Black students are adequately represented in student government.
- L25 Black students are adequately represented in campus-wide activities.
- L26 I am exposed to different student backgrounds and cultures.

- L27 I feel comfortable discussing racial issues with someone of another race.
- L28 My race has been a roadblock to completion of my studies.
- L29 My race has helped me advance.
- L30 The presence of racially/ethnically diverse faculty and staff is visible.
- L31 Programs should be designed and implemented to sensitize administrators, faculty, staff, and students to racial issues.
- L32 I have witnessed or experienced negative racial remarks by faculty in the classroom.
- L33 I have witnessed or experienced racial remarks from other students.
- L34 Many faculty and staff are knowledgeable about racial and ethnic differences and similarities.
- L35 I have witnessed or experienced racial discrimination.
- L36 Multicultural Programs provide adequate help and guidance to Black students.
- L37 Programs that are established to aid Black students are frequently viewed as being of little value.
- L38 Racial concerns are given a high priority.

After the first several factors considered, the number of factors are a qualitative and a statistical process. The coefficient alphas for the first several factors are .962, .796, and .713, respectively.

Whenever the scale item is preceded with an “R,” this indicates that the item has been reverse scored. There are perhaps two or three possibilities in terms of scaling for different factors, but because of the high loading—the high alpha for the first factor—very likely there is only going to be one scale.

The process of finding factor scores is not reproduced here. For example, variable L1 has a factor loading of .406. If the researcher takes .406 times the difference between a person’s score on the first variable and the mean of the first variable, divides that by the standard deviation, and adds that successively in the same manner to all 38 of such weighted factor loadings that would be found, the researcher had the factor score for person one on Factor1. This explains how the loadings were used.

For purposes of this study only, factor loadings were used to get a better sense of the meaning of this particular set of variables so that those items that have the highest

loadings were going to be most important, and the lower loadings were less important. There were several items that loaded very well. Some of the items loaded very heavily, and they defined the factor. The item that loaded most heavily is L9 (with factor loading of .861): "Faculty create a classroom environment comfortable for all students." The second highest loading item is L17 (.780): "There is a strong commitment to improving campus climate for all students." These two highest loading items began to suggest that the first factor measured a sense of fairness to *all* students, neither comprising a particular group, nor shunning a less favored group. The third highest loading was on RL35 (.773): "I have witnessed or experienced racial discrimination." Reverse scoring on this item suggested that racial discrimination was not a part of the student's college experience, consistent with a campus that tries to value all students. The fourth highest loading occurred on L14 (.749): "You feel welcomed and appreciated." The fifth highest loading occurred on RL3 (.748): "Many of the faculty and staff have difficulty relating to Black students." The reverse scoring suggested that the faculty and staff do not have a particular problem in relating to Black students. The first factor appeared to be measuring the Black students' appreciation that they were accepted as *students*, not just as Black students. To a degree, it suggested that this PWI is looking to value people for the quality of their character, not the color of their skin. These data suggested that the 38 Likert items had a factorial validity that seemed related to how Black Americans view being in school on a predominantly White campus.

Section II: Reliability Analysis

Section two reports a Cronbach (1970) alpha reliability analysis for the Black student opinionaire. The Cronbach alpha data analysis is a continuous (Likert-type

answers) equivalent to a Kuder-Richardson formula 20 (Corcoran & Fischer, 1987) and is a measure of internal consistency. Only the first part of a stepwise process is shown here; the interest here is in showing that the overall scale is reliable. Not shown, but analyzed, is taking the process five steps further by eliminating items that reduced reliability. Thus, the first reported alpha, of .911, could have been increased to .933 by eliminating items 18, 21, 26, 27, and 29. From the previous factor analysis, the maximum alpha was .962. Eliminating those five items brought the scale close to its maximum possibility, while using simple scoring rather than factor scoring. Several items are reverse scored in the same manner as occurred with the factor analysis (Table 3).

Table 3. Cronbach Coefficient Alpha for Likert Data.

| | Raw Variables | | Standardized Variables | |
|-----|------------------|------------------------|------------------------|---|
| | Deleted Variable | Correlation With Total | Alpha if Item Deleted | |
| L1 | | .350 | .910 | You feel safe. |
| L2 | | .356 | .911 | The creation of a diverse environment is of high priority. |
| RL3 | | .693 | .905 | Many of the faculty, staff have difficulty relating to Black students. |
| L4 | | .663 | .906 | Overall, faculty, staff treat me as I belong here. |
| L5 | | .549 | .908 | Admin, faculty, staff take time to listen to Black students. |
| L6 | | .657 | .907 | Admin, faculty, staff are supportive of Black student concerns and needs. |

Table 3 cont.

| | Raw Variables | | Standardized Variables | |
|-----|------------------|------------------------|------------------------|--|
| | Deleted Variable | Correlation With Total | Alpha if Item Deleted | |
| L7 | | .659 | .906 | I believe faculty grade me fairly, without regard to my race. |
| L8 | | .637 | .907 | There are opportunities for all students regardless of their racial background to hold leadership positions. |
| L9 | | .827 | .904 | Faculty create a classroom environment comfortable for all students. |
| L10 | | .498 | .908 | Job opportunities are proportionately distributed among students of color and White students. |
| L11 | | .681 | .906 | The classroom is free from racist behavior. |
| L12 | | .681 | .905 | The campus environment is free from racism. |
| L13 | | .498 | .908 | Racism is appropriately addressed. |
| L14 | | .718 | .905 | You feel welcomed and appreciated. |
| L15 | | .297 | .910 | You have identified someone who is willing to help you succeed. |

Table 3 cont.

| Deleted Variable | Raw Variables | | Standardized Variables | |
|------------------|---------------|------------------------|------------------------|---|
| | | Correlation With Total | Alpha if Item Deleted | |
| L16 | | .546 | .908 | You feel cared for. |
| L17 | | .774 | .905 | There is a strong commitment to improving campus climate for all students. |
| L18 | | .216 | .912 | It is easy to meet and get to know other students. |
| L19 | | .212 | .912 | It is easy to get involved in student groups and activities. |
| L20 | | .401 | .910 | Extra-curricular activities that promote cultural awareness and racial understanding among all students are available. |
| L21 | | -.224 | .918 | Too much emphasis has been placed on racial/ethnic diversity. |
| RL22 | | .383 | .910 | Interactions between students from different racial/ethnic backgrounds create tensions and arguments along racial/ethnic lines. |
| RL23 | | .639 | .906 | I have witnessed or experienced negative racial remarks by faculty in the classroom. |

Table 3 cont.

| | Raw Variables | | Standardized Variables | |
|------|------------------|------------------------|------------------------|---|
| | Deleted Variable | Correlation With Total | Alpha if Item Deleted | |
| L24 | | .371 | .910 | Black students are adequately represented in student government. |
| L25 | | .521 | .908 | Black students are adequately represented in campus-wide activities. |
| L26 | | .271 | .911 | I am exposed to different student backgrounds and cultures. |
| L27 | | .021 | .915 | I feel comfortable discussing racial issues with someone of another race. |
| RL28 | | .279 | .911 | My race has been a roadblock to completion of my studies. |
| L29 | | -.195 | .916 | My race has helped me advance. |
| L30 | | .484 | .908 | The presence of racially/ethnically diverse faculty and staff is visible. |
| L31 | | -.471 | .918 | Programs should be designed and implemented to sensitize administrators, faculty, staff, and students to racial issues. |

Table 3 cont.

| Raw Variables | | Standardized Variables | |
|------------------|------------------------|--|---|
| Deleted Variable | Correlation With Total | Alpha if Item Deleted | |
| RL32 | .632 | .906 | I have witnessed or experienced negative racial remarks by faculty in the classroom. |
| RL33 | .633 | .906 | I have witnessed or experienced racial remarks from other students. |
| L34 | .384 | .910 | Many faculty and staff are knowledgeable about racial and ethnic differences and similarities. |
| RL35 | .727 | .905 | I have witnessed or experienced racial discrimination. |
| L36 | .526 | .908 | Multicultural Programs provide adequate help and guidance to Black students. |
| RL37 | .276 | .911 | Programs that are established to aid Black students are frequently viewed as being of little value. |
| L38 | .573 | .908 | Racial concerns are given a high priority. |
| Variables | Alpha | Cronbach Coefficient Alpha with Deleted Variable | |
| Raw | .911 | | |

In Table 3, the variable most highly correlated with the total (the remaining variables) is L9, "Faculty create a classroom environment comfortable for all students." L9 correlated .827 with the sum of the other scale items. If this item was removed, the alpha would drop to .904; L9 was clearly not an item to be dropped. In Table 1, L9 had the highest factor loading on the first factor (.861). In essence, L9 best described what the scale measured—the creation of a campus environment that is racially fair. On the other hand, if item L31, "Programs should be designed and implemented to sensitize administrators, faculty, staff, and students to racial issues," were removed, the reliability *goes up* from .911 to .918. Item L31 also had the highest negative loading on Factor 1, (-.532). One interpretation of this finding is that Black students might have felt such a program was an unnecessary intrusion into the academic arena.

Section III: Demographic Information

This section reports some basic demographic information on the respondents, including gender, marital status, age group, number of children, academic status, participation in intercollegiate athletics, and other academic background areas.

Question I addressed distribution by gender. Of the 42 respondents, 10 (23.8%) are female and 32 (76.2%) are male. These differences in gender, compared to the national data (Mortenson, 1999), are striking, in that less than 36% of Black university students are male.

Question II addressed the age of the respondents. Table 4 shows the distribution by gender of Black students at the PWI.

Table 4. Age of Respondents Cross-Classified by Gender.

| Frequency Percent Row Pct Col Pct | Under 22 | 22-35 | Over 35 | Total |
|--|-------------|-------|---------|--------|
| Female | 4 | 4 | 2 | 10 |
| Male | 18 | 10 | 4 | 32 |
| Total | 22 | 14 | 6 | 42 |
| Percent | 52.38 | 33.33 | 14.29 | 100.00 |

$X^2 = .859$, $p = .6508$, $C = .142$

In Question II, though X^2 s were reported, any significant outcomes needed to be scrutinized for significance; the reported probability was likely an overestimate of significance (because of the possibilities of small expected frequencies). For age ($p = .6508$), it can be safely concluded that there was no significance difference in age between Black males and Black females.

Question III addressed the marital status of the respondents. Table 5 shows the distribution by gender of Black students at the PWI. While a higher proportion of the women are married, this difference is non-significant.

Question IV addressed the number of children in respondents' households (Table 6). No significant differences were found between males and females and the number of children in the household. The household can be either the parental household, which would make sense for students who had not yet established a separate household, or their households as an adult.

Table 5. Marital Status of Respondents.

| Frequency Percent Row Pct Col Pct | What is your marital status? | | | |
|--|------------------------------|---------|------------------------|--------|
| | Single | Married | Divorced/ separated | Total |
| Female | 5 | 5 | 0 | 10 |
| Male | 22 | 7 | 3 | 32 |
| Total | 27 | 12 | 3 | 42 |
| Percent | 64.29 | 28.57 | 7.14 | 100.00 |

$$X^2 = 3.463, p = .1770, C = .276$$

Table 6. Number of Children in Respondents' Households.

| Frequency Percent Row Pct Col Pct | Number of children in household | | | | Total |
|--|---------------------------------|-------|-------|-------|--------|
| | 0 | 1 | 2 | 3 | |
| Female | 4 | 3 | 1 | 2 | 10 |
| Male | 15 | 5 | 6 | 6 | 32 |
| Total | 19 | 8 | 7 | 8 | 42 |
| Percent | 45.33 | 19.05 | 16.67 | 19.05 | 100.00 |

$$X^2 = 2.283, p = .5158, C = .233$$

Question V addressed the current academic status of the respondents' year in school (Table 7). No significant differences in academic standing were seen by gender. It is interesting to note, for both genders, more were graduate student responses than for any

single undergraduate year. Fifty percent of the women respondents were graduate students.

Table 7. Academic Status of Respondents.

| Frequency Percent Row Pct Col Pct | What is your academic status? | | | | | Total |
|--|-------------------------------|-----------|--------|--------|----------|--------|
| | Freshman | Sophomore | Junior | Senior | Graduate | |
| Female | 2 | 1 | 0 | 2 | 5 | 10 |
| Male | 5 | 8 | 3 | 6 | 10 | 32 |
| Total | 7 | 9 | 3 | 8 | 15 | 42 |
| Percent | 16.67 | 21.43 | 7.14 | 19.05 | 35.71 | 100.00 |

$$X^2 = 2.581, p = .6301, C = .241$$

Question VI addressed Black student involvement in intercollegiate athletics (Table 8). No gender differences were found in participation in intercollegiate athletics. To the degree that Blacks being at this PWI primarily for participation in athletics, the present data offer no credence to such a stereotype. The typical Black student is a *student*, and not an athlete.

Question VII addressed the bivariate relationship between gender and the particular group with which a person self reported (Table 9). All 42 respondents reported on this item. There were no gender differences regarding group identification. The term African American was the most common term applied by the respondents for self-identification.

Table 8. Intercollegiate Athletics Involvement of Respondents.

| Frequency Percent Row Pct Col Pct | No | Yes | Total |
|--|-------|-------|--------|
| Female | 9 | 1 | 10 |
| Male | 28 | 4 | 32 |
| Total | 37 | 5 | 42 |
| Percent | 88.10 | 11.90 | 100.00 |

$$X^2 = .045, p = .8313, C = .0329$$

Table 9. Group Identification of Respondents.

| Which of the following group(s) do you identify with? | | | | | | |
|---|---------------------|---------|-----------|---------------------|-------|--------|
| Frequency Percent Row Pct Col Pct | African American | African | Caribbean | Hispanic/ Latino | Other | Total |
| Female | 6 | 1 | 2 | 0 | 1 | 10 |
| Male | 18 | 8 | 1 | 1 | 4 | 32 |
| Total | 24 | 9 | 3 | 1 | 5 | 42 |
| Percent | 57.14 | 21.43 | 7.14 | 2.38 | 11.90 | 100.00 |

$$X^2 = 4.209, p = .3785, C = .0302$$

Question VIII addressed the enrollment status of all respondents (Table 10).

Though no significant differences were shown by gender, a slightly higher proportion of males than females were full-time students.

Table 10. Enrollment Status of Respondents.

| Frequency Percent Row Pct Col Pct | Are you a full-time student? | | |
|--|------------------------------|-------|--------|
| | No | Yes | Total |
| Female | 3 | 7 | 10 |
| Male | 3 | 29 | 32 |
| Total | 6 | 36 | 42 |
| Percent | 14.29 | 85.71 | 100.00 |

$$X^2 = 2.647, p = .1038, C = .244$$

Question IX addressed the educational goals of all respondents (Table 11). Approximately 50% of the Black students would like to pursue a doctoral degree, including 7 of the 10 female students.

Question X addressed the living arrangements of all respondents (Table 12). Twenty-five students utilized campus housing, one student lived with parents, and the remainder lived off campus, either in a house, an apartment, or on the local military base.

Question XI addressed the home residence of the respondents (Table 13). Most notable in Table 13 is that 35 of the 42 Black students come from places outside of North Dakota, Minnesota, or Winnipeg. This was one strong difference with the majority of students at this PWI. Over 70% of the total student population comes from the three previously mentioned states/provinces.

Table 11. Educational Goals of Respondents.

| Frequency Percent Row Pct Col Pct | How far would you like to go in school? | | | | |
|--|---|----------|--------------|-----------|--------|
| | Bachelor's | Master's | Professional | Doctorate | Total |
| Female | 1 | 0 | 2 | 7 | 10 |
| Male | 8 | 9 | 2 | 13 | 32 |
| Total | 9 | 9 | 4 | 20 | 42 |
| Percent | 21.43 | 21.43 | 9.52 | 47.62 | 100.00 |

$\chi^2 = 6.506, p = .0894, C = .366$

Table 12. Living Arrangements of Respondents.

| Frequency Percent Row Pct Col Pct | Where do you live while attending school? | | | | | | Total |
|--|---|-----------------------------|--------------------|--------------------------------------|--------------------------------------|-------|--------|
| | With Parents | Off- Campus Apartment | Residence Halls | Campus Apart- ment (Single) | Campus Apart- ment (Family) | Other | |
| Female | 0 | 2 | 3 | 1 | 1 | 3 | 10 |
| Male | 1 | 7 | 9 | 3 | 8 | 4 | 32 |
| Total | 1 | 9 | 12 | 4 | 9 | 7 | 42 |
| Percent | 2.38 | 21.43 | 28.57 | 9.52 | 21.43 | 16.67 | 100.00 |

$\chi^2 = 2.538, p = .7708, C = .239$

Table 13. Home Residence of Respondents.

| Frequency Percent Row Pct Col Pct | Which of the following are you a native of? | | | | |
|--|---|-----------|----------|-------|--------|
| | North Dakota | Minnesota | Winnipeg | Other | Total |
| Female | 0 | 1 | 1 | 8 | 10 |
| Male | 3 | 2 | 0 | 27 | 32 |
| Total | 3 | 3 | 1 | 35 | 42 |
| Percent | 7.14 | 7.14 | 2.38 | 83.33 | 100.00 |

$X^2 = 4.305$, $p = .2304$, $C = .305$

Section IV: Opinionaire Items

This section contains the two-way classification by gender and the 38 Likert opinion items constructed specifically for this research. Because the data had five possible choices (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree), there was a low probability assigned to at least some of the cells for female Black students (there are only 10 Black women in the sample). Thus, the chi-square test was not particularly useful due to the low cell expectancy. While a parametric test such as the t-test might have been employed, the low number of persons in the female Black group made such a choice tentative. A non-parametric technique, the Kolmogorov-Smirnov (K-S) test (Kolmogorov, 1941; Siegel, 1956; Smirnov, 1948), a test of difference between two distributions, was used. A computerized version of this test was used from a mainframe application of the Statistical Analysis System (SAS) program. For the data in this study, the K-S values for significance are $m_1 = 10$, $m_2 = 32$ as follows:

| | Significance |
|-----|--------------|
| .10 | .4419 |
| .05 | .4927 |
| .01 | .5905 |

Likert responses on attitude of Black students on predominantly White campuses (1 represents Strongly Agree (SA); 2 represents Agree (A); 3 represents Undecided (U); 4 represents Disagree (D); and 5 represents Strongly Disagree (SD)) are recorded for the 38 opinionaire items.

