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## **Euro and African American Student Experiences and Perceptions of Skill and Knowledge: A Comparative Analysis from the 1995 Senior Survey**

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EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES AND  
PERCEPTIONS OF SKILL AND KNOWLEDGE:  
A COMPARATIVE ANALYSIS FROM THE 1995 SENIOR SURVEY

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A Thesis

Presented to

The Faculty of the Department of Sociology  
The College of William and Mary in Virginia

In Partial Fulfillment

Of the Requirements for the Degree of  
Master of Arts

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by

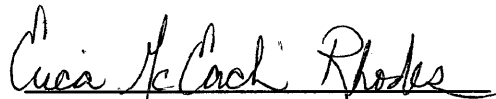
Erica McEachin Rhodes

1997

APPROVAL SHEET

This thesis is submitted in partial fulfillment of  
the requirements for the degree of

Master of Arts

  
Erica McEachin Rhodes

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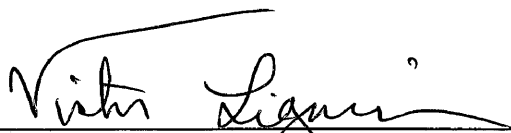
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Satoshi Ito



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Kathleen Slevin

  
Victor Liguori

## DEDICATION

This work is dedicated to God, from whom all blessings flow  
and through which all things are made possible.

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## ABSTRACT

The research literature addressing the effects of college life on students vary greatly in focus and derive from a variety of disciplines. Studies show that college experiences are impacted by the formal and informal culture and policies of colleges and universities (Terenzini, 1993; Rosenholtz, 1981; Green, 1989; and Slark, 1993), interactions with faculty, staff, administrators, and other personnel on campus. These findings raise important issues for university policy makers in their efforts to create higher education environments which meet the diverse academic, social, and psychological needs of students.

This study seeks to compare the experiences and perceptions of students at a selective mid-Atlantic university. Specifically, this work is a comparative analysis of the self reported campus experiences, skills and knowledge perceptions of Euro American<sup>1</sup> and African American students. The dataset used for this analysis was based upon findings generated by the 1995 Extended Senior Survey from the College of William and Mary.

As part of a state mandated program, 348 Euro American and African American students completed a questionnaire assessing aspects of their matriculation at the college. These items include: academic and social experiences, assignments and course characteristics, perceptions of skill and knowledge, professional plans, and personal priorities. In this work, responses were analyzed to understand the relationship, if any, between student experiences, perceptions of skill and knowledge, and race.

Using the tenets of structural functionalism, the university is conceptualized as a miniaturized society, mirroring the values and objectives of the mainstream. Structural role theory and symbolic interactionism are used to interpret the experiences and perceptions of students based on their status as a racial majority or minority group. According to the principles of both these theories, the devalued status of minorities, in this case African Americans, would explain feelings of academic and social marginalization, and lower perceptions of personal skill and knowledge in comparison to Euro American students. Findings indicate that while Euro and African American students rate

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<sup>1</sup> Euro American is used throughout this work to denote white students of European ancestry.

their experiences at the college favorably, and their general ability levels as high, there is statistical evidence of social marginalization during student experiences at social activities and in the town of Williamsburg.

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## INTRODUCTION

The path taken by American youth has undergone significant changes since the dawn of the 20th century. For decades, social scientists, educators, and parents have tried to profile the American adolescent despite the formidable nature of this challenge. Clear analysis and categorization of youth in America has proven difficult due to continuous changes in the perception of adolescence and its duration, increased diversity in the composition of the "American adolescent," and changes in the social, economic and cultural role/function of youth associated with each of the major historical periods of the United States.