Table 14 shows the responses to the first opinionaire item, (L1) "You feel safe." In the table, gender is cross-classified with the students' responses.

Table 14. Responses to L1, "You Feel Safe."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|-------|------|--------|
| Female | 0 | 3 | 3 | 4 | 0 | 10 |
| Male | 12 | 11 | 5 | 2 | 1 | 31 |
| Total | 12 | 14 | 8 | 6 | 1 | 41 |
| Percent | 29.27 | 34.15 | 19.51 | 14.63 | 2.44 | 100.00 |

K-S D = .4420, p = .10

Males generally reported feeling safer than females. This outcome may be quite realistic, regardless of race. That is, campuses may be seen as less safe to females. This outcome was found to be significant at the .10 level.

Table 15 shows the responses to the second opinionaire item, (L2) “The creation of a diverse environment is a high priority.” In the table, gender is cross-classified with the students’ responses. Most males (but fewer females) saw the creation of a diverse environment as a high priority. This outcome approached significance at the .10 level.

Table 16 shows the responses to the third opinionaire item, (L3) “Many of the faculty and staff have difficulty relating to Black students.” The responses were cross-classified by gender.

An evenly balanced student response transpired with this item. This suggests that there is some ambivalence as to whether faculty and staff have difficulty relating to Black students. No significant differences were found for gender.

Table 15. Responses to L2, “The Creation of a Diverse Environment Is a High Priority.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|-------|-----|--------|
| Female | 0 | 3 | 3 | 4 | 0 | 10 |
| Male | 11 | 11 | 5 | 2 | 1 | 30 |
| Total | 11 | 14 | 8 | 6 | 1 | 40 |
| Percent | 27.50 | 35.00 | 20.00 | 15.00 | 2.5 | 100.00 |

$X^2 = 10.32$, K-S D = .4330

Table 16. Responses to L3, “Many of the Faculty and Staff Have Difficulty Relating to Black Students.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|-------|-------|--------|
| Female | 1 | 3 | 2 | 2 | 2 | 10 |
| Male | 4 | 6 | 13 | 5 | 4 | 32 |
| Total | 5 | 9 | 15 | 7 | 6 | 42 |
| Percent | 11.90 | 21.43 | 35.71 | 16.67 | 14.29 | 100.00 |

K-S D = .1187 (n.s.)

Table 17 shows the responses to the fourth opinionaire item, (L4) “Overall, faculty and staff treat me as if I belong here.” The responses were cross-classified by gender.

Over 75% of the Black students (32 of 42) agreed that they were treated as if they belonged at this PWI. Six were undecided, and only four disagreed.

Table 17. Responses to L4, “Overall, Faculty and Staff Treat Me as if I Belong Here.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|------|------|--------|
| Female | 2 | 6 | 2 | 0 | 0 | 10 |
| Male | 7 | 17 | 4 | 3 | 1 | 32 |
| Total | 9 | 23 | 6 | 3 | 1 | 42 |
| Percent | 21.43 | 54.76 | 14.29 | 7.14 | 2.38 | 100.00 |

K-S D = .1250 (n.s.)

Table 18 shows the responses to the fifth opinionaire item, (L5) “Administrators, faculty, and staff take time to listen to the concerns of Black students.” The responses were cross-classified by gender.

Table 18. Responses to L5, “Administrators, Faculty, and Staff Take Time to Listen to the Concerns of Black Students.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|------|------|--------|
| Female | 0 | 6 | 2 | 2 | 0 | 10 |
| Male | 6 | 14 | 9 | 2 | 1 | 32 |
| Total | 6 | 20 | 11 | 4 | 1 | 42 |
| Percent | 14.29 | 47.62 | 26.19 | 9.52 | 2.38 | 100.00 |

K-S D = .1875 (n.s.)

Twenty-six (61.9%) of the Black students responding felt administrators, faculty, and staff took the time to listen to the concerns of Black students. A large contingent of undecided respondents (11) left this as an ambiguous outcome.

Table 19 shows the responses to the sixth opinionaire item, (L6) “Administrators, faculty, and staff are supportive of Black student concerns and needs.” The responses were cross-classified by gender.

Only four Black students disagreed with this statement. There were also 16 Black students who were undecided.

Table 19. Responses to L6, "Administrators, Faculty, and Staff Are Supportive of Black Student Concerns and Needs."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|-------|-------|-------|------|--------|
| Female | 0 | 4 | 4 | 2 | 0 | 10 |
| Male | 4 | 12 | 12 | 4 | 0 | 32 |
| Total | 4 | 16 | 16 | 6 | 0 | 42 |
| Percent | 9.52 | 38.10 | 38.10 | 14.29 | 0.00 | 100.00 |

K-S D = .1250 (n.s.)

Table 20 shows the responses to the seventh opinionaire item, (L7) "I believe faculty grade me fairly, without regard to my race/nationality." The responses were cross-classified by gender.

Table 20. Responses to L7, "I Believe Faculty Grade Me Fairly, Without Regard to My Race/Nationality."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|------|------|--------|
| Female | 3 | 4 | 3 | 0 | 0 | 10 |
| Male | 9 | 17 | 5 | 0 | 1 | 32 |
| Total | 12 | 21 | 8 | 0 | 1 | 42 |
| Percent | 28.57 | 50.00 | 19.05 | 0.00 | 2.38 | 100.00 |

K-S D = .1125 (n.s.)

Among the 42 respondents, 12 marked “strongly agree,” 21 marked “agree,” 8 marked “undecided,” and 1 marked “strongly disagree.” Thus, 33 respondents or 78.57% felt that faculty graded them fairly without regard to their race or nationality, while 8 were undecided on this issue. One strongly disagreed that faculty graded them fairly without regard to their race/nationality. Thus, 41 of the 42 respondents either agreed or were undecided about fairness in grading relative to race/nationality. There were no gender differences.

Table 21 shows the responses to the eighth opinionaire item, (L8) “There are opportunities for all students regardless of their racial background to hold leadership positions, such as Residence Assistant, Orientation Leaders, Tour Guides, etc.” The responses were cross-classified by gender.

Table 21. Responses to L8, “There Are Opportunities for All Students Regardless of Their Racial Background to Hold Leadership Positions, Such as Residence Assistant, Orientation Leaders, Tour Guides, Etc.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|------|------|--------|
| Female | 2 | 4 | 4 | 0 | 0 | 10 |
| Male | 10 | 13 | 7 | 2 | 0 | 32 |
| Total | 12 | 17 | 11 | 2 | 0 | 42 |
| Percent | 28.57 | 40.48 | 26.19 | 4.76 | 0.00 | 100.00 |

K-S D = .1188 (n.s.)

Among the 42 respondents, 12 marked “strongly agree,” 17 marked “agree,” 11 marked “undecided,” and 2 marked “disagree.” Thus, 29 (69.05%) respondents felt that there are opportunities for all students, regardless of their racial background, to hold leadership positions (e.g., Residence Assistant, Orientation Leaders, among others). Eleven were undecided on this issue, while 2 disagreed. There were no gender differences.

Table 22 shows the responses to the ninth opinionaire item, (L9) “Faculty create a classroom environment comfortable for all students.” The responses were cross-classified by gender.

Table 22. Responses to L9, “Faculty Create a Classroom Environment Comfortable for All Students.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|------|------|------|--------|
| Female | 3 | 3 | 3 | 1 | 0 | 10 |
| Male | 11 | 16 | 1 | 3 | 1 | 32 |
| Total | 14 | 19 | 4 | 4 | 1 | 42 |
| Percent | 33.33 | 45.24 | 9.52 | 9.52 | 2.38 | 100.00 |

K-S D = .2438 (n.s.)

Among the 42 respondents, 14 marked “strongly agree,” 19 marked “agree,” 4 marked “undecided,” 4 marked “disagree,” and only 1 “strongly disagreed.” Thus, 33 (78.57%) of the 42 respondents believed that faculty created a comfortable classroom

environment for all students. While 4 respondents were undecided on this issue, 4 others disagreed and 1 strongly disagreed. There were no significant differences by gender.

Table 23 shows the responses to the tenth opinionaire item, (L10) “Job opportunities are proportionately distributed among students of color and White students.” The responses were cross-classified by gender.

Table 23. Responses to L10, “Job Opportunities Are Proportionately Distributed Among Students of Color and White Students.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|-------|-------|-------|------|--------|
| Female | 0 | 1 | 5 | 2 | 2 | 10 |
| Male | 4 | 11 | 11 | 3 | 2 | 31 |
| Total | 4 | 12 | 16 | 5 | 4 | 41 |
| Percent | 9.76 | 29.27 | 39.02 | 12.20 | 9.76 | 100.00 |

K-S D = .0384 (n.s.)

Among the 41 respondents (there was one omission), 4 marked “strongly agree” and 12 marked “agree.” Thus, 16 (38.10%) respondents felt that job opportunities were proportionately distributed among students of color and White students. While 16 were undecided on this issue, 5 disagreed and 4 strongly disagreed. There were no significant differences by gender, however, males tended to agree more than females.

Table 24 shows the responses to the eleventh opinionaire item, (L11) “The classroom is free from racist behavior.” The responses were cross-classified by gender.

Table 24. Responses to L11, “The Classroom Is Free From Racist Behavior.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|-------|------|--------|
| Female | 1 | 3 | 1 | 5 | 0 | 10 |
| Male | 4 | 12 | 5 | 9 | 1 | 31 |
| Total | 5 | 15 | 6 | 14 | 1 | 41 |
| Percent | 12.20 | 36.59 | 14.63 | 34.15 | 2.44 | 100.00 |

K-S D = .1774 (n.s.)

Of the 41 respondents (there was one omission), 5 marked “strongly agree” and 15 marked “agree.” Thus, 20 (47.62%) respondents felt that the classroom was free from racist behavior. Six were undecided on this issue, 14 disagreed, and 1 strongly disagreed that the classroom was free from racist behavior. No gender differences were found.

Table 25 shows the responses to the twelfth opinionaire item, (L12) “The campus environment is free from racism.” The responses were cross-classified by gender.

Among the 42 respondents, 3 marked “strongly agree” and 7 marked “agree.” Thus, 10 (23.81%) respondents felt that the campus environment was free from racism. Eight were undecided on this issue, 14 disagreed, and 10 strongly disagreed that the campus environment was free from racism. No gender differences were found.

Table 26 shows the responses to the thirteenth opinionaire item, (L13) “Racism is appropriately addressed.” The responses were cross-classified by gender.

Table 25. Responses to L12, “The Campus Environment Is Free From Racism.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|-------|-------|-------|-------|--------|
| Female | 1 | 1 | 1 | 4 | 3 | 10 |
| Male | 2 | 6 | 7 | 10 | 7 | 32 |
| Total | 3 | 7 | 8 | 14 | 10 | 42 |
| Percent | 7.14 | 16.67 | 19.05 | 33.33 | 23.81 | 100.00 |

K-S D = .1688 (n.s.)

Table 26. Responses to L13, “Racism Is Appropriately Addressed.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|-------|-------|-------|-------|--------|
| Female | 0 | 1 | 6 | 2 | 1 | 10 |
| Male | 0 | 7 | 11 | 10 | 4 | 32 |
| Total | 0 | 8 | 17 | 12 | 5 | 42 |
| Percent | 0.00 | 19.05 | 40.48 | 28.57 | 11.90 | 100.00 |

K-S D = .1375 (n.s.)

Among the 42 respondents, 8 marked “agree,” 17 marked “undecided,” 12 marked “disagree,” and 5 marked “strongly disagree.” Thus, 8 (19.02%) respondents felt that racism was appropriately addressed. No gender differences were found.

Table 27 shows the responses to the fourteenth opinionaire item, (L14) “You feel welcomed and appreciated.” The responses were cross-classified by gender.

Table 27. Responses to L14, “You Feel Welcomed and Appreciated.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|-------|------|--------|
| Female | 3 | 2 | 4 | 1 | 0 | 10 |
| Male | 6 | 14 | 7 | 4 | 1 | 32 |
| Total | 9 | 16 | 11 | 5 | 1 | 42 |
| Percent | 21.43 | 38.10 | 26.19 | 11.90 | 2.38 | 100.00 |

K-S D = .0562 (n.s.)

Among the 42 respondents, 9 marked “strongly agree,” 16 marked “agree,” 11 marked “undecided,” 5 marked “disagree,” and 1 marked “strongly disagree.” Thus, 25 (59.52%) respondents agreed that they felt welcomed and appreciated. There were no gender differences.

Table 28 shows the responses to the fifteenth opinionaire item, (L15) “You have identified someone who is willing to help you succeed.” The responses were cross-classified by gender.

Among the 42 respondents, 15 marked “strongly agree,” 18 marked “agree,” 8 marked “undecided,” and 1 marked “disagree.” Thus, 33 (78.57%) respondents agreed that they have identified someone who was willing to help them succeed. There were no gender differences.

Table 28. Responses to L15, "You Have Identified Someone Who Is Willing to Help You Succeed."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|------|------|--------|
| Female | 4 | 4 | 2 | 0 | 0 | 10 |
| Male | 11 | 14 | 6 | 1 | 0 | 32 |
| Total | 15 | 18 | 8 | 1 | 0 | 42 |
| Percent | 35.71 | 42.86 | 19.05 | 2.38 | 0.00 | 100.00 |

K-S D = .0562 (n.s.)

Table 29 shows responses to the sixteenth opinionaire item, (L16) "You feel cared for." The responses were cross-classified by gender.

Table 29. Responses to L16, "You Feel Cared for."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|------|------|--------|
| Female | 3 | 3 | 3 | 1 | 0 | 10 |
| Male | 5 | 16 | 8 | 2 | 0 | 31 |
| Total | 8 | 19 | 11 | 3 | 0 | 41 |
| Percent | 19.51 | 46.34 | 26.83 | 7.32 | 0.00 | 100.00 |

K-S D = .1387 (n.s.)

Among the 42 respondents, 8 marked “strongly agree,” 19 marked “agree,” 11 marked “undecided,” and 3 marked “disagree.” Thus, 27 (65.85%) respondents agreed that they felt cared for. One person did not respond at all. There were no gender differences.

Table 30 shows the responses to the seventeenth opinionaire item, (L17) “There is a strong commitment to improving campus climate for all students.” The responses were cross-classified by gender.

Table 30. Responses to L17, “There Is a Strong Commitment to Improving Campus Climate for All Students.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|-------|-------|------|------|--------|
| Female | 1 | 1 | 6 | 2 | 0 | 10 |
| Male | 3 | 9 | 16 | 2 | 2 | 32 |
| Total | 4 | 10 | 22 | 4 | 2 | 42 |
| Percent | 9.52 | 23.81 | 52.38 | 9.52 | 4.76 | 100.00 |

K-S D = .1750 (n.s.)

Among the 42 respondents, 4 marked “strongly agree,” 10 marked “agree,” 22 marked “undecided,” 4 marked “disagree,” and 2 marked “strongly disagree.” Thus, 14 (33.33%) respondents felt there was a strong commitment to improving campus climate for all students. There were no gender differences.

Table 31 shows responses to the eighteenth opinionaire item, (L18) “It is easy to meet and get to know other students.” The responses were cross-classified by gender.

Table 31. Responses to L18, “It Is Easy to Meet and Get to Know Other Students.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|-------|------|--------|
| Female | 2 | 3 | 2 | 2 | 1 | 10 |
| Male | 5 | 12 | 5 | 9 | 1 | 32 |
| Total | 7 | 15 | 7 | 11 | 2 | 42 |
| Percent | 16.67 | 35.71 | 16.67 | 26.19 | 4.76 | 100.00 |

K-S D = .0688 (n.s.)

Among the 42 respondents, 7 marked “strongly agree,” 15 marked “agree,” 7 marked “undecided,” 11 marked “disagree,” and 2 marked “strongly disagree.” Thus, 22 (52.38%) respondents felt that it was easy to meet and get to know other students.

Perhaps this item shows a possible weakness in the university climate. Almost one third (.33%) of the Black students disagreed that it was easy to get to know other students.

There were no gender differences.

Table 32 shows responses to the nineteenth opinionaire item, (L19) “It is easy to get involved in student groups and activities.” The responses were cross-classified by gender.

Among the 42 respondents, 9 marked “strongly agree,” 19 marked “agree,” 7 marked “undecided,” 5 marked “disagree,” and 2 marked “strongly disagree.” Thus, 28 (66.67%) respondents felt that it was easy to get involved in student groups and activities.

There were no gender differences.

Table 32. Responses to L19, “It Is Easy to Get Involved in Student Groups and Activities.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|-------|------|--------|
| Female | 1 | 8 | 3 | 1 | 0 | 10 |
| Male | 8 | 9 | 4 | 4 | 2 | 32 |
| Total | 9 | 21.43 | 7 | 5 | 2 | 42 |
| Percent | 21.43 | 45.24 | 16.67 | 11.90 | 4.76 | 100.00 |

K-S D = .1500 (n.s.)

Table 33 shows responses to the twentieth opinionaire item, (L20)

“Extra-curricular activities that promote cultural awareness and racial understanding among all students are available.” The responses were cross-classified by gender.

Table 33. Responses to L20, “Extra-Curricular Activities That Promote Cultural Awareness and Racial Understanding Among All Students Are Available.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|-------|-------|-------|------|--------|
| Female | 1 | 5 | 3 | 0 | 1 | 10 |
| Male | 3 | 15 | 7 | 5 | 2 | 32 |
| Total | 4 | 20 | 10 | 5 | 3 | 42 |
| Percent | 9.52 | 47.62 | 33.81 | 11.90 | 7.14 | 100.00 |

K-S D = .1188 (n.s.)

Among the 42 respondents, 4 marked “strongly agree,” 20 marked “agree,” 10 marked “undecided,” 5 marked “disagree,” and 3 marked “strongly disagree.” Thus, 24 (57.5%) respondents agreed that extra curricular activities that promote cultural awareness and racial understanding among all students were available. There were no gender differences.

Table 34 shows responses to the twenty-first opinionaire item, (L21) “Too much emphasis has been placed on racial/ethnic diversity.” The responses were cross-classified by gender.

Table 34. Responses to L21, “Too Much Emphasis Has Been Placed on Racial/Ethnic Diversity.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|------|-------|-------|-------|--------|
| Female | 0 | 0 | 4 | 3 | 3 | 10 |
| Male | 1 | 4 | 11 | 7 | 9 | 32 |
| Total | 1 | 4 | 15 | 10 | 12 | 42 |
| Percent | 2.38 | 9.52 | 35.71 | 23.81 | 28.57 | 100.00 |

K-S D = .1562 (n.s.)

Among the 42 respondents, 1 marked “strongly agree,” 4 marked “agree,” 15 marked “undecided,” 10 marked “disagree,” and 12 marked “strongly disagree.” There were no gender differences.

Table 35 shows responses to the twenty-second opinionaire item, (L22)

“Interactions between students from different racial/ethnic backgrounds create tensions and arguments along racial/ethnic lines.” The responses were cross-classified by gender.

Table 35. Responses to L22, “Interactions Between Students From Different Racial/Ethnic Backgrounds Create Tensions and Arguments Along Racial/Ethnic Lines.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|------|-------|-------|-------|--------|
| Female | 1 | 2 | 3 | 1 | 3 | 10 |
| Male | 1 | 2 | 10 | 14 | 5 | 32 |
| Total | 2 | 4 | 13 | 15 | 8 | 42 |
| Percent | 4.76 | 9.52 | 30.95 | 35.71 | 19.05 | 100.00 |

K-S D = .2062 (n.s.)

Among the 42 respondents, 2 marked “strongly agree,” 4 marked “agree,” 13 marked “undecided,” 15 marked “disagree,” and 8 marked “strongly disagree.” Thus, 6 (14.29%) respondents felt that interactions between students from different racial/ethnic backgrounds created tensions and arguments along racial/ethnic lines. There were no gender differences.

Table 36 shows responses to the twenty-third opinionaire item, (L23) “I have witnessed or experienced negative racial remarks by faculty in the classroom.” The responses were cross-classified by gender.

Table 36. Responses to L23, "I Have Witnessed or Experienced Negative Racial Remarks by Faculty in the Classroom."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|-------|------|-------|-------|--------|
| Female | 0 | 0 | 0 | 6 | 4 | 10 |
| Male | 4 | 5 | 4 | 10 | 9 | 32 |
| Total | 4 | 5 | 4 | 16 | 13 | 42 |
| Percent | 9.52 | 11.90 | 9.52 | 38.10 | 30.95 | 100.00 |

K-S D = .4063 (n.s.)

Among the 42 respondents, 4 marked "strongly agree," 5 marked "agree," 4 marked "undecided," 16 marked "disagree," and 13 marked "strongly disagree." Thus, 9 (21.43%) respondents agreed to having witnessed or experienced negative racial remarks by faculty in the classroom. The nine respondents witnessing racial remarks were male; the outcome for this item approached significance for gender.

Table 37 shows responses to the twenty-fourth opinionaire item, (L24) "Black students are adequately represented in student government." The responses were cross-classified by gender.

Among the 42 respondents, 1 marked "strongly agree," 2 marked "agree," 15 marked "undecided," 15 marked "disagree," and 8 marked "strongly disagree." Thus, 3 (7.32%) respondents felt that Black students were adequately represented in student government. There was one omission. There were no significant gender differences.

Table 37. Responses to L24, "Black Students Are Adequately Represented in Student Government."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|------|-------|-------|-------|--------|
| Female | 0 | 0 | 2 | 5 | 3 | 10 |
| Male | 1 | 2 | 13 | 10 | 5 | 31 |
| Total | 1 | 2 | 15 | 15 | 8 | 41 |
| Percent | 2.44 | 4.88 | 36.59 | 36.59 | 19.51 | 100.00 |

K-S D = .3162 (n.s.)

Table 38 shows responses to the twenty-fifth opinionaire item, (L25) "Black students are adequately represented in campus-wide activities." The responses were cross-classified by gender.

Table 38. Responses to L25, "Black Students Are Adequately Represented in Campus-Wide Activities."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|-------|-------|-------|------|--------|
| Female | 0 | 1 | 5 | 3 | 1 | 10 |
| Male | 0 | 8 | 8 | 12 | 3 | 31 |
| Total | 0 | 9 | 13 | 15 | 4 | 41 |
| Percent | 0.00 | 21.95 | 31.71 | 36.59 | 9.76 | 100.00 |

K-S D = .1581 (n.s.)

Among the 42 respondents, 9 marked “agree,” 13 marked “undecided,” 15 marked “disagree,” and 4 marked “strongly disagree.” One student did not respond at all. Thus, 9 (26.95%) respondents felt that Black students were adequately represented in campus-wide activities. There was one omission. There were no significant gender differences.

Table 39 shows responses to the twenty-sixth opinionaire item, (L26) “I am exposed to different student backgrounds and cultures.” The responses were cross-classified by gender.

Table 39. Responses to L26, “I Am Exposed to Different Student Backgrounds and Cultures.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|-------|------|--------|
| Female | 2 | 4 | 1 | 1 | 2 | 10 |
| Male | 3 | 17 | 5 | 5 | 1 | 31 |
| Total | 5 | 21 | 6 | 6 | 3 | 41 |
| Percent | 12.20 | 51.22 | 14.63 | 14.63 | 7.32 | 100.00 |

K-S D = .1677 (n.s.)

Among the 42 respondents, 5 marked “strongly agree,” 21 marked “agree,” 6 marked “undecided,” 6 marked “disagree,” and 3 marked “strongly disagree.” One student did not respond at all. Thus, 26 (63.42%) respondents felt that they were exposed to different student backgrounds and cultures. There were no significant gender differences.

Table 40 shows responses to the twenty-seventh opinionaire item, (L27) “I feel comfortable discussing racial issues with someone of another race.” The responses were cross-classified by gender.

Table 40. Responses to L27, “I Feel Comfortable Discussing Racial Issues With Someone of Another Race.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|------|-------|------|--------|
| Female | 5 | 5 | 0 | 0 | 0 | 10 |
| Male | 10 | 12 | 4 | 5 | 1 | 32 |
| Total | 15 | 17 | 4 | 5 | 1 | 42 |
| Percent | 35.71 | 40.48 | 9.52 | 11.90 | 2.38 | 100.00 |

K-S D = .3125 (n.s.)

Among the 42 respondents, 15 marked “strongly agree,” 17 marked “agree,” 4 marked “undecided,” 5 marked “disagree,” and 1 marked “strongly disagree.” Thus, 32 (76.19%) respondents agreed that they felt comfortable discussing racial issues with someone of another race. There were no significant gender differences; however, 10 of the respondents who were undecided, disagreed, or strongly disagreed were male.

Table 41 shows responses to the twenty-eighth opinionaire item, (L28) “My race has been a roadblock to completion of my studies.” The responses were cross-classified by gender.

Table 41. Responses to L28, “My Race Has Been a Roadblock to Completion of My Studies.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|------|------|-------|-------|--------|
| Female | 0 | 0 | 0 | 5 | 5 | 10 |
| Male | 0 | 2 | 4 | 13 | 13 | 32 |
| Total | 0 | 2 | 4 | 18 | 18 | 42 |
| Percent | 0.00 | 4.76 | 9.52 | 42.86 | 42.86 | 100.00 |

K-S D = .1875 (n.s.)

Among the 42 respondents, 2 marked “agree,” 4 marked “undecided,” 18 marked “disagree,” and 18 marked “strongly disagree.” Thus, 36 (85.72%) respondents disagreed that their race had been a roadblock to completion of their studies. There were no gender differences.

Table 42 shows responses to the twenty-ninth opinionaire item, (L29) “My race has helped me advance.” The responses were cross-classified by gender.

Among the 42 respondents, 4 marked “agree,” 15 marked “undecided,” 13 marked “disagree,” and 10 marked “strongly disagree.” Thus, 4 (9.52%) respondents felt that their race had helped them advance. No gender differences were evident.

Table 43 shows responses to the thirtieth opinionaire item, (L30) “The presence of racially/ethnically diverse faculty and staff is visible.” The responses were cross-classified by gender.

Table 42. Responses to L29, "My Race Has Helped Me Advance."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|------|-------|-------|-------|--------|
| Female | 0 | 2 | 4 | 2 | 2 | 10 |
| Male | 0 | 2 | 11 | 11 | 8 | 32 |
| Total | 0 | 4 | 15 | 13 | 10 | 42 |
| Percent | 0.00 | 9.52 | 35.71 | 30.95 | 23.81 | 100.00 |

K-S D = .1938 (n.s.)

Table 43. Responses to L30, "The Presence of Racially/Ethnically Diverse Faculty and Staff Is Visible."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|------|-------|-------|-------|--------|
| Female | 2 | 2 | 0 | 2 | 4 | 10 |
| Male | 1 | 2 | 7 | 15 | 6 | 31 |
| Total | 3 | 4 | 7 | 17 | 10 | 41 |
| Percent | 7.32 | 9.76 | 17.07 | 41.46 | 24.39 | 100.00 |

K-S D = .3033 (n.s.)

Among the 42 respondents, 1 did not respond at all, 3 marked "strongly agree," 4 marked "agree," 7 marked "undecided," 17 marked "disagree," and 10 marked "strongly disagree." Thus, 7 (17.08%) respondents felt that the presence of racially/ethnically

diverse faculty and staff was visible. Although there were no significant gender differences, males tended to disagree at a greater rate.

Table 44 shows responses to the thirty-first opinionaire item, (L31) “Programs should be designed and implemented to sensitize administrators, faculty, staff, and students to racial issues.” The responses were cross-classified by gender.

Table 44. Responses to L31, “Programs Should Be Designed and Implemented to Sensitize Administrators, Faculty, Staff, and Students to Racial Issues.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|------|------|--------|
| Female | 3 | 6 | 1 | 0 | 0 | 10 |
| Male | 10 | 12 | 7 | 2 | 0 | 31 |
| Total | 13 | 18 | 8 | 2 | 0 | 41 |
| Percent | 31.71 | 43.90 | 19.51 | 4.88 | 0.00 | 100.00 |

K-S D = .2000 (n.s.)

Among the 42 respondents, 13 marked “strongly agree,” 18 marked “agree,” 8 marked “undecided,” 2 marked “disagree,” and 1 did not respond. Thus, 31 (75.61%) respondents felt that programs should be designed and implemented to sensitize administrators, faculty, staff, and students to racial issues. There were no significant gender differences.

Table 45 shows responses to the thirty-second opinionaire item, (L32) “I have witnessed or experienced negative racial remarks by faculty in the classroom.” The responses were cross-classified by gender.

Table 45. Responses to L32, "I Have Witnessed or Experienced Negative Racial Remarks by Faculty in the Classroom."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|------|-------|-------|-------|--------|
| Female | 0 | 0 | 1 | 5 | 4 | 10 |
| Male | 4 | 1 | 4 | 9 | 12 | 30 |
| Total | 4 | 1 | 5 | 14 | 16 | 40 |
| Percent | 10.00 | 2.50 | 12.50 | 35.00 | 40.00 | 100.00 |

K-S D = .2000 (n.s.)

Among the 42 respondents, 2 did not respond, 4 marked "strongly agree," 1 marked "agree," 5 marked "undecided," 14 marked "disagree," and 16 marked "strongly disagree." Thus, 30 (75%) respondents have not witnessed or experienced negative racial remarks by faculty in the classroom. There were no significant gender differences.

Table 46 shows responses to the thirty-third opinionaire item, (L33) "I have witnessed or experienced racial remarks from other students." The responses were cross-classified by gender.

Among the 42 respondents, 6 marked "strongly agree," 16 marked "agree," 5 marked "undecided," 11 marked "disagree," and 5 marked "strongly disagree." Thus, 21 (50%) respondents witnessed or experienced racial remarks from other students. No significant gender differences were found.

Table 46. Responses to L33, "I Have Witnessed or Experienced Racial Remarks From Other Students."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|-------|-------|--------|
| Female | 0 | 7 | 0 | 2 | 1 | 10 |
| Male | 6 | 8 | 5 | 9 | 4 | 32 |
| Total | 6 | 15 | 5 | 11 | 5 | 42 |
| Percent | 14.29 | 35.71 | 11.90 | 26.19 | 11.90 | 100.00 |

K-S D = .2484 (n.s.)

Table 47 shows responses to the thirty-fourth opinionaire item, (L34) "Many faculty and staff are knowledgeable about racial and ethnic differences and similarities." The responses were cross-classified by gender.

Table 47. Responses to L34, "Many Faculty and Staff Are Knowledgeable About Racial and Ethnic Differences and Similarities."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|-------|-------|-------|------|--------|
| Female | 0 | 1 | 5 | 3 | 1 | 10 |
| Male | 0 | 12 | 12 | 4 | 3 | 31 |
| Total | 0 | 13 | 17 | 7 | 4 | 41 |
| Percent | 0.00 | 31.71 | 41.46 | 17.07 | 9.76 | 100.00 |

K-S D = .3000 (n.s.)

Among the 42 respondents, 1 did not respond, 13 marked “agree,” 17 marked “undecided,” 7 marked “disagree,” and 4 marked “strongly disagree.” There were no significant gender differences, though males tended to be somewhat more positive.

Table 48 shows responses to the thirty-fifth opinionaire item, (L35) “I have witnessed or experienced racial discrimination.” The responses were cross-classified by gender.

Table 48. Responses to L35, “I Have Witnessed or Experienced Racial Discrimination.”

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|-------|------|--------|
| Female | 1 | 5 | 2 | 1 | 1 | 10 |
| Male | 4 | 8 | 6 | 11 | 3 | 32 |
| Total | 5 | 13 | 8 | 12 | 4 | 42 |
| Percent | 11.90 | 30.95 | 19.50 | 28.57 | 9.52 | 100.00 |

K-S D = .2194 (n.s.)

Among the 42 respondents, 5 marked “strongly agree,” 13 marked “agree,” 8 marked “undecided,” 12 marked “disagree,” and 4 marked “strongly disagree.” Thus, 18 (42.9%) respondents have witnessed or experienced racial discrimination. No gender differences were found.

Table 49 shows responses to the thirty-sixth opinionaire item, (L36) “Multicultural Programs provide adequate help and guidance to Black students.” The responses were cross-classified by gender.

Table 49. Responses to L36, "Multicultural Programs Provide Adequate Help and Guidance to Black Students."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|-------|-------|-------|-------|------|--------|
| Female | 1 | 2 | 4 | 2 | 1 | 10 |
| Male | 9 | 12 | 7 | 3 | 1 | 32 |
| Total | 10 | 14 | 11 | 5 | 2 | 42 |
| Percent | 23.81 | 33.33 | 26.19 | 11.90 | 4.76 | 100.00 |

K-S D = .3774 (n.s.)

Among the 42 respondents, 10 marked "strongly agree," 14 marked "agree," 11 marked "undecided," 5 marked "disagree," and 2 marked "strongly disagree." Thus, 24 (57.14%) respondents felt that Multicultural Programs provided adequate help and guidance to Black students. Males were more likely to agree with this statement than females, but the difference was not significant.

Table 50 shows responses to the thirty-seventh opinionaire item, (L37) "Programs that are established to aid Black students are frequently viewed as being of little value." The responses were cross-classified by gender.

Among the 42 respondents, 1 marked "strongly agree," 20 marked "agree," 11 marked "undecided," 8 marked "disagree," 1 marked "strongly disagree," and 1 did not respond. Thus, 21 (51.8%) respondents felt that programs that are established to aid Black students are frequently viewed as being of little value at the PWI. No significant gender differences were found.

Table 50. Responses to L37, "Programs That Are Established to Aid Black Students Are Frequently Viewed as Being of Little Value."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|-------|-------|-------|------|--------|
| Female | 0 | 4 | 4 | 1 | 1 | 10 |
| Male | 1 | 16 | 7 | 7 | 0 | 31 |
| Total | 1 | 20 | 11 | 8 | 1 | 41 |
| Percent | 2.38 | 48.70 | 26.19 | 19.50 | 2.38 | 100.00 |

K-S D = .2097 (n.s.)

Table 51 shows responses to the thirty-eighth opinionaire item, (L38) "Racial concerns are given a high priority." The responses were cross-classified by gender.

Table 51. Responses to L38, "Racial Concerns Are Given a High Priority."

| Frequency Percent Row Pct Col Pct | SA | A | U | D | SD | Total |
|--|------|-------|-------|-------|-------|--------|
| Female | 0 | 0 | 4 | 4 | 2 | 10 |
| Male | 0 | 5 | 10 | 13 | 4 | 32 |
| Total | 0 | 5 | 14 | 17 | 6 | 42 |
| Percent | 0.00 | 11.90 | 33.33 | 40.48 | 14.29 | 100.00 |

K-S D = .1613 (n.s.)

Among the 42 respondents, 5 marked “agree,” 14 marked “undecided,” 17 marked “disagree,” and 6 marked “strongly disagree.” Thus, 23 (54.7%) respondents felt that racial concerns are not given a high priority at the PWI. No significant gender differences were found.

Opinionaire Items by Voluntary/Involuntary Status

This section contains the two-way classification by voluntary/involuntary status, as adapted by the researcher, and the Likert items that showed at least a K-S value of .33. Here voluntary/involuntary status is defined in terms of place of origin. Empirically, it was felt that those Black students who come from areas other than North Dakota or Minnesota were showing a voluntary process to their choice. This extends Ogbu’s theory somewhat. The data indicated that the vast majority of the Black students do *not* come from North Dakota or Minnesota. Only six Black students of the sample are from these states. This, is in large, a contrast to the non-Black students, who come predominantly from these two states. The reason for choosing $K-S > .33$ was that differences of this magnitude typically showed trends of interest, if not significance in a probabilistic sense. Because the North Dakota/Minnesota proportion of the sample was so small, significance was very difficult to achieve with the K-S test. More importantly, the large portion of voluntary members in the group led to interpretations as well. The following 12 Likert items showed K-S values of .33 or higher.