Although many perspectives exist on the socioeconomic and historical status of youth and the evolution of youth in America (Coleman, 1965; Graff, 1987; Pavalko, 1976; Tyack, 1967), the dichotimization of these analyses into pre and post-war (i.e., W.W.II) perspectives is common throughout the literature. Authors Coleman (1965) and Graff (1987) illustrate this through their explanations of the dynamic role of American youth as the result of the ever changing

American society. Starting with an analysis of American society before World War I, the authors found that the home served as the primary living and social unit for children. Since education was not universally compulsory, the development of social values and adolescent identity relied heavily on the roles occupied by one's parents. Agricultural production was the major form of economic activity for the majority of the population, and youth played an active role in the maintenance of the family/household. Teenagers would commonly assist parents through assumption of "older" responsibilities (e.g., caring for younger siblings by older-Juvenile females or the provision of field labor by older-Juvenile males) (Graff, 1987).

Contemporary scholars like Coleman (1965) also base their analysis of adolescence after the second World War on an examination of the impact of changes in social norms. The growth and emergence of labor saving devices reduced the need for manual labor, particularly adolescent labor, and is related to the rise in compulsory schooling. The result was that America's youth generated a contemporary culture through which students altered values of both the family and the larger society. These changes were further institutionalized through an expansion of the number of

role models available to youth wrought by mass media, the consequent decline in the commitment of youth to expectations of their elders.

The socioeconomic evolution of American youth, as described by Graff (1987) and Coleman (1965), may be further clarified through an examination of early sociological perspectives on adolescence which view the school as a social institution which reinforces the values of greater society. For instance, educational sociologist Lester Ward felt education was an "ameliorative process whose main function was the improvement of society (Pavalko, 1976:7)." John Kinneman, also a sociologist, expanded this idea in his beliefs that education and the school improve society by "teaching the people to exercise social control in such an intelligent fashion that culture would progress to the highest level possible (1976:7)." Analysis of this, the reciprocal relationship between education and the betterment of society became known as educational sociology. Educational sociology, as it was known, paved the way for the study advanced subfields like the sociology of higher education, which is discussed in the next chapter.

The following analysis uses many of the sociological theories to compare the experiences and

perceptions of personal skill and knowledge of students according to their status as a racial majority or minority. Focusing solely on Euro American and African American students, this analysis is elaborated in seven component parts. This first component, the introduction, provides discussion on the evolution of the American youth into the contemporary student. Next, a summary of the role of educational sociology and how its development into the sociology of higher education incorporates the objective of this work. A historical perspective of African Americans in education follows with a review of the empirical research on college student experiences and perceptions. The structural functionalism, structural role theory, and symbolic interactionism perspectives are then explored in the theoretical framework as the theoretical basis of the analysis. The research design and analysis of the data then illustrate the methodology and results of the statistical analysis. Finally, a results and discussion section ends this work with an explanation of findings, weaknesses, and suggestions for further research.

## ROLE OF SOCIOLOGY OF EDUCATION

### **Early Theoretical Perspectives**

Educational sociology was a subfield within the discipline founded at the turn of the century (Pavalko, 1968). It resembled many of the traditional areas of sociological inquiry. Reuter summarizes the mission of the educational sociologist when he states:

The interests of the educational sociologist differ from that of the general sociologist only in the fact that he works with a specifically selected set of materials. He is interested in understanding education's forms, functions, and development in diverse situation, to understand behavior and ideologies of 'school men,' to discover the effect of school on existing institutions and its influence on personality  
(1968:13).

Educational sociology focuses on four basic functions of schools. These functions prepared the adolescent to participate in the larger society. The first function, socialization, teaches the rights, wrongs, values, and roles of the society. Selection is the second function, training and positioning individuals in societal roles. The third function is

to bring about change to improve societal ills and raise the standard of living. The last function is to develop the young as disciplined and formally trained members of society (1968; Ballantine, 1983).

Like general sociology, educational sociology utilized several of the sociological grand theories as a lens through which the school and its functions could be viewed. Structural functionalism and conflict theory were two of the most prevalent theories incorporated into educational sociology. The founding fathers of these perspectives, Emile Durkheim and Max Weber, saw education and the school as a social network of interrelated positions. Their analytical emphases however, were very different. Durkheim's work on education focused on its capacity to organize and control members of the population. Weber, on the other hand, examined the effect of advanced learning and specialized training in a growing technological society.