Table 52 shows the cross-classification for voluntary/involuntary status in item L2, “The creation of a diverse environment is a high priority.”

Table 52. Voluntary Status Cross-Classified With L2, “The Creation of a Diverse Environment Is a High Priority.”

| Status | SA | A | U | D | SD | Total |
|-------------|----|----|---|---|----|-------|
| Voluntary | 10 | 13 | 6 | 5 | 0 | 34 |
| Involuntary | 1 | 1 | 2 | 1 | 1 | 6 |
| Total | 11 | 14 | 8 | 6 | 1 | 40 |

K-S D = .3443 (n.s.)

Briefly, to understand the meaning of K-S D = .3443, it can be noted that, cumulatively, beginning with SA and including A, 23 of 34 voluntary Blacks, or a proportion of .6776 has occurred. For involuntary Blacks, 2 of 6 or .3333 proportion has occurred. Then, $.6776 - .3333 = .3443$, which represented a proportional difference. While not significant, given the small number of involuntary Blacks, it was not unexpected. The orientation was toward voluntary Blacks more likely agreeing with L2, “The creation of a diverse environment is a high priority.”

The second Likert item (L5) showed a dispersion difference of .33 or greater. Table 53 shows the cross-classification for voluntary status and responses to L5, “Administrators, faculty, and staff take time to listen to the concerns of Black students.”

Again, the voluntary Blacks were more likely to see that the administrators, faculty, and staff took time to listen to Black students. Because of the small number of involuntary Black students, this result was non-significant.

Table 53. Cross-Classification of Voluntary Status and Responses to L5, “Administrators, Faculty, and Staff Take Time to Listen to the Concerns of Black Students.”

| Status | SA | A | U | D | SD | Total |
|-------------|----|----|----|---|----|-------|
| Voluntary | 6 | 18 | 9 | 3 | 0 | 36 |
| Involuntary | 0 | 2 | 2 | 1 | 1 | 6 |
| Total | 6 | 20 | 11 | 4 | 1 | 42 |

K-S D = .3333 (n.s.)

Table 54 records the third Likert item showing a discrepancy of .33 or higher.

This occurred with L7, “I believe faculty grade me fairly, without regard to my race/nationality.”

Table 54. Voluntary Status and Responses to L7, “I Believe Faculty Grade Me Fairly, Without Regard to My Race/Nationality.”

| Status | SA | A | U | D | SD | Total |
|-------------|----|----|---|---|----|-------|
| Voluntary | 12 | 17 | 7 | 0 | 0 | 36 |
| Involuntary | 0 | 4 | 1 | 0 | 1 | 6 |
| Total | 12 | 21 | 8 | 0 | 1 | 42 |

K-S D = .3333 (n.s.)

Again, voluntary Blacks tended to agree with this statement more than involuntary Blacks. The result was not significant.

Table 55 records the fourth Likert item to meet or exceed $D = .33$. This occurred with L8, “There are opportunities for all students regardless of their racial background to

hold leadership positions, such as Residence Assistant, Orientation Leaders, Tour Guides, etc.”

Table 55. Voluntary Status Cross-Classified With L8, “There Are Opportunities for All Students Regardless of Their Racial Background to Hold Leadership Positions, Such as Residence Assistant, Orientation Leaders, Tour Guides, Etc.”

| Status | SA | A | U | D | SD | Total |
|-------------|----|----|----|---|----|-------|
| Voluntary | 12 | 12 | 10 | 2 | 0 | 36 |
| Involuntary | 0 | 5 | 1 | 0 | 0 | 6 |
| Total | 12 | 17 | 11 | 2 | 0 | 42 |

K-S D = .3333 (n.s.)

Again, voluntary Blacks were more favorable in agreeing with L8, “There are opportunities for all students regardless of their racial background to hold leadership positions, such as Residence Assistant, Orientation Leaders, Tour Guides, etc.” This result was non-significant.

Table 56 shows the fifth Likert item, which showed a discrepancy in cumulative distribution at least as large as .33. This occurred with L9, “Faculty create a classroom environment comfortable for all students.”

Table 56. Voluntary Status Cross-Classified With L9, “Faculty Create a Classroom Environment Comfortable for All Students.”

| Status | SA | A | U | D | SD | Total |
|-------------|----|----|---|---|----|-------|
| Voluntary | 14 | 16 | 3 | 3 | 0 | 36 |
| Involuntary | 0 | 3 | 1 | 1 | 1 | 6 |
| Total | 14 | 19 | 4 | 4 | 1 | 42 |

K-S D = .3889 (n.s.)

In Table 56, it can be seen that voluntary Blacks tended to be more favorable to the item L9, “Faculty create a classroom environment comfortable for all students.” The result was non-significant.

Table 57 reports the sixth Likert item to net the discrepancy index of $D = .33$ or larger. This item is L11, “The classroom is free from racist behavior.”

Table 57. Voluntary Status Cross-Classified With L11, “The Classroom Is Free From Racist Behavior.”

| Status | SA | A | U | D | SD | Total |
|-------------|----|----|---|---|----|-------|
| Voluntary | 12 | 17 | 7 | 0 | 0 | 36 |
| Involuntary | 0 | 4 | 1 | 0 | 1 | 6 |
| Total | 12 | 21 | 8 | 0 | 1 | 42 |

K-S $D = .3524$ (n.s.)

Blacks with voluntary minority status were more likely to agree with item L11, “The classroom is free from racist behavior.” The result was non-significant.

Table 58 reports the seventh Likert item, which showed a discrepancy index of .33 or higher. The item is L15, “You have identified someone who is willing to help you succeed.”

Of the 36 voluntary minority status Blacks, 15 (41.67%) strongly agreed with item L15, “You have identified someone who is willing to help you succeed.” No involuntary minority status Blacks strongly agreed with this item. The difference was non-significant. (A D of .5380 is needed for significance at the 10% level for groups of 6 and 36 persons.)

Table 58. Voluntary Status Cross-Classified With L15, "You Have Identified Someone Who Is Willing to Help You Succeed."

| Status | SA | A | U | D | SD | Total |
|-------------|----|----|---|---|----|-------|
| Voluntary | 15 | 15 | 6 | 0 | 0 | 36 |
| Involuntary | 0 | 3 | 2 | 1 | 0 | 6 |
| Total | 15 | 18 | 8 | 1 | 0 | 42 |

K-S D = .4167 (n.s.)

Table 59 reports the eighth Likert item to show a discrepancy index of .33 or higher between Blacks with voluntary status and L16, "You feel cared for."

Table 59. Voluntary Status Cross-Classified With L16, "You Feel Cared for."

| Status | SA | A | U | D | SD | Total |
|-------------|----|----|----|---|----|-------|
| Voluntary | 8 | 18 | 9 | 0 | 0 | 35 |
| Involuntary | 0 | 1 | 2 | 3 | 0 | 6 |
| Total | 8 | 19 | 11 | 3 | 0 | 41 |

K-S D = .5556 ($p < .10$)

This item showed a larger dispersion index than any other item on the opinionaire: K-S D = .5556 for L16, "You feel cared for." The voluntary minority status Blacks tended to agree more with this statement than involuntary minority status Blacks. The difference was significant at the 10% level.

Table 60 reports the ninth Likert item to show a discrepancy index of at least .33. The item is L29, "My race has helped me advance."

Table 60. Voluntary Status Cross-Classified With L29, "My Race Has Helped Me Advance."

| Status | SA | A | U | D | SD | Total |
|-------------|----|---|----|----|----|-------|
| Voluntary | 0 | 4 | 14 | 8 | 10 | 36 |
| Involuntary | 0 | 0 | 1 | 5 | 0 | 6 |
| Total | 0 | 4 | 15 | 13 | 10 | 42 |

K-S D = .3333 (n.s.)

Although no one strongly agreed with item L29, "My race has helped me advance," the involuntary minority status Blacks were more likely to disagree with this statement. This difference was non-significant.

Table 61 shows the tenth Likert item to show a discrepancy of .33 or higher. The item is L30, "The presence of racially/ethnically diverse faculty and staff is visible."

Table 61. Voluntary Status and Responses to L30, "The Presence of Racially/Ethnically Diverse Faculty and Staff Is Visible."

| Status | SA | A | U | D | SD | Total |
|-------------|----|----|---|----|----|-------|
| Voluntary | 4 | 12 | 5 | 10 | 5 | 36 |
| Involuntary | 2 | 3 | 0 | 1 | 0 | 6 |
| Total | 6 | 15 | 5 | 11 | 5 | 42 |

K-S D = .3889

On item L30, "The presence of racially/ethnically diverse faculty and staff is visible," a higher proportion of the involuntary minority status Blacks tended to agree.

The K-S D = .3889, which is non-significant.

Table 62 represents the eleventh Likert item to show a discrepancy of .33 or larger between the two groups of Black students classified by voluntary/involuntary minority status. The item is L33, “I have witnessed or experienced racial remarks from other students.”

Table 62. Voluntary Status and Responses to L33, “I Have Witnessed or Experienced Racial Remarks From Other Students.”

| Status | SA | A | U | D | SD | Total |
|-------------|----|----|---|----|----|-------|
| Voluntary | 4 | 12 | 5 | 10 | 5 | 36 |
| Involuntary | 2 | 3 | 0 | 1 | 0 | 6 |
| Total | 6 | 15 | 5 | 11 | 5 | 42 |

K-S D = .3889 (n.s.)

On item L33, “I have witnessed or experienced racial remarks from other students,” a higher proportion of the involuntary minority status Blacks tended to agree more often. The K-S D = .3889, which is non-significant.

Table 63 reports the twelfth Likert item to show a discrepancy of .33 or larger between the two groups of Black students classified by voluntary/involuntary minority status. The item is L35, “I have witnessed or experienced racial discrimination.”

Involuntary minority status Blacks were proportionately more likely to agree with the statement, compared to voluntary minority status Blacks. The difference was non-significant.

Table 63. Voluntary Status and Responses to L35, "I Have Witnessed or Experienced Racial Discrimination."

| Status | SA | A | U | D | SD | Total |
|-------------|----|----|---|----|----|-------|
| Voluntary | 3 | 10 | 8 | 11 | 4 | 36 |
| Involuntary | 2 | 3 | 0 | 1 | 0 | 6 |
| Total | 5 | 13 | 8 | 12 | 4 | 42 |

K-S D = .4722 (n.s.)

Summary

Chapter IV contained the quantitative results from this study. The first section reported a factor analysis of a 38-item Likert scale on the experiences of Black students on a predominantly White campus. Factorial validity was shown. The second section reported on the reliability of the scale, and the reliability coefficient of .911 was reported for the entire scale. Demographics of the sample were reported in Section III. The predominance of male (32 of the 42) respondents was noted. Mortenson (1999) reported that males represented only 36% of university enrollments; the composition of this sample stands in stark contrast to national trends. In addition, the stereotype of Blacks are predominantly athletes on campus was not borne out with this group of respondents. Only five of the Black students were involved in intercollegiate athletics. Indeed, there were more Black graduate students (15) than athletes. Section IV contained responses by gender to the 38 Likert items. No significant gender differences were found beyond the .10 level. When classified by voluntary/involuntary minority status, only six respondents were from the two states (North Dakota and Minnesota) adjoining the city where the PWI

is located. In that 70% of the overall student body came from these two states, only 14.29% of the Black students came from these two states. Because of the small size of persons in the involuntary minority status group, significance was found beyond the .10 level for only one item.

CHAPTER V
ANALYSIS OF THE OPEN-ENDED QUESTIONS

Introduction

Chapter V begins with a compilation of the results of open-ended questions asked on the questionnaire titled “Black Students’ Educational Experience at a Predominantly White Institution Questionnaire” along with the questions and complete responses. The purpose of the questionnaire was to determine the impact of a predominantly White institution on Black students’ experience, based on the students’ views. The open-ended questions were based on a broad general framework of academic and social integration (Tinto, 1987, 1993). Tinto (1987) stresses the importance of both academic and social integration for student success and persistence to degree completion.

Through the questionnaire, the study strived to establish ways of improving the campus climate for Black students. Following the verbatim reporting of the responses, a tally was reported, which gathered the responses into categories constructed after reading the students’ statements. The chapter ends with an interpretation of five themes found in the responses.

These themes are (1) Diversity serves both White and Black students, enriching the experiences of both groups; (2) Blacks need to control their own destiny, and not rely on the majority group to ensure that they are treated fairly; (3) Whites at a PWI lack simple ways of interacting with Blacks, probably due to their lack of such experiences;

(4) Blacks learn new ways of being in a PWI, including what it means to be in a small minority group; and (5) The University needs to have more Black faculty and students, individuals who can be successful academically and seen as role models to others, including Whites.

Theme 1: Diversity Serves Both White and Black Students,
Enriching the Experiences of Both Groups

The following are statements made by respondents:

From my own experience at a PWI, I have seen that there is a major breakdown in knowledge about cultural issues among faculty and staff. As a result, many needs of non-majority attendees go overlooked.

Going to a PWI is a choice just like attending a historically Black college or university (HBCC). The college should make an attempt to acknowledge the inequities of the curriculum with regards to diversity; however, the students should find ways to express their cultural heritage through clubs or other means. All students should be required to take a course on assimilation (to add changes into environment and culture) yet maintain one's identity. The changes we recommend should involve change versus victimize students are changing rapidly and if we teach students to understand the past, understand the present, and take the future, we will be ahead of the game. If we stop placing so many emphases on color/ethnicity and control their own destiny—don't push diversity off on others.

I would highly recommend that all employees and students of the PWI have to participate in a mandatory seminar or course that addresses cultural sensitivity. Educators would not only be encouraged to excel in their own discipline, but also in areas to increase their proficiency as teachers. As part of the required curriculum, students could learn about others they will encounter after leaving the PWI.

If some student programs are designed in such a way as to involve a certain compulsory ratio of Black to White students, then they will get more used to each other and feel comfortable even in a predominantly White institution.

In fact, if there are PWIs where Black students face prejudice, I will simply recommend a more diverse staff and student body. I will also recommend cultural activities for students from various backgrounds. Fortunately, my institution organizes these cultural activities, but they can still improve on Black climate by recruiting more Black students from Africa, where there are talented people who lack the means.

Diversity has always been important regardless of my environment. It is fundamental. My attendance here has further reinforced how important it is for a sense of belonging.

Theme 2: Blacks Need to Control Their Own Destiny,
and Not Rely on the Majority Group to Ensure
That They Are Treated Fairly

The following are statements made by respondents:

I should also point out that there are some programs that offer assistantship, with tuition waivers to graduate students. This has actually helped to improve on campus diversity. However, if more programs start giving tuition waivers to both graduate and undergraduate students from Africa, the problem of diversity will no longer be an issue. I hope this happens.

I now value people of my race more than I did before. I watch the way I talk and act around the other races.

Growing up in a diverse community, I never thought about diversity until I showed up to [the PWI] and found that no matter where I went, there would be one other person of color. Not having people to relate to changes you because you're forced to hold everything in because no one will understand how you feel.

It's helped me to fully comprehend for the first time what being a minority is in a place. I appreciate to a greater degree now the fact that as much as possible, administrators should work to create environments in which underrepresented populations feel welcome. Not be treated specially/differently but as every other important individual.

I feel comfortable with my racial/ethnic origin, especially because I speak freely with those I work with and they listen to me. I have the impression that there is no bias between races in the environment in which I work.

I came here as a graduate student and was exposed to a very small group of students and faculty. I believe that the small size of the group makes it hard for such racial differences to manifest a lot. As a result, I was not well suited for most of the questions in this survey. I think these are common things amongst undergrads; although they may not speak of it, they show it by behavior.

It encourages me to want to be seen, so I am here as much as possible. Most people at PWIs have a myth that people such as Blacks or Indians are lazy or always late. I try to dispel that myth by setting an example. Sometimes being in class makes me feel like a sideshow because the students and professors are all White.

I think it is important that Black students have a “safe space” or haven in a place that doesn’t necessarily reject them; however, it does not accept them or know what to do with them. University programs, speakers, plays, performances, etc., need to be more culturally diverse. The university must be intentional in their methods of education, exposing and empowering their students both White and Black.

I just would like to see more unity in the Black community on campus. I do not mean the exclusion of other races, just the inclusion of my own.

My attendance at a PWI has shown me exactly where I stand in a predominantly White society (PWS). The lack of diversity has definitely made my college experience harder, but it has forced me to mature and think “big time” about myself and my role and responsibility as a Black man.

I tend to handle all of my problems personally so I cannot say I have even attempted to use the services provided.

Theme 3: Whites at a PWI Lack Simple Ways of Interacting With Blacks, Probably Due to Their Lack of Such Experiences

The following are statements made by respondents:

My views have been affected because coming from a large city with a large percentage of African Americans to an institution with predominantly small town White students has made me realize that many of the White students have never had experiences with African Americans. Also, this lack of exposure is evident in the prejudices that many of the White students have.

It has been quite difficult; there is much of a high level of ignorance on this campus. I understand that this geographical area doesn’t give much opportunity for exposure to various cultures. Nonetheless, this is a university, the seat of learning. An institution created to ensure not only an education, but to graduate educated individuals. Students will be ill prepared to enter into a world much different from what the state of North Dakota has to offer and what the [PWI] provides.

Make sure all groups are given an opportunity to freely express their opinions. Find ways to ensure that all students are respected regardless of their ethnicity.

Better outreach programs. As an athlete it is difficult for me to find time to see what BSA has to offer, but I am very curious and would like to be part of an organization that is willing to sponsor change!

Put up billboards with such positive messages that encourages or emphasizes the importance of mutual respect. Lots of awareness programs. Let racial issues be talked about openly. Organize essay competitions/debates that address racial issues. You'll be surprised how many more minds still need to be educated on racially related dispositions. I say education is the key. Let people constantly see messages of positivity/or ones that condemn whatever needs to be condemned. More representation in the student body as well.

In such a community where people perpetrate their acts behaviorally, it is tough to point any fingers and may be tougher to make decisions. However, the Black students should be encouraged to interact more so as to know the people more and then be able to discover what they (Whites) might have in mind against them. I hope I've been of help to you. Wish you luck.

Have more things (classes, jobs, activities) that are closely related to the lifestyle and backgrounds of many of the Black students.

Students may not discriminate against you openly, but you can read their "first" reactions, which they may later on attempt to cover up. I think they need more awareness. Faculty and staff behave like educated people in this light. It is therefore difficult to tell what is truly within. If I were a White with this my same mind, I wouldn't mind dating a Black. Now that I'm a Black, I could do so if not married; but I truly wonder if a White would date a Black. The reason is simple.

Theme 4: Blacks Learn New Ways of Being in a PWI, Including What It Means to Be in a Small Minority Group

The following are statements made by respondents:

There has been little to no effect on my class attendance or participation. I recognize being in North Dakota—that the number of people of color wouldn't be the same quantity of a Mpls/St. Paul, Milwaukee, or Chicago. However, it's important as a person of color to educate other about me and my needs—instead of being a victim of history and society.

My views still have not changed. I believe that because I am attending a culturally deprived school, I am looked at differently but it doesn't affect me. I myself am bi-racial so I feel that I have not the right to judge any side.

I haven't noticed as I have focused only on my studies. I have always been a minority, even in Texas; the seclusion is no different here for a Black man than in San Antonio. It's what a person makes of a place not what the place makes of him.

I do not feel that my view about racial/ethnic diversity has been affected.

When African Americans talk about any problems whether it is drinking, schoolwork, or just life in general, race is automatically the first thing that is the problem. We're seen as whiners. Whether it is students or faculty. My mother is half Native American, half German, but these people here seem to care more about what I do on the football field than what I do in the classroom. This caused me to want to fail on the field to get back at them. I would rather work alone than work in the environments provided by faculty and staff here at [the PWI].

I feel more comfortable than I used to imagine. There is just no feeling of isolation but getting use to each other is actually a slow process.

Theme 5: The University Needs to Have More Black Faculty and Students, Individuals Who Can Be Successful Academically and Seen as Role Models to Others, Including Whites

The following are statements made by respondents:

My view on racial/ethnic diversity on a predominantly White institution has not changed. A PWI needs to work hard to draw greater racial/ethnic diversity, because to me diversity student and faculty population is the spice of life, if student and faculty can work together to understand their racial and ethnic differences.

I personally feel a non-diverse institution can be damaging to students. In some ways it may even be unhealthy. When a person is only exposed to one race (kind of people) for the majority of their life, they become blind to others' concerns. I have noticed an abundance of ignorant students. Within their views of people of other ethnic backgrounds, you can't judge what you don't know.

There could and should be a lot more diversity at the school as far as faculty, as well as students. It would make for a better university overall. It takes time to really "break the ICE" here. There are many White students that I have met at school who know Black people, have seen them, but have never really held a conversation with one, so all of the misconceptions that they have stay the same.

The University needs to do more recruiting activities in areas that are more diverse. More aggressive steps should be taken to pursue minority students. A more diverse faculty and administration would also improve the campus climate for minority students.

The only way to make Blacks feel more comfortable is by having more Blacks around. That is paramount.

The recruitment of African American [faculty and] students should be revised a great deal. For example, I didn't even know about this school until May of my senior year. This will also bring a form of culture to the campus.

Get even more diversity.

Focus on increasing the number of Black faculty/staff/students, but to do this you need to encourage participation in groups such as BSA and make Black people visible.

More Black students, and more forums that would put the students socially on the same level. More Black faculty would help not only Black students, but also all students.

There needs to be scholars that are Black and faculty members or staff. Majority of Blacks in North Dakota are military service members or spouses—recruit them to come here! Some say they are uncomfortable in classes at [the PWI] because they are the only “spot” in class. So they attend classes on bases instead where there's more diversity.

An increase in faculty, staff, and students of color.

Conclusion

The influence of social and academic integration on Black student learning provided valuable insight relevant to their experiences and perceptions at this PWI. According to Watson, Wright, Terrell, and Associates (2002), a “better understanding of campus climate and student perceptions may be a critical element in enhancing diversity and student success at PWIs” (p. 51). Many of the Black students concluded that there is a need to adjust what appears to be a “chilly climate.” A lack of interest in diversity, a lack of support for multicultural student concerns, and the lack of a strong support base with which to culturally interact. Blacks see this PWI as being neither solicitous to them, nor discriminating against them. In that sense, they can better fulfill their role as a student.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Chapter VI begins with an explanation of the primary purpose for this study along with a description of the demographics of the study participants. The findings of the study and their interpretations are then addressed. Finally, recommendations to PWIs for serving Black students and suggestions for future research are given.

Purpose of the Study

Assessing the perceptions and attitudes of Black students can give needed feedback to the university as it interfaces with an historical minority group. Ways may be found to foster greater success for Black college students. What do Blacks gain from their experience at a PWI? What do the student body, faculty, and the institution gain from having Blacks on campus?

More specifically, it was the hope of the researcher that the contents of this study would assist policymakers and educators in PWIs in understanding the need and importance of revising and expanding their institution's recruitment initiatives targeting Black students and professionals. In reference to the Black students who participated in this study, the following research questions guided the study:

1. What experiences have helped shape the study participants' perceptions and attitudes about the targeted PWI?

2. What are the views of Blacks attending this PWI about diversity?
3. Are there any gender differences in the perceptions and/or attitudes of Black students regarding their experiences at this PWI?
4. Are there any differences in the perceptions and attitudes of the self-identified participants from North Dakota and Minnesota than from those from other parts of the United States or from foreign countries?

Demographics

The 42 respondents for this study were predominantly male (76%). The imbalance by gender is atypical of Blacks in higher education. Black females outnumber Black males by a margin of roughly 2 to 1, a ratio that is reversed at this PWI. The age of the respondents varied: 52% were under 22, 33% were 22-35, and 14% were 35 plus years old. The marital status of the 42 respondents was the following: 64% were single, 29% were married, and 7% were divorced.

When responding to the demographic question concerning the number of children in their household, over half (52%) reported zero, 19% reported one, 17% reported two, and 12% reported having three children. Of those responding, their home residence was reported as North Dakota (7%), Minnesota (7%), Winnipeg (2%), while an overwhelming number responded with "Other" (83%). Thus, the Black students bring yet another aspect of diversity to this PWI—that of diversity of place of origin or geographic location. In reply to the demographic question concerning their living arrangements, 2% lived with their parents, 21% lived off campus, 29% lived on campus in the residence halls, 10% lived on campus in single apartment living, 21% lived on campus in family apartment living, and 17% lived in other living arrangements.

The group identification of the respondents varied from African American (57%), African (21%), Caribbean (7%), Hispanic/Latino (2%), and Other (12%). The reported academic standing of the students was 17% freshman, 21% sophomore, 7% junior, 19% senior, and 36% studying at the graduate level. The reported enrollment status of the respondents was 14% part-time and 86% full-time students. Those responding reported that their educational objective was a bachelor's (21%), master's (21%), professional (10%), or doctoral degree (48%). Of those responding, 88% reported having no involvement in intercollegiate athletics.

Findings of the Study

The results of this study indicated that an overwhelming number (78.5%) of Black students at the PWI see faculty as creating a classroom environment that is comfortable. Yet, over 50% of the respondents were undecided as to the institution's commitment to improve the campus climate for all students. The respondents (59%) agreed that they feel welcomed and appreciated on the campus. The feeling of being cared for was reported by 66% of those responding. Activities that promote cultural awareness and racial understanding among all students were reported available by 57% of the respondents. Over 50% of the students felt that interaction between different racial and/or ethnic groups does not create tensions and arguments along racial lines. Student respondents (62%) felt that administrators, faculty, and staff take time to listen to their concerns. A majority of the male respondents believe that the creation of a diverse environment is high on the priority list for this campus. These findings suggest that there exists a sense of fairness for all students at this PWI.

The response from the Black students is supported by the literature reviewed in this study. Spring (1994) reported the importance of instruction about the values and norms associated with community and citizenship. For many students, the campus community is a place where the meaning of race is learned and appreciated. This may occur in the classroom or through the hidden or informal learning (Apple, 1982) and through non-structured school activities (Dyson, 1994).

A fair number of respondents (48%) saw the administrators, faculty, and staff as either supportive of Black student concerns or the students were undecided (38%) on this issue. Over 50% of the respondents felt that the campus is not free from racism. Of the respondents, 21% have witnessed a faculty member making racial comments in the classroom. (It is interesting to note that what is viewed as racist by some on this PWI is the use of American Indian mascots. Thus, Black students may view some activities as racist, even though Blacks are not the targets of the perceived racism.) Most of the Black students seem to be asking that more emphasis be placed on racial/ethnic diversity. The Black students felt by an overwhelming 66% (with 17% undecided) that diverse faculty and staff are not visible on the campus.

The previously mentioned responses from the Black students would seem to disagree with literature from Tinto. Tinto (1988) stated that universities are coming up short on their end with inadequate financial aid, counseling, mentoring, and cultural and social support, areas not seen by the study respondents to be as severe as Tinto reported earlier. In addition, Tinto further contended that universities show a dependence on Eurocentric curricula, faculty indifference, racial hostility, and an absence of institutional commitment to pursue Black student retention.

Tinto (1975) addressed the fact that many Black students expressed beliefs that social relations at their universities were unrewarding or irrelevant, and that faculty used fraudulent, unethical means of relating to them. Blacks in this study (in 2003) did not perceive a fraudulent response, but one of a degree of clumsiness on the part of Whites, unclear as to how to relate to Black persons.

Limitations

This study had several limitations. First, the study was conducted at a single institution, public and rural research university. The generality of these findings is limited to PWIs with similar characteristics. The institution was asked to provide information for the population of undergraduate and graduate Black students (self-identified). Self reports obtained from the students revealed that not all fit into one common classification.

Of the 42 Black students responding, 36 were from areas outside of North Dakota and Minnesota, suggesting that they are voluntary minority status persons who have chosen this PWI.

A Personal Statement

My genetic makeup is perhaps not dissimilar to other persons who might either see themselves as Black or as multi-racial. My father was Peter Robinson, and my birth name was Lowell Cheyenne Robinson. While my father considered himself to be Black, my mother was an enrolled Navaho. At 25, I changed my name to Matsimela Changa Diop. This was done after a genealogical study showed the family name to be Diop. The other two names chosen were to reflect the African influence. My initial perspective on the world was as a Black male. As my learning process has continued, I have tried to incorporate an academic view; yet, it would still be accurate to say that my window to the

world is as a Black male. I serve the targeted PWI as its Director of Multicultural Student Services. Therefore, it is likely that I could have at some time interacted with several of the participants either personally or professionally. There is, of course, no way to be sure of this; each respondent was given complete anonymity.

Discussion of the Research Questions

A. The following is information gleaned from the student responses to the survey questions and literature review of the research questions that guided the study.

1. *What experiences have helped shape the study participants' perceptions and attitudes about the targeted PWI?*

The literature reviewed on differential treatment suggested that many campuses are struggling with racial tensions among students from diverse race groups. Black American students, in particular, are likely to be targets of some form of direct, personal racism (Ancis et al., 2000; Fisher & Hartmann, 1995; Gossett et al., 1998).

Some of the Black student responses in this study suggested that the previously mentioned statement is very much true at this PWI. For example, only 19% of the respondents to this study felt that racism is appropriately addressed on campus. It would also appear that 55% of the Black students (33% undecided) did not view racial concerns as having a high priority at their PWI. A number of student responses (76%, with 14% undecided) suggests that faculty and staff have difficulty relating to Black students. Black students (47%, with 32% undecided) reported that their voices are not represented in campus-wide activities.

As Black American students perceive more interracial tensions on campus, they have reported significantly less satisfaction with the institution and reported that faculty

members often assess their academic performance more negatively than they do for Caucasian students (Ancis et al., 2000; Coleman et al., 1991). In contradiction with the preceding literature review, the responses from the Black students in this study suggest that this PWI attempts to treat all students as students and not as a subgroup of the majority group. For example, an overwhelming number of respondents (76%, with 14% undecided) felt that they were treated as if they belong on this campus; 69% reported that they felt there were leadership opportunities available for all students regardless of their racial background. The Black students (39%, with 39% undecided) felt that job opportunities are proportionately distributed among all students.

Of those who responded, 66% felt that it was easy to get involved in student groups and activities. An overwhelming number of respondents (79%, with 19% undecided) either agreed or were undecided about fairness in grading, without regard to their race/nationality. Of the students responding, 12% reported that they had witnessed or experienced negative racial remarks by faculty in the classroom. It is not known whether these remarks were in reference to Blacks, American Indian students, or another racial group. However, there is an overwhelming 88% of respondents reporting positive considering this issue. The Black students (86%) generally felt that their race has not been a roadblock to completion of their studies. More than half of the respondents (55%, with 36% undecided) reported that their race has not helped them advance. (This may be an aspect of Black students perceiving that this PWI tries to maintain standards that are fair to all students.)

2. *What are the views of Blacks attending this PWI about diversity?*

The literature reviewed showed that Black students are still not performing well at PWIs. Thompson and Fretz (1991) indicated that findings from a cross-section of research studies suggest that Black students who attend PWIs “experience greater difficulty in achieving levels of congruence than their White counterparts” (p. 437). Black students reported feelings of alienation and dissatisfaction (Allen, 1981; Suen, 1983), and they experienced and perceived greater levels of racial tension and hostility in their environment (Altbach & Lomotey, 1991; Wright, 1981). In addition, they have a lower degree of commitment to their respective institutions (Allen, Bobo, & Fleuranges, 1984) and a lower persistence rate than White students (Astin, 1982; Thomas, 1981a).

In this study, 79% of the respondents reported that they had identified someone who was willing to help them succeed. The Black students (52%) also reported that it was easy to meet and get to know other students. Multicultural Programs at their university were reported by 57% of the Black students to be providing adequate help and guidance to Black students. A majority (76%) of the respondents felt comfortable discussing racial issues with someone of another race and stated that their campus was exposed to a diversity of students from different backgrounds and cultures. From the reported responses, it would seem that the Black students’ experiences at this PWI were more positive than the current literature reviewed. This may be due to the individuality of the Blacks on this campus. It may also relate to the fact that Black students (50%) who have chosen to study at the PWI were more mature (adult or returning adult students). In this process, they may be meeting their goals. Among presumably minority groups (i.e., Blacks, American Indians, Hispanics, and Asians), the Blacks represented the smallest

minority at this PWI. American Indians represent a fourfold larger enrollment (4:1 ratio) than Blacks. Blacks may see themselves as spectators in the issues that involve American Indians and the White community. Also, the proportion of the student body that self-reported as Black was so small that they were not very visible and therefore did not get much attention.

3. Are there any gender differences in the perceptions and/or attitudes of Black students regarding their experiences at this PWI?

There were no significant gender differences found or discovered from the data collected from the Black students at this PWI. More males voluntarily participated in this study than their female counterparts, by a ratio of 3:1. This is relatively close to their enrollment at this PWI. For the Fall of 2003, 100 persons identified themselves as Black, non-Hispanic; 69 were male and 31 were female (2:1 ratio). The data were collected in the Spring of 2003; during this time, 96 persons were self-identified as Black. Blacks represented .8% of the student population, slightly higher than the Black population in the state of North Dakota (.6%). A significant portion of the Black population in the state is affiliated with the two military bases.

4. Are there any differences in the perceptions and attitudes of the self-identified participants from North Dakota and Minnesota than from those from other parts of the United States or from foreign countries?

An overwhelming number of respondents reported "Other" (83%) as their home of residence. The remaining respondents reported their residence as North Dakota (7%), Minnesota (7%), and Winnipeg (2%). Because of the low numbers from North Dakota and Minnesota, finding significant differences was difficult; one difference was found at

the 10% level. The findings do suggest that this PWI has the ability to attract Black students from distances outside of its traditional markets. In addition, the students from outside of North Dakota and Minnesota were seen as voluntary minority status Blacks (Ogbu, 1998). Because 36 (“Other”) of the 42 respondents were not from North Dakota or Minnesota, the voluntary minority status Blacks dominated the reported data. A positive view of this PWI can be seen through the eyes of this voluntary minority status group. Unexpectedly, they simultaneously brought to this PWI two levels of diversity: (1) the more obvious presence of Blacks on campus and (2) the geographic diversity that these Black students brought with them. They brought a different set of experiences than what was typical of North Dakotans or Minnesotans. Because this group was somewhat older, and more advanced in their academic status, they presumably also brought a maturity that surely is refreshing.

B. What themes developed from answers to the open-ended questions?

There were five themes that developed from the responses received from the two open-ended questions:

1. *How have your own views about racial/ethnic diversity been affected by your attendance in a predominantly White institution (PWI) of higher learning?*
2. *What recommendations would you offer to improve the campus climate for Black Students at predominantly White institutions (PWIs)?*

The first theme that developed throughout the writing of several of the Black students was that *diversity benefits the PWI, its students, and faculty*. The university experience improves from the richness provided by students who were unlike the traditional student on campus and helps students better prepare for their lives, making

them all the more rich. The interaction of traditional White students with those who do not fit this description can be a positive, learning experience. To not have a diverse experience could be seen as an inadequate way to receive an education.

The second theme, one undoubtedly that would be endorsed by Steele (1998), was that *the individual Black student needs to be in control of his or her own destiny*.

Historically, in America, individuals who have shown little or no real concern for the Black community, family, and/or individual have controlled the destiny of Blacks throughout their educational careers. Interacting with Whites, American Indians, Hispanics, and other racial/ethnic groups can be interesting learning experiences.

The third theme revolved around the simple *lack of knowledge on the part of students and faculty at this PWI* in the area of cultural awareness and understanding of the Black race. This could be extended to a lack of experience of interacting with someone seen as the “other” and not knowing the appropriate ways in which to interact with different cultural groups. Many Whites lack a schema, or a response set, to begin interactions with Blacks, making the interactions all the more uncomfortable.