Structural functionalism originated during the nineteenth century in France with Durkheim. As the first scholar to use a sociological framework for analysis of the educational process, Durkheim's impartial approach viewed education as a social institution that possessed a functional, interdependent

relationship with the structure of the larger society.

Durkheim summarizes his view on education as follows:

Education is the influence exercised by adult generations on those that are not yet ready for social life. Its object is to arouse and to develop in the child a certain number of physical, intellectual, and moral states which are demanded of him by both the political society as a whole and the special milieu for which he is specifically destined...

(Ballantine, 1983:89).

Influenced by other disciplines such as linguistics, anthropology, and psychology, Durkheim posited a model of society which resembled that of a biological organism (Turner, 1991). In this, the various and interdependent functions or relationships within society were considered as vital to the survival of the society itself. Thus, it was necessary for each institution and its members to work collectively toward the maintenance of the existing social order.

Asserting that individual perceptions of the world are derived from relationships shared between members of society, Durkheim believed a collective conscience would assure the maintenance of society (Durkheim, 1922). Therefore, educational institutions served as components of the larger society where communal values and norms are learned as a means to maintain a

collective ideology.

In conjunction with the many complexities and contradictions of the American society, the idea of a collective conscience or experience becomes both idealistic and impractical. The social, economic, and political status of African Americans during the time of Durkheim, for example, exemplifies the problematic nature of this idea. Forced into positions of lesser status than their Euro American counterparts, African Americans received little attention from the mainstream, and were subjected to a system of racial caste and oppression. This inequality played a key role in the prevention of common social values, and often provoked social unrest (Myers, 1989). Further, the legacy of American racism and cultural conflict fuels an ongoing struggle for social change in contemporary society, and limits the application of Durkheim's model to theory rather than practice.

This does not suggest, however, that the contemporary educational sociologist is unable to benefit from Durkheim's conceptualization of the role played by education in society when viewing American education. Durkheim's view of education and its institutions as social elements reliant upon the mores of the greater society for cultural transmission and



control provide a solid foundation upon which new theories may be developed.

Max Weber, on the other hand, is credited with the introduction of a conflict perspective in education (Gerth and Mills, 1958). Asserting the "main activity of schools is to teach particular 'status cultures' in and outside the classroom," Weber believed education and its institutions worked to maintain "insider" and "outsider" status among members of the population (Ballantine, 1983:10). Members with "insider" status were comprised of those with formal training and specialized education. Those with "outsider" status were those without formal training and who possessed little or no prestige as a result.

Weber's application of conflict theory pioneered the critical analysis on the purpose and effect of education. Unlike Durkheim, Weber did not posit the view that education's role in society is to maintain societal harmony. Instead, his approach critiques how educational inequality creates societal division.

Both Durkheim and Weber provided substantial points of departure for educational sociology. Unfortunately, their conceptualizations of education were not immediately followed through by the next generation of scholars, halting its progress for many

years. It was not until the 1950s that educational sociology evolved into what is now known as the sociology of education.

### **Modern Perspectives and the Sociology of Education**

Sociology of higher education emerged after World War II and resembled educational sociology in its emphasis on the effect and function of education and its institutions. Significant technological, educational accomplishments associated with the War era stimulated a greater need for specialized training, causing the nation to make higher education a national priority (Tyack, 1967). The growth of higher education institutions and an increase in college enrollment advanced education as a means to meet the challenge of the new American economy. In addition, the growth of the student population provided social scientists with an opportunity to conduct new research on the dynamics of race, class, and gender in the US. As a direct result, studies of the social psychological effects of college environment on student psyche and socialization became a topic of interest and received increasing attention in the academic community.

By the 1960s, the sociology of higher education completed its evolution from applied research to an

independent subfield. Utilizing the canons of both sociology and psychology, the mission of the sociology of higher education was to understand the university culture and its effect on student life. Studies such as Newcomb's College Peer Groups (1966), and Feldman's The Impact of College on Students (1970) are classic examples. Further, works such as Sewell's statistical analysis of socioeconomic status, intelligence, and the attainment of higher education (1967) demonstrated the potential application of the sociology of higher education as a framework for quantitative analysis.