The fourth theme was that *Blacks have learned from the process of being immersed in predominantly White culture away from home*. Some have learned to empathize with their White fellow students, which can be seen as positive but surely difficult. For some, Black students being in an environment where they were distinctly a minority has helped them learn in a different way what it means to be Black. Yet, a very definite point is that each would like to be treated as any other student, not just as a Black student; more importantly, each student would like to be treated fairly.

The fifth theme (but closely related to the first) was the *need for this university to hire Black faculty and recruit more Black students*. Black faculty would not only provide an awareness of Blacks as successful academics (apart from successful Black athletes), but also increase awareness of Blacks as successful persons in their own right.

Since issues related to discrimination are so central to Black students' success, this research included variables that measured individual and group feelings involving discrimination. The assumption was that if students were feeling discriminated against by the institution, this would have a negative effect on the other variables being measured. Over 75% of the respondents in this study suggested that racial discrimination is not part of their experience at this PWI. This is consistent with a campus that tries to value all students. Finally, it is worth noting that this PWI seems to somehow achieve a level of being seen as a fair environment to Black students. This may be related to their current low enrollment, which would suggest the view that when a small percentage of Black students are in classes, achievement is increased for those Blacks enrolled (Coleman et al., 1966). Were the percentages of Black students at this PWI to significantly increase, the previously mentioned theory might need to be further tested.

Conclusions

Resources, practices, along with educational and service delivery, in colleges and universities may need to be revised to recognize that different students find equally effective, but different, routes to success. And, in the context of this study, at least some of the differences were a result of expectations for success and college life that students of different ethnic backgrounds bring with them to the institution. While educational access along ethnic lines has come a long way since *Brown v. the Board of Education*

(1954), the United States still has a long way to go. In 1954 (50 years ago), many of the great civil rights leaders called for equal treatment of all people, regardless of race. And, while this was an extremely important step, it was clearly not the final one.

Several factors seemed to influence the educational gains that Black students received from their college experiences, such as student characteristics, college environments, efforts toward involvement, and racial status. From the students' voices throughout this study, it clearly was very difficult for Black students to be anonymous in their settings because of their relatively small numbers, which was also seen as affecting opportunities for leadership and involvement in activities relevant or in relation to race or culture. This study may be in contrast to the previous involvement studies that reported that the more involved students were most likely to persist through to graduation. Perhaps becoming too involved in racial-type activities due to one's feeling of responsibility is an area that needs to be explored or considered in future research as a caveat for involvement. In classroom environments, the "only one" syndrome may also be a serious link to success for Black students and their ability to concentrate on academic work as their White counterparts.

There were many "levels" of diversity at colleges and universities, and while many PWIs were responding sensitively and appropriately to the needs of their students who have come from a variety of racial and ethnic backgrounds, many others were not. Instead, these institutions were opening their admissions doors to a diversity of students, but then inadvertently expecting them to be the same once they crossed the threshold.

This study makes several contributions to better understanding the experiences of Black students in the PWI. Their sense of acceptance, appreciation, belonging, and

satisfaction has become the major factor in their survival and success rates at this PWI. Therefore, this PWI needs to direct its attention to how Black students perceive the world around them. These variables (acceptance, appreciation, belonging, and satisfaction) positively or negatively impact the degree to which Black students will integrate into the mainstream culture of a PWI. Black students who choose to attend a PWI will likely find themselves in conflicts inside and outside of the classroom. The aforementioned variables (acceptance, etc.) helped contribute to enhancing or hindering their academic success and completion rates. In this study, high levels of Black students' satisfaction with the PWI were also related to Black student perception of less discrimination and more appreciation and acceptance by the faculty.

These results support research of Grosset (1991), which suggested that Black students' academic success and completion was not only a function of their contact with faculty, but also included sentiments communicated and demonstrated to them by faculty members. Black students' perceptions that faculty care about their needs, interests, and aspirations, regardless of the frequency of contact, is a part of the academic experience, which is not always acknowledged or considered in research studies. This oversight is a critical omission that requires scholarly attention in the study of academic success and completion of Black students who attend PWIs. Non-cognitive variables such as gender, age, income, and academic status were not particularly useful indicators in determining academic success and completion rates of Black students.

This study indicated that Black students attending this PWI were generally classified as voluntary minority status Blacks, according to Ogbu's (1987) cultural theory. Since 1954, a greater number of Black students have gained entry into higher

education. An overwhelming majority of these Black students have chosen to attend PWIs. While access has improved, critical factors such as voluntary and involuntary minority status remain a major issue at most PWIs.

The assumed homogeneity of Black students failed to address how differences in culture and frame of reference influenced Black students (Ogbu, 1987). Ogbu suggested that minority status constructs (voluntary/involuntary) offer a more useful way in which one can more accurately understand and differentiate among Black students. Minority status is a concept and frame of reference, which helps guide an individual's behavior when faced with another culture. Most Black students attending this PWI can be described as migrating into another dominant culture (though some will have had significant prior experiences with non-Black culture).

The minority status construct originated by Ogbu provides a useful way to expand one's understanding of Black students' perceptions and attitudes. The findings of this study suggested that voluntary minority status Blacks had a higher degree of integration than involuntary minority status Blacks. Their thinking (voluntary minority status Blacks), which seemed not to be influenced by their minority status, might have developed or evolved away from the oppositional thinking which Ogbu had predicted for the involuntary minority status student.

Black students in the United States have gained "equal access," but this has not necessarily transcended to "equal opportunity" in terms of outcomes because Black students' persistence and graduation rates have not matched that of their White peers. This situation is not a matter of individual versus institutional accountability; both bear some responsibility (Richardson & Skinner, 1990). PWIs have sometimes been described

as hostile environments, with irrelevant curricula, and role models who do not resemble the Black student. From a societal standpoint, the Black students who have become casualties represented lost resources for their communities and for society. However, Black students can and have succeeded at PWIs. Part of their success can be attributed to their academic preparation, establishing meaningful relationships with faculty, hard work, willingness to use available services, and more.

It is conclusive that diversity benefits this PWI, majority White students, and other minorities. The Black students see themselves as helpful to the PWI in this arena. They see this PWI as neither solicitous to them, nor discriminating against them. Therefore, they can better fulfill their role as students.

Recommendations for Future Studies

The results and conclusions of this study offer suggestions for future research. Most writing in the research literature seems to reflect an assumed homogeneity among those who identify themselves as Black students. The students in this study listed five descriptors (with the fifth one being “Other”) when asked about their ethnicity. Future researchers interested in understanding the Black student experience in PWIs may find it more beneficial to determine what differences exist in the Black culture when broken down by subgroups. Census subgroups may not be the most useful way of grouping Black students.

This study was conducted at a Midwestern public institution located in a rural area of the United States. The following are future research questions to consider: Would similar results be found, if conducted at an institution that is larger, urban, private, and/or in a different region? How would a larger Black student population affect the findings?

Would a significant local Black population change outcomes? Would Black students' academic success and completion rate be affected by location, cost, support services, and other differences among institutions and surrounding communities? The quantitative questions allowed the researcher to test various relationships about the Black student experience. The study also involved some qualitative questions. A purely qualitative study would have perhaps provided even more insight into the diversity of those who self-identify as Black students. By using a smaller number of students, probably 15 or less, a more insightful view of the Black experience at a PWI might be obtained.

Recommendations for This PWI

The following recommendations for this PWI are a result of this study:

1. Consider non-cognitive variables (i.e., background characteristics, cultural backgrounds, family structures, and student behaviors and experiences such as working with abstract ideas and problem translation skills, to name a few) when developing programs and/or initiatives that might help increase and retain the presence of Black students on this campus.
2. Broaden traditional ways of understanding academic and social integration when looking at the Black student perceptions and attitudes of this PWI. For academic integration, the amount of contact with faculty may not be as important as the quality of that experience. This oversight is a critical omission that requires scholarly attention in the study of academic integration regarding Black students at this PWI.

When considering social integration as a factor for Black student success, it may not have been appropriate to consider social integration only in

terms of participation in on-campus activities or involvement with student government. In the findings of this study, it is clear that most of the respondents may find or create their own social enclaves, on or off campus, to meet their social and interpersonal needs. These cognitions are associated with their degree of integration into the dominant culture. The recommendation to their PWI here is to be able to accommodate the needs of Black students to choose to socialize with other Blacks.

3. Bolster recruitment and retention efforts for Black students. One possible way for this PWI to address this issue is to work with high school counselors in urban cities with large populations of Black students who might benefit from beginning their collegiate career in a smaller, rural community.
4. Develop cultural awareness classes and experiences that would target new incoming students each semester. The faculty, staff, and students at this PWI need to be aware of the Black culture and the key role the family plays in the retention and success of the Black student. The need to belong and be part of the community must be considered by the larger community.
5. Maintain an ongoing professional development program for faculty and staff that targets cultural awareness and sensitivities as a priority.
6. Consider creating a mentoring program for Black professionals and students, which would be designed to orient them to the environment and culture of this PWI. The recruitment and retention of Black professionals (faculty and staff) and students must be shared by the larger group and seen as a priority.

7. Identify a senior level administrator to monitor the Black student experience on this campus. This individual should be dedicated to the success and well-being of all students, especially Black students. This administrator should serve as an advocate, advisor, mentor, and role model for the Black students on campus.
8. Work toward both significantly increasing the number of minority waivers and a more even distribution of waivers available among eligible minority students.
9. Incorporate into the collective thinking of its faculty and their strategic plans and staff the success of the institution in relation to Black students. The PWI needs to build on that success, actively recruiting even more “voluntary minority status” Blacks. This recruitment effort should involve reinitiating an effort through increasing minority waivers, particularly for well-qualified, mature Black students. Apparently, this PWI has had success in this area. Building on that success is imperative for this PWI.
10. Develop campus-based initiatives that can assist Black students in their transition to this campus.
11. Provide services that address the unique social and cultural needs of Black students. These unique social and cultural needs can be at least partially identified through the Office of Multicultural Student Services.
12. Promote multiculturalism and diversity among all students through special programming initiatives.

13. In addition, this PWI needs to acknowledge the following:
- a. History, as traditionally taught, has sometimes poorly articulated the histories of minorities, sometimes with serious distortions. Righting that wrong becomes an implicit charge.
 - b. The longer that institutions of higher education avoid addressing diversity issues, the wider the gap will become between White students and Black students, faculty and students, administrators and students.
 - c. Many programs and services at this institution are developed without the consideration of the Black students' experiences and background.
 - d. Professionals should become competent in their management and administrative ability to deal with differences and to resolve conflict and teach students to do the same.
 - e. Black students continue to perceive this college campus and environment in ways different than White students. Issues of alienation, isolation, and tokenism become important factors when one considers their influence on academic, social success and educational outcomes for Black students. These factors are rarely considered when retention rates, probation rates, or graduation rates are presented.
 - f. Bringing different faces to the educational table was a necessary first step in diversity efforts, but efforts need to be deepened. PWIs need to diversify (1) the way their institutions operate, not just diversify who is operating them; (2) the decision-makers and the way decisions are made;

- (3) academic and student affairs services and program offerings; and
- (4) reward structures and paths to find these rewards.

Concluding Statement

It might be seen that the recommendations made here would improve significant changes at this PWI. And yet, the PWI needs to begin a process, perhaps one they may wish to articulate themselves. To quote the late President Kennedy in his inaugural address, "A journey of a thousand miles begins with a first step."

APPENDICES

Appendix A
Black Students' Educational Experience At A Predominantly
White Institution Questionnaire

Section A

Please clearly mark the response that corresponds to your answer for each of the following questions.

I. I am:

Female Male

II. Please X the group that best describes your age:

Under 22 22 to 35 35 or older

III. What is your marital status?

Single (never married)

Married

Separated or divorced

Widowed

IV. Number of children in your household is _____

V. What is your academic status?

Freshman

Sophomore

Junior

Senior

Graduate

VI. Are you presently involved in intercollegiate athletics?

Yes No

VII. Which of the following group(s) do you identify with?

- African American
- African
- Canadian
- Caribbean
- Hispanic/Latino
- Native American
- Other _____

VIII. Are you a Full-time student Part-time student

IX. How far would you like to go in school?

- 1. Bachelor's degree
- 2. Master's degree
- 3. Professional (e.g. Law, Medicine degree)
- 4. Doctoral (Ph.D.) degree

X. Where do you live while you are attending school?

- At home with parents
- In an off-campus apartment
- On campus in the residence hall
- On campus in the single apartments
- On campus in the family apartments
- Other (Describe) _____

XI. Which of the following are you a native of?

- North Dakota
- Minnesota
- Winnipeg
- Other _____

Please use the following KEY for Questions: 1 through 38.

SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree

In your institution:

Section B

1. You feel safe.

SA A U D SD

2. The creation of a diverse environment is a high priority.

SA A U D SD

3. Many of the faculty and staff have difficulty relating to Black students.

SA A U D SD

4. Overall, faculty and staff treat me as if I belong here.

SA A U D SD

5. Administrators, faculty, and staff take time to listen to the concerns of Black students.

SA A U D SD

6. Administrators, faculty, and staff are supportive of Black student concerns and needs.

SA A U D SD

7. I believe faculty grade me fairly, without regard to my race/nationality.

SA A U D SD

8. There are opportunities for all students regardless of their racial background to hold leadership positions, such as Residence Assistant, Orientation Leaders, Tour Guides, etc.

SA A U D SD

9. Faculty create a classroom environment comfortable for all students.

SA A U D SD

10. Job opportunities are proportionately distributed among students of color and White students.

SA A U D SD

11. The classroom is free from racist behavior.

SA A U D SD

12. The campus environment is free from racism.

SA A U D SD

13. Racism is appropriately addressed.

SA A U D SD

14. You feel welcomed and appreciated.

SA A U D SD

15. You have identified someone who is willing to help you succeed.

SA A U D SD

16. You feel cared for.

SA A U D SD

17. There is a strong commitment to improving campus climate for all students.

SA A U D SD

Section C

18. It is easy to meet and get to know other students.

SA A U D SD

19. It is easy to get involved in student groups and activities.

SA A U D SD

20. Extra-curricular activities that promote cultural awareness and racial understanding among all students are available.

SA A U D SD

21. Too much emphasis has been placed on racial/ethnic diversity.

SA A U D SD

22. Interactions between students from different racial/ethnic backgrounds create tensions and arguments along racial/ethnic lines.

SA A U D SD

23. I have witnessed or experienced negative racial remarks by faculty in the classroom.

SA A U D SD

24. Black students are adequately represented in student government.

SA A U D SD

25. Black students are adequately represented in campus-wide activities.

SA A U D SD

Section D

26. I am exposed to different student backgrounds and cultures.

SA A U D SD

27. I feel comfortable discussing racial issues with someone of another race.

SA A U D SD

28. My race has been a roadblock to completion of my studies.

SA A U D SD

29. My race has helped me advance.

SA A U D SD

30. The presence of racially/ethnically diverse faculty and staff is visible.

SA A U D SD

31. Programs should be designed and implemented to sensitize administrators, faculty, staff, and students to racial issues.

SA A U D SD

32. I have witnessed or experienced negative racial remarks by faculty in the classroom.

SA A U D SD

33. I have witnessed or experienced racial remarks from other students.

SA A U D SD

34. Many faculty and staff are knowledgeable about racial and ethnic differences and similarities.

SA A U D SD

35. I have witnessed or experienced racial discrimination.

SA A U D SD

36. Multicultural Programs provide adequate help and guidance to Black students.

SA A U D SD

37. Programs that are established to aid Black students are frequently viewed as being of little value.

SA A U D SD

38. Racial concerns are given a high priority.

SA A U D SD

Please complete the following open-ended questions. If additional space is needed, please attach a separate sheet of paper.

A. How have your own views about racial/ethnic diversity been affected by your attendance in a predominantly White institution (PWI) of higher learning?

B. What recommendations would you offer to improve the campus climate for Black students at predominantly White institutions (PWIs)?

Appendix B
Responses to Open-Ended Questions

QUESTION A: How have your own views about racial/ethnic diversity been affected by your attendance in a predominantly White institution (PWI) of higher learning?

19—There has been little to no effect on my class attendance or participation. I recognize being in North Dakota—that the number of people of color wouldn't be the same quantity of a Mpls/St. Paul, Milwaukee, or Chicago. However, it's important as a person of color to educate other about me and my needs—instead of being a victim of history and society.

23—My views still have not changed. I believe that because I am attending a culturally deprived school I am looked at differently but it doesn't affect me. I myself am bi-racial so I feel that I have not the right to judge any side.

28—I feel that more focus must be placed on racial diversity. Upon leaving a PWI, students lack the experience of associating with a racially diverse workforce.

29—Ethnic groups are not extremely present in the entire city. Many students do not feel comfortable approaching me because they are not used to the diversity that larger cities have.

30—I haven't noticed as I have focused only on my studies. I have always been a minority even in TX, the seclusion is no different here for a Black man than in San Antonio. It's what a person makes of a place not what the place makes of him.

33—My views on racial/ethnic diversity on a predominantly White institution has not changed. A PWI needs to work hard to draw greater racial/ethnic diversity, because to

me diversity student and faculty population is the spice of life, if student and faculty can work together to understand their racial and ethnic differences.

35—I do not feel that my view about racial/ethnic diversity has been affected.

36—When African Americans talk about any problems whether it be drinking, schoolwork, or just life in general, race is automatically the first thing that is the problem. We're seen as whiners. Whether it is students or faculty. My mother is half Native American, half German, but these people here seem to care more about what I do on the football field than what I do in the classroom. This caused me to want to fail on the field to get back at them. I would rather work alone than work in the environments provided by faculty and staff here at [the PWI].

38—From my own experience at a PWI, I have seen that there is a major breakdown in knowledge about cultural issues among faculty and staff. As a result, many needs of non-majority attendees go overlooked.

40—I personally feel a non-diverse institution can be damaging to students. In some ways it may even be unhealthy. When a person is only exposed to one race (kind of people) for the majority of their life they become blind to others' concerns. I have noticed an abundance of ignorant students. Within their views of people of other ethnic backgrounds, you can't judge what you don't know.

42—I have none at the moment.

44—na

45—I now value people of my race more than I did before. I watch the way I talk and act around the other race.

47—It has been quite difficult; there is much of a high level of ignorance on this campus. I understand that this geographical area doesn't give much opportunity for exposure to various cultures. Nonetheless, this is a university, the seat of learning. An institution created to ensure not only an education, but to graduate educated individuals. Students will be ill prepared to enter into a world much different from what the state of North Dakota has to offer and what the [PWI] provides.

48—My attendance at a PWI has shown me exactly where I stand in a predominantly White society (PWS). The lack of diversity has definitely made my college experience harder, but it has forced me to mature and think “big time” about myself and my role and responsibility as a Black man.

51—Growing up in a diverse community I never thought about diversity until I showed up to [the PWI] and found that no matter where I went almost there would be one other person of color. Not having people to relate to changes you because you're forced to hold everything in because no one will understand how you feel.

54—na

55—I never notice people's skin color and honesty from day to day I never think about mine or other's differences.

57—It's helped me to fully comprehend for the first time what being a minority is in a place. I appreciate to a greater degree now the fact that, as much as possible, administrators should work to create environments in which underrepresented populations feel welcome. Not be treated specially/differently but as every other important individual.

59—I feel comfortable with my racial/ethnic origin, especially because I speak freely with those I work with and they listen to me. I have the impression that there is no bias between races in the environment in which I work.

60—I came here as a graduate student and was exposed to a very small group of students and faculty. I believe that the small size of the group makes it hard for such racial differences to manifest a lot. As a result, I was not well suited for most of the questions in this survey. I think these are common things amongst undergrads; although they may not speak of it, they show it by behavior.

62—I tend to handle all of my problems personally so I cannot say I have even attempted to use the services provided. In my view, under representation in student government is due to the fact that there are too few minorities ATTENDING to begin with, not that a minority does not believe they belong.

70—Diversity has always been important regardless of my environment. It is fundamental. My attendance here has further reinforced how important it is for a sense of belonging.

71—na

72—I feel more comfortable than I use to imagine. There is just no feeling of isolation but getting use to each other is actually a slow process.

74—na

78—I am truly surprised by the friendly environment I met here at [the PWI]. Actually, I have not found any bigotry because of my race. At times, I am inclined to think that racism does not really exist, at least in this part of the world.

The people of [this city] are the best kind of people I have ever been with. As a result, I sincerely think that racial diversity is a good thing, in an environment like this where everybody treats everybody equally.

79—na

80—I feel like I am, being an older student, better equipped to deal with life at this (PWI). I could see, though, how a student could be uncomfortable at the university. There could, and should, be a lot more diversity at the school as far as faculty, as well as students. It would make for a better university overall. It takes time to really “break the ICE” here. There are many White students that I have met at school who know Black people, have seen them, but have never really held a conversation with one, so all of the misconceptions that they have stay the same.

81—Having been to four predominantly White universities (I being from the Midwest), while attending college. It has been my experience that many students (White, Asian, Hispanic, etc.) are ignorant on their know about other cultures. In fact, I have been asked many questions on my cultural background, as well listen to responses concerning my cultural background that simply let me know that some students are misinformed about my cultural. For instance, just last week, I had a discussion with a fellow student who believed that all Black students receive some type of federal funding for their education, simply because their Black. I have not only had discussions with students that involve my culture, but other cultures as well, in which they have been misinformed about.

84—My views have been affected because coming from a large city with a large percentage of African Americans to an institution with predominantly small town White

students has made me realize that many of the White student have never had experiences with African Americans. Also, this lack of exposure is evident in the prejudices that many of the White students have.

91—I think everybody has the right to live freely on earth. And I like to see everyone free. I love Whites; I love African Americans; I love everybody.

94—It encourages me to want to be seen so I am here as much as possible. Most people at PWIs have a myth that people such as Blacks or Indians are lazy or always late. I try to dispel that myth by setting an example. Sometimes being in class makes me feel like a sideshow because the students and professors are all White.

95—I still see the necessity to value diversity; however, the commitment must come from the administration. I feel that [the PWI] is more committed to Native American students than all other students of color.

99—Diversity was not a factor when considering higher education—PWI or not my main concern is furthering my education.

102—na

106—I am more determined to get my degree and leave this environment.

107—I was shocked by the number of students who have never experienced people of color in their school experiences. It gives me a whole new view on what's outside of a big city.

108—My views haven't been affected because I've been around it all my life.

109—Growing up in California, I have been exposed to a variety of ethnic backgrounds. Now that I am attending school here I see that others who have not had other ethnic grounds to interact with are somewhat disadvantaged. It is not uncommon to

see many well-meaning people that are ignorant of other cultures. I believe that diversity is a good thing and should be valued highly.

110—I have noticed that there are hardly any students other than White here on this campus. This campus is pretty far from being diverse. But I feel that I have fitted in pretty well so far. I transferred from the University of Colorado in Boulder, which is also a predominantly White institution, so I had been exposed to this kind of environment prior to this. So my views weren't affected much.

111—I personally have no problems.

QUESTION B: What recommendations would you offer to improve the campus climate for Black students at predominantly White institutions (PWIs)?

19—In responding to this question I sincerely hope someone might or would seriously consider the suggestion offered. Each student has a unique responsibility to understand the environment that he/she is embarking into. Going to a PWI is a choice just like attending a historically Black college or university (HBCC). The college should make an attempt to acknowledge the inequities of the curriculum with regards to diversity; however, the student should find ways to express their cultural heritage through clubs or other means. All students should be required to take a course on assimilation (to add changes into environment and culture) yet maintain one's identity. The changes we recommend should involve change versus victimize students are changing rapidly and if we teach students to understand the past, understand the present, and take the future, we will be ahead of the game. If we stop placing so many emphases on color/ethnicity and control their own destiny—don't push diversity off on others.

23—More activities where Black students can meet and can interact with each other.

28—The University needs to do more recruiting activities in areas that are more diverse. More aggressive steps should be taken to pursue minority students. A more diverse faculty and administration would also improve the campus climate for minority students.

29—None.

30—The only way to make Blacks feel more comfortable is by having more Blacks around. That is paramount.

33—Black is encouraged to communicate with each other.

35—Make sure all groups are given an opportunity to freely express their opinions. Find ways to ensure that all students are respected regardless of their ethnicity.

36—Better outreach programs. As an athlete it is difficult for me to find time to see what BSA has to offer, but I am very curious and would like to be part of an organization that is willing to sponsor change!

38—I would highly recommend that all employees and students of the PWI have to participate in a mandatory seminar or course that addresses cultural sensitivity. Educators would not only be encouraged to excel in their own discipline, but also in areas to increase their proficiency as teachers. As part of the required curriculum, students could learn about others they will encounter after leaving the PWI.

40—The recruitment of African American students should be revised a great deal. For example, I didn't even know about this school until May of my senior year. I also feel that an African American fraternity should be established onsite to bring the African

American community closer together in on this campus. This will also bring a form of culture to the campus.

42—They have not been affected.

44—na

45—I don't know.

47—I think it is important that Black students have a “safe space” or haven in a place that doesn't necessarily reject them; however, it does not accept them or know what to do with them. University programs, speakers, plays, performances, etc., need to be more culturally diverse. The university must be intentional in their methods of education, exposing and empowering their students both White and Black.

48—I just would like to see more unity in the Black community on campus. I do not mean the exclusion of other races, just the inclusion of my own.

51—I think centers for persons of color should be available to help persons of color meet other persons of color.

54—Get even more diversity.

55—Think of everyone as a person just like you. No one is that different so be kind to everyone and forget about the color.

57—Put up billboards with such positive messages that encourages or emphasizes the importance of mutual respect. Lots of awareness programs. Let racial issues be talked about openly. Organize essay competitions/debates that address racial issues. You'll be surprised how many more minds still need to be educated on racially related dispositions. I say education is the key. Let people constantly see messages of positivity/or ones that

condemn whatever needs to be condemned. More representation in the student body as well.

59—I have observed that there are very few Black students at [the PWI]. I recommend that there should be a kind of support fund or scholarship for Black students to increase their population on campus.

60—In such a community where people perpetrate their acts behaviorally, it is tough to point any fingers and may be tougher to make decisions. However, the Black students should be encouraged to interact more so as to know the people more and then be able to discover what they (Whites) might have in mind against them. I hope I've been of help to you. Wish you luck.

62—na

70—Focus on informing students of BSA. Encourage their participation. Increase the number of Black faculty/staff/students, but to do this you need to encourage participation in groups such as BSA and make Black people visible.

71—na

72—If some student programs are designed in such a way as to involve a certain compulsory ratio of Black to White students, then they will get more us to each other and feel comfortable even in a predominantly White institution. Providing more scholarship schemes to assist qualified Black students. Not making TOEFL a precondition for admission for Black students who can show or prove of having studied in English from English speaking countries.

74—na

78—In fact, if there are PWIs, where Black students face prejudice, I will simply recommend a more diverse staff and student body. I will also recommend cultural activities for students from various backgrounds. Fortunately, my institution organizes these cultural activities, but they can still improve on Black climate by recruiting more Black students from Africa, where there are talented people who lack the means. So, if they can offer scholarships and tuition waivers to African students who meet the admission conditions, this institution will cease to be a PWI. We are always willing to be recruiters, and will be more willing, if conditions are eased, so that the regular African students can afford the expenses. I should also point out that there are some programs that offer assistantship, with tuition waivers to graduate students. This has actually helped to improve on campus diversity. However, if more programs start giving tuition waivers to both graduate and undergraduate students from Africa, the problem of diversity will no longer be an issue. I hope this happens.

79—na

80—More Black students, and more forums that would put the students socially on the same level. More Black faculty would help not only Black students, but also all students.

81—Students should be required to take a course on racial/ethnic diversity, as part of their degree requirement. This would increase the students' knowledge about other cultures, and help them to relate more to ethnically diverse students.

84—Have more things (classes, jobs, activities) that are closely related to the lifestyle and backgrounds of many of the Black students.

91—Students may not discriminate against you openly, but you can read their “first” reactions, which they may later on attempt to cover up. I think they need more awareness. Faculty and staff behave like educated people in this light. It is therefore difficult to tell what is truly within.

If I were a White with this my same mind, I wouldn't mind dating a Black. Now that I'm a Black, I could do so if not married; but I truly wonder if a White would date a Black. The reason is simple.

94—There needs to more recruitment of Black students in field of academics. It's embarrassing to know majority of Blacks here are athletes that have been recruited to come here. There needs to be scholars that are Black and faculty members or staff. Majority of blacks in North Dakota are military service members or spouses—recruit them to come here! Some say they are uncomfortable in classes at [the PWI] because they are the only “spot” in class. So they attend classes on bases instead where there's more diversity.

95—Have active student organizations geared towards Black students (i.e., Black Student Association, NPHC groups). Have offices, with adequate staff, to serve, counsel, advise, and assist Black students. Offer greater number of scholarships for all students of color. Cultural activities throughout the year.

99—Teachers and students alike should not assume that one in a racial category equals the whole. The climate at a PWI is directly related to the climate in the community. Changes on campus will not improve the climate. Climate improvement must first be affected by external factors—community, family, religious leaders, etc.

102—na

106—An increase in faculty, staff, and students of color. More funding and resources for multicultural student services. Also a proactive commitment from the president on down.

107—Nothing that has not already occurred. It's really up to the students to open up!

108—Overall this campus is all right. I think they should celebrate Black History Month more than they did this year.

109—I really don't have any suggestions other than "...the more diverse the student body is, the better..."

110—I think a way to improve the climate for Black students would be somehow get more Black students or students of different cultures and ethnicity to attend the institution. Maybe through special programs or scholarships.

111—Try getting more Blacks to attend [the PWI].

Appendix C
Survey Cover Letter

The Black Student Experience in Higher Education at a Midwestern Predominantly White Institution (PWI).

My name is Matsimela Changa Diop and I am a graduate student at the University of North Dakota. I am presently a doctoral student in the Teaching and Learning program. I am also the Assistant to the Vice President of Student and Outreach Services and Director of Multicultural Student Services at the University of North Dakota. I am conducting an important dissertation study on the Black student experience in higher education at a Midwestern predominantly White institution. Your name has been selected from a roster of currently registered students who are enrolled for the spring 2003 semester. **This correspondence is to invite you to be a participant in this study.**

In my study, I will be researching the Black student experience at a Midwestern university. The primary purpose of this study is to collect information that ultimately can be used in identifying the role that predominantly White institutions of higher education can play in developing new strategies for assisting those students most at risk of disengaging from the educational continuum.

One of the most important external forces affecting higher education today is the changing demographics of the United States. For example, ever since the early 1980s, when females became the new student majority on American college and university campuses, higher education has witnessed a steady decline in the relative representation of Black students at nearly every level, especially the Black male student.

While it is not the specific objective of this study to address recruitment of underrepresented groups in higher education, it is possible that issues of differential treatment, if found, might serve to inform higher education administrators as to why the recruitment and retention of Black students to predominantly White institutions (PWIs) is a very challenging, yet achievable, goal.

More specifically, it is my hope that the contents in this study will inspire policymakers and educators in this Midwestern university to expand their development and creation of new recruitment and retention initiatives that target more potential Black students.

I would appreciate your completing and returning this survey so that I may assess the experience of Black students at this Midwestern predominantly white institution (PWI) of higher education. Please note that this survey is strictly voluntary. Your completing and returning of this questionnaire will be considered as your consent to participate in this study and any information attained from you will be used in my dissertation only. **This questionnaire contains a few questions regarding racism at your university and could be emotionally upsetting.**

The survey results will be reported only in the aggregate in order to maintain the anonymity of all survey respondents, and all information contained herein will be held in the strictest of confidence. **(Please DO NOT write your name anywhere on the attached questionnaire or the return envelope.)** The approximate time to complete this questionnaire is 30 minutes. But, please feel free to take as much time as needed to fully complete the attached questionnaire.

A summary of the results of this research will be made available to all participants by requesting it in writing to the Primary Researcher, Matsimela Changa Diop. **Please return the completed questionnaire in the enclosed postage-paid, self-addressed envelope.** *(If you live on campus, then just drop the completed questionnaire in the campus mail.)*

This questionnaire is being mailed to you from the University of North Dakota's Office of Institutional Research. Therefore, as a measure of confidentiality, I will not be given any names or information considering the identity of any respondents. But, if you should have any questions concerning this study, please contact Matsimela Changa Diop, Primary Researcher, at 701-777-4362; Dr. John Williams, Chair of Advisory Committee, at 701-777-3235; or the University of North Dakota's Institutional Review Board at 701-777-4279.

Thanks for your assistance.

Sincerely,

Matsimela Changa Diop

Appendix D

Black Students and PWI Analytical Process Diagram

| Codes | Categories | Themes | Conclusions |
|---|---|---|--|
| Diversity More Black faculty More Black staff More Black students Curriculum Outreach services Aggressive steps | Need for more diversity Need to recruit more Black students and faculty Need to create programs that offer assistance to Black faculty, staff, and students More aggressive steps should be taken to pursue Black faculty, staff, and students | Diversity serves both White and Black students, enriching the experiences of both groups. While more Black faculty, staff, and student role models should be a priority for this PWI. | <div style="border: 1px solid black; padding: 10px;"> <p>Diversity benefits this PWI, majority White students, and other minorities. The Black students see themselves as being helpful to the PWI in this arena. They see this PWI as being neither solicitous to them, nor discriminating against them. In that sense, they can better fulfill their role as a student.</p> </div> |
| Alone Deprived Safe space Unity Community Outreach services Respect culture | Blacks rather just be left along Feeling of being culturally deprived Need for a safe space More unity in Black community Need for more funded outreach services for Blacks Need to respect the Black culture | Blacks need to be the master of their own ship and not rely on the majority group to ensure that they are treated fairly. | |
| Required course Awareness activities Cultural issues Damaging Unhealthy Difficult Ignorance Experience harder Ignorant Knowledge Cultures | Need required course in diversity Need more multi-cultural social awareness activities Major breakdown in knowledge about cultural issues Damaging and unhealthy in some ways Quite difficult with a high level of ignorance College experience is harder because of PWI Many students are ignorant in their knowledge or lack of knowledge of other cultures | Whites at this PWI lack simple ways of interacting with Blacks, probably due to their lack of such experiences. | |
| Views Feelings Comfort level | Views about this PWI have changed Feelings of comfortability | Blacks learn new ways of being in this PWI, including what it means to be in a small minority group. | |

REFERENCES

- Afrik, M. H. (1993, April 15). *The future of African American education: A practitioner's view*. Presentation at the meeting of the American Educational Research Association, Chicago, IL.
- Akbar, N. (1991). *Visions of Black men*. Nashville: Winston-Derek Publications.
- Allen, W. (1987). Black colleges vs. White colleges: The fork in the road for Black students. *Change*, 19, 28-34.
- Allen, W. R. (1981). Correlates of Black students' adjustment and aspirations at a predominantly White southern university. In G. E. Thomas (Ed.), *Black students in higher education: Conditions and experiences in the 1970's* (pp. 126-141). Westport, CT: Greenwood Press.
- Allen, W. R. (1985). Black student, White campus: Structural, interpersonal and psychological correlates of success. *Journal of Negro Education*, 54(2), 134-147.
- Allen, W. R. (1986). *Gender and campus race differences in Black student academic performance, racial attitudes and college satisfaction*. Atlanta: Southern Education Foundation.
- Allen, W. R. (1988). The education of Black students on White campuses: What quality the experience? In M. T. Nettles (Ed.), *Toward Black undergraduate student equality in American higher education* (pp. 57-86). Westport, CT: Greenwood Press.
- Allen, W. R., Bobo, L., & Fleuranges, P. (1984). *Preliminary report: 1982 undergraduate students attending predominantly White state-supported universities*. Ann Arbor, MI: Center for Afro-American and African Studies.
- Allen, W. R., Epps, E. G., & Haniff, N. Z. (Eds.). (1991). *College in Black and White: African American students in predominantly White and in historically Black public universities*. Albany: State University of New York Press.
- Altbach, P. (1997). *Student politics in America*. New Brunswick, NJ: Transaction Books.

- Altbach, P., & Lomotey, K. (Eds.). (1991). *The racial crisis in American higher education*. Albany: State University of New York Press.
- American Association of University Women. (Ed.). (1998). *Gender gaps: Where schools still fail our children*. New York: Marlowe & Co.
- American Council on Education. (1988). *Minorities in higher education*. Washington, DC: Office of Minority Concerns.
- Ancis, J. R., Sedlacek, W. E., & Mohr, J. J. (2000). Student perceptions of campus climate by race. *Journal of Counseling and Development*, 78, 180-186.
- Apple, M. (1982). *Education and power*. Boston: ARK.
- Associated Press. (2000, July 26). Report on Black America. *The New York Times*, p. A16.
- Astin, A. W. (1982). *Minorities in American higher education: Recent trends, current perspectives and recommendations*. San Francisco: Jossey-Bass.
- Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass.
- Babbie, E. R. (1989). *The practice of social research* (5th ed.). Belmont, CA: Wadsworth Publishing.
- Blackwell, J. E. (1982). Demographics of desegregation. In R. Wilson (Ed.), *Race and equity in higher education* (pp. 28-70). Washington, DC: American Council on Education.
- Bloiland, P. A. (1992). *Qualitative research in student affairs*. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services.
- Braddock, J., & Dawkins, M. P. (1981). Predicting Black academic achievement in higher education. *Journal of Negro Education*, 50(3), 319-325.
- Branscombe, N. R., Schmitt, M. T., & Harvey, R. D. (1999). Perceiving pervasive discrimination among African Americans: Implications for group identification and well-being. *Journal of Personality and Social Psychology*, 77, 135-149.
- Brown v. Board of Education I, 347 U.S. 483 (1954).
- Brown v. Board of Education II, 349 U.S. 294 (1955).

- Chang, M. J. (1999). Does racial diversity matter? The educational impact of a racially diverse undergraduate population. *Journal of College Student Development*, 40, 377-395.
- Chang, M. J. (2000). Improving racial diversity: A balancing act among competing interests. *The Review of Higher Education*, 23(2), 153-175.
- Chism, K. G. (2004). Using primary records to understand *Brown et al. v. Board of Education of Topeka et al.* In J. Anderson & D. N. Byrne (Eds.), *The unfinished agenda of Brown v. Board of Education* (pp. 7-22). Hoboken, NJ: John Wiley & Sons.
- Clark, K. B. (1967). *Dark ghetto: Dilemmas of social power*. New York: Harper & Row.
- Coleman, J. S., Campbell, E. Q., Hobson, C. J., McPartland, J., Mood, A. M., Weinfeld, F. D., & York, R. L. (1966). *Equality of educational opportunity*. Washington, DC: U.S. Government Printing Office.
- Coleman, L. M., Jussim, L., & Isaac, I. L. (1991). Black students' reactions to feedback conveyed by White and Black teachers. *Journal of Applied Social Psychology*, 21, 460-481.
- Coley, R. (2001). *Differences in the gender gap: Comparisons across racial/ethnic groups in education and work*. Princeton, NJ: Educational Testing Service, Policy Information Center.
- Corcoran, K., & Fischer, J. (1987). *Measures for clinical practice: A sourcebook*. New York: Free Press.
- Cox, W. E. (2004). Reflections of one who was there. In J. Anderson & D. N. Byrne (Eds.), *The unfinished agenda of Brown v. Board of Education* (pp. xvii-xxiv). Hoboken, NJ: John Wiley & Sons.
- Crenshaw, K., Gotanda, N., Peller, G., & Thomas, K. (1995). *Critical race theory: The key writings that formed the movement*. New York: Free Press.
- Cross, W. E., Jr., Parham, T. A., & Helms, J. E. (1991). The stages of Black identity development: Nigrescence models. In R. Jones (Ed.), *Black psychology* (pp. 319-338). Oakland, CA: Cobb & Henry.
- D'Augelli, A. R., & Herschberger, S. L. (1993). African American undergraduates on a predominantly White campus: Academic factors, social networks, and campus climate. *Journal of Negro Education*, 62(1), 67-81.

- Davis, J., & Borders-Patterson, A. (1986). *Black students in predominantly White North Carolina colleges and universities, 1986: A replication of a 1970 study*. New York: College Board Publications.
- Davis, R. B. (1991). Social support networks and undergraduate student academic success-related outcomes: A comparison of Black students on Black and White campuses. In W. R. Allen, E. G. Epps, & N. Z. Haniff (Eds.), *College in Black and White: African American students in predominantly White and in historically Black public universities* (pp. 143-160). Albany: State University of New York Press.
- Delgado, R. (1990). When a story is just a story: Does voice really matter? *Virginia Law Review*, 76(1), 95-111.
- Delgado, R. (Ed.). (1995). *Critical race theory: The cutting edge*. Philadelphia: Temple University Press.
- Dyson, A. H. (1994). The ninjas, the X-men, and the ladies: Playing with power and identity in an urban primary school. *Teachers College Record*, 96(2), 219-239.
- Erikson, E. (1968). *Identity, youth and crisis*. New York: W. W. Norton.
- Farrell, W. C., & Jones, C. K. (1988). Recent racial incidents in higher education: A preliminary perspective. *Urban Review*, 20, 211-226.
- Feagin, J. (1996). *The agony of education: Black students in White colleges and universities*. New York: Routledge.
- Feagin, J. (2002). *The continuing significance of racism: U.S. colleges and universities*. Washington, DC: American Council on Education.
- Feagin, J. R., & Sikes, M. P. (1994). *Living with racism: The Black middle-class experience*. Boston: Beacon Press.
- Ferguson, R. (2000). *A diagnostic analysis of Black-White gpa disparities in Shaker Heights, Ohio*. Washington, DC: Brookings Institute.
- Fisher, B. J., & Hartmann, D. J. (1995). The impact of race on the social experience of college students at a predominantly White university. *Journal of Black Studies*, 26, 117-133.
- Fleming, J. (1984). *Blacks in college*. San Francisco: Jossey-Bass.
- Fordham, S. (1996). *Black out: Dilemmas of race, identity, and success at Capital High*. Chicago: University of Chicago Press.

- Freeman, K. (1997). Increasing African Americans' participation in higher education. *Journal of Higher Education*, 68, 524-550.
- Futrell, M. (2004). The impact of the *Brown* decision on African American educators. In J. Anderson & D. N. Byrne (Eds.), *The unfinished agenda of Brown v. Board of Education* (pp. 79-96). Hoboken, NJ: John Wiley & Sons.
- Gibbs, J. L. (1973). Black students/White university: Different expectations. *Personnel and Guidance Journal*, 51, 463-469.
- Gibbs, J. L. (1974). Patterns of adaptation among Black students at a predominantly White university. *American Journal of Orthopsychiatry*, 44, 728-780.
- Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction*. White Plains, NY: Longman.
- Gossett, B. J., Cuyjet, M. J., & Cockriel, I. (1998). African Americans' perception of marginality in the campus culture. *College Student Journal*, 32, 22-32.
- Grossett, J. M. (1991). Patterns of integration, commitment, and student characteristics and retention among younger and older students. *Research in Higher Education*, 32(2), 159-178.
- Gurin, P., & Epps, E. G. (1975). *Black consciousness, identity and achievement: A study of students in historically Black colleges*. New York: Wiley Press.
- Hall, M., Mays, A., & Allen, W. R. (1984). Dreams deferred: Black student career goals and fields of study in graduate/professional students. *Phylong*, 45(4), 271-283.
- Harper, F. D. (1975). *Black students, White campuses*. New York: Free Press.
- Harry, B. (1992). *Cultural diversity, families, and the special education system*. New York: Teachers College Press.
- Haskins, J. (1999). *Bound for America: The forced migration of Africans to the new world*. New York: Lothrop, Lee & Shepard Books.
- Henderson, C. B. (2004). Reaffirming the legacy. In J. Anderson & D. N. Byrne (Eds.), *The unfinished agenda of Brown v. Board of Education* (pp. 165-170). Hoboken, NJ: John Wiley & Sons.
- Holmes, D. L., Rupert, P. A., Ross, S. A., & Shapera, W. E. (1999). Students' perceptions of dual relationship between faculty and students. *Ethics and Behavior*, 9, 79-107.

- Keen, C. (1996, May 14). *Blacks face agonies in higher education*. News release, University of Florida.
- Kenyatta, M., & Tai, R. H. (1997). Introduction to the symposium: Ethnicity and education. *Harvard Educational Review*, 67(2), vii-ix.
- King, M. L., Jr. (1963, August 28). *I have a dream*. Speech delivered in Washington, DC.
- King, M. L., Jr. (1967, April 14). *Beyond Vietnam*. Speech delivered in Philadelphia, PA.
- Kolmogorov, A. (1941). Confidence limits for an unknown distribution function. *Annals of Mathematical Statistics*, 10, 461-463.
- Lynn, M. (1999). Toward a critical race pedagogy: A research note. *Urban Education*, 33(5), 606-626.
- Matsula, M., Lawrence, C., Delgado, R., & Crenshaw, K. (Eds.). (1993). *Words that wound: Critical race theory, assaultive speech, and the First Amendment*. Boulder, CO: Westview Press.
- McCormack, A. S. (1995). The changing nature of racism on college campuses: Study of discrimination at a northeastern public university. *College Student Journal*, 29(2), 150-156.
- McCormack, A. S. (1998). Revisiting discrimination on campus: 1988, 1992, and 1996. *College Student Journal*, 32, 378-393.
- Miles, R. (1989). *Racism*. London: Routledge.
- Mortenson, T. G. (1999). The growing gender gap in higher education. *College Board Review*, 188, 33-37.
- Mortenson, T. G. (2001, April). *Reconnecting males to liberal education*. Presentation at the Symposium on Higher Education Shifting Gender Balance, Atlanta, GA.
- Mow, S. L., & Nettles, M. T. (1996). Minority student access to and persistence and performance in college: A review of the trends and research literature. In C. S. V. Turner, M. Garcia, A. Nora, & L. I. Rendon (Eds.), *Racial and ethnic diversity in higher education* (pp. 594-623). Needham Heights, MA: Simon & Schuster.
- Myrdal, G. (1962). *An American dilemma*. New York: Harper & Row.
- Nettles, M. T. (1988). *Toward Black undergraduate student equality in American higher education*. Westport, CT: Greenwood Press.

- Nettles, M. T., & Johnson, J. R. (1987). Race, gender, and other factors as determinants of college students' socialization. *Journal of College Student Personnel*, 28, 512-524.
- Nettles, M. T., Perna, L. W., & Freeman, K. E. (1999). *Two decades of progress: African Americans moving forward in higher education*. Fairfax, VA: Frederick D. Patterson Research Institute of the United Negro College Fund/UNCF.
- Nettles, M. T., Thoeny, A. R., & Grosman, E. J. (1986). Comparative and predictive analyses of Black and White students' college achievement and experience. *Journal of Higher Education*, 57, 289-318.
- Nora, A., & Cabrera, A. F. (1996). The role of perceptions of prejudice and discrimination on the adjustment of minority students to college. *Journal of Higher Education*, 67(2), 119-148.
- Ogbu, J. U. (1974). *The next generation: An ethnography of education in an urban neighborhood*. New York: Academic Press.
- Ogbu, J. U. (1987). Variability in minority school performance: A problem in search of an explanation. *Anthropology and Education Quarterly*, 18(4), 312-334.
- Ogbu, J. U. (1988, August 15). *Minority school adjustment and performance: The role of community forces or the second part of the problem*. Presentation at the meeting of the American Psychological Association, San Francisco, CA.
- Oliver, M. L., Rodriguez, C. J., & Mickelson, R. A. (1985). Brown and Black in White: The social adjustment and academic performance of Chicano and Black students in predominantly White universities. *Urban Review*, 17, 3-24.
- Orfield, G. (2004). *Brown* misunderstood. In J. Anderson & D. N. Byrne (Eds.), *The unfinished agenda of Brown v. Board of Education* (pp. 153-163). Hoboken, NJ: John Wiley & Sons.
- Parr, M. G. (1999). Professors' perceptions of student behaviors. *College Student Journal*, 33, 414-423.
- Pascarella, E. T., Duby, P. B., & Iverson, B. K. (1993). Validation of a theoretical model of college withdrawal in a commuter institutional setting. *Sociology of Education*, 56(2), 88-100.
- Pascarella, E. T., & Terenzini, P. (1991). *How college affects students*. San Francisco: Jossey-Bass.

- Peshkin, A. (1991). *The color of strangers, the color of friends*. Chicago: University of Chicago Press.
- Pettigrew, T. F. (1998). Intergroup contact theory. *Annual Review of Psychology*, 49, 65-85.
- Pinel, E. C. (1999). Stigma consciousness: The psychological legacy of social stereotypes. *Journal of Personality and Social Psychology*, 76, 114-128.
- Reid, H. O., & Foster-Davis, F. (1983). State of the art: The law and education since 1954. *Journal of Negro Education*, 52(3), 234-249.
- Richardson, R. C., & Skinner, E. F. (1990). Adapting to diversity: Organizational influence on student achievement. *Journal of Higher Education*, 61(5), 486-509.
- Rienzi, B. M., Allen, M. J., Sarmiento, Y. Q., & McMillin, J. D. (1993). Alumni perception of the impact of gender on their university experience. *Journal of College Student Development*, 34, 154-157.
- Ruggiero, K. M., & Taylor, D. M. (1997). Why minority group members perceive or do not perceive the discrimination that confronts them: The role of self-esteem and perceived control. *Journal of Personality and Social Psychology*, 72, 373-389.
- Sadker, M., & Sadker, D. (1994). *Failing at fairness: How America's schools cheat girls*. New York: Scribner's.
- Schaefer, R. T. (2002). *Racial and ethnic groups* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Scheurich, J. J. (1993). Toward a White discourse on White racism. *Educational Researcher*, 22(8), 5-10.
- Sedlacek, W. E. (1987). Black students on White campuses: 20 years of research. *Journal of College Student Personnel*, 28(6), 484-495.
- Seyfried, K. (1998). Academic achievement of African American preadolescents: The influence of teacher perceptions. *American Journal of Community Psychology*, 26, 381-402.
- Siegel, S. (1956). *Nonparametric statistics for the behavioral sciences*. New York: McGraw-Hill.
- Smedley, B., Myers, H., & Harrell, S. (1993). Minority-status stresses and the college adjustment of ethnic minority freshmen. *Journal of Higher Education*, 64, 434-452.

- Smiley, T. (2004). *Brown v. Board of Education: An unfinished agenda*. In J. Anderson & D. N. Byrne (Eds.), *The unfinished agenda of Brown v. Board of Education* (pp. 1-5). Hoboken, NJ: John Wiley & Sons.
- Smirnov, N. V. (1948). Tables for estimating the goodness of fit of empirical distribution. *Annals of Mathematical Statistics*, 19, 279-281.
- Smith, A. W., & Allen, W. R. (1984). Modeling Black student academic performance in higher education. *Research in Higher Education*, 21(2), 210-225.
- Spring, J. (1994). *American education*. New York: McGraw-Hill.
- Steele, C. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613-629.
- Steele, S. (1998). *The dream deferred: The second betrayal of Black freedom in America*. New York: Harper-Collins.
- Steinberg, L. (1996). *Beyond the classroom*. New York: Simon and Schuster.
- Suen, H. K. (1983). Alienation and attrition of Black college students on a predominantly White campus. *Journal of College Student Personnel*, 24, 117-121.
- Takaki, R. (1995). *A different mirror: A history of multicultural America*. Boston: Little, Brown and Company.
- Tatum, B. D. (1997). *Why are all the Black kids sitting together in the cafeteria? and other conversations about race*. New York: Basic Books.
- Taylor, E., & Olswang, S. G. (1997). Crossing the color line: African Americans and predominantly White universities. *College Student Journal*, 31, 11-18.
- Thomas, G. E. (1981a). *Black students in higher education: Conditions and experiences in the 1970's*. Westport, CT: Greenwood Press.
- Thomas, G. E. (1981b). Student and institutional characteristics as determinants of the prompt and subsequent four-year college graduation of race and sex groups. *Sociological Quarterly*, 22, 327-345.
- Thompson, C. E., & Fretz, B. R. (1991). Predicting the adjustment of Black students at predominantly White institutions. *Journal of Higher Education*, 62(4), 437-450.
- Thorne, B. (1993). *Gender play*. New Brunswick, NJ: Rutgers University Press.

- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45, 89-125.
- Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.
- Tinto, V. (1988). Stages of student departure: Reflections on the longitudinal character of student leaving. *Journal of Higher Education*, 59, 438-455.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago: University of Chicago Press.
- Troyna, B., & Carrington, B. (1990). *Education, racism and reform*. London: Routledge.
- Turner, C. S. V. (1994). Guests in someone else's house: Student of color. *Review of Higher Education*, 17, 355-370.
- Watson, L., Wright, D., Terrell, M., & Associates. (2002). *How minority students experience college: Implications for policy and practice*. Sterling, VA: Stylus Publishers.
- Wilson, R., & Carter, D. (1997). *Minorities in higher education 1996-1997: Fifteenth annual status report on minorities in higher education*. Washington, DC: American Council on Education.
- Woodson, C. G. (1993). *Miseducation of the Negro*. Trenton, NJ: Africa World Press.
- Wright, R. (2004). Exploring the hidden meanings in *Plessy and Brown*. In J. Anderson & D. N. Byrne (Eds.). *The unfinished agenda of Brown v. Board of Education* (pp. 97-105). Hoboken, NJ: John Wiley & Sons.
- Wright, S. (1981). *Education of minority students: Problems and challenges*. Princeton, NJ: Educational Testing Service.
- Wright, T. J., & Leung, P. (1983, April 26). *Meeting the unique needs of minorities with disabilities: A report to the President and the Congress*. Washington, DC: National Council on Disability.