Some contemporary scholars, like Ballantine, demonstrated the continued relevance of early sociological theory in their conceptualization of American colleges and universities (1983). In The Sociology of Education, Ballantine reintroduces power determinants, like race, ethnicity, and gender as conflictual factors in the colleges and universities of today, replacing Weber's "outsiders" with the modern poor and minority students (1983).

### **Challenges to the Sociology of Higher Education**

The agenda of the developing sociology of higher education incorporates several aspects of academic life. In its attempt to deconstruct the impact of

university and campus life upon students, analyses of university structure, governance, and campus climate are explored. Members of the academic community, however, have met this broad-based agenda, with criticism.

In a 1978 article titled, "The Development of the Sociology of Higher Education," sociologist Burton Clark warns educational sociologists stating:

Relatively young and unformed fields to study often are torn between intensive efforts in one or two main lines of research and a desire to wander around testing the ground to find new and more sensitive approaches. The intensive effort allows us to refine empirically a few concepts and improve a few methods, with the possibility that we may finally pin something down. The wandering effort allows us to leapfrog from one idea to another, accelerating the conceptual game, with an exciting idea. These contradictory approaches are evident in the sociology of higher education and each, with its evident virtues, carries its own dangers for the decade or two ahead (1978:8).

In this statement, Clark acknowledges the significance of studies on educational equality and college impact, but also warns of the possibility of what he refers to as "expensive trivialization (1978:9)." Described as a hyper-fascination with

minutiae, Clark warns against a vulnerability to academic 'tunnel vision' and non-scientific writing. Specifically, Clark's main concern is with the propagation of lengthy and costly studies containing inconclusive findings.

How, Clark asks, does one utilize these minute snapshots to conceptualize core issues in higher education? Moreover, can a single study on a particular campus have any real implications for higher education? These are the central questions, according to Clark, which must be considered by the educational sociologist before initiating research.

Clark advances two fundamental research strategies for use by the contemporary educational sociologist. The first involves the synthesis of historical events through sociological analysis. Based on the belief that phenomena can not be fully understood independent of the specific time and place in which they occur, Clark argues that the incorporation of history in sociological analysis not only informs us of past trends, but also helps us make logical predictions about the future (1978; Willie, 1978). Further, the development of comparative studies placed in a historical context increases our knowledge of the overall functions of education at various points in our

society.

The second method advocated by Clark beckons researchers to expand their methodologies to include descriptive techniques that reveal the underlying values, traditions, and identities of educational social systems in order to add breadth to the analysis. A prime example would be those studies incorporating several types of data collection (i.e. survey research, focus groups) alongside historical trend data. In essence, Clark advocates the use of multiple methods and levels of analysis to observe the same phenomena. Through incorporation of techniques from many disciplines, the sociology of higher education aims to learn more about the effects of advanced learning on students, professors, university climate, and other aspects of campus life.

## REVIEW OF THE LITERATURE

Sam Myers, the founder of the National Association for Equal Opportunity in Higher Education (NAFEO) and author of Desegregation in Higher Education, discusses public policy and the participation of African Americans in education using a framework of six stages. They are prohibition, development, segregation, desegregation, integration, and enhancement (Myers, 1988). Myers' framework is an integral part of this work, providing the historical timeline for the data pertaining to African American higher education.

The first stage, prohibition, refers to the period prior to 1865 when most African Americans were enslaved and many states had laws forbidding the teaching of African Americans. Education was thought by many slave owners to inspire a desire for freedom among the enslaved, leading to uprisings, the destruction of the labor force, and ultimately, the power structure.

After the US Civil War and the abolition of US enslavement, African Americans were legally permitted to receive education. Development (stage two) of formal institutions was initiated to provide

rudimentary subsistence, vocational, and social skills to African Americans, facilitating the creation of many of today's historically black colleges and universities<sup>1</sup>. As these centers of learning developed into the early educational institutions for people of color, the 1896 Plessy v. Ferguson decision reinforced the racial segregation of the mainstream campuses.

The Plessy v. Ferguson decision demanded the segregation (stage three) of races by law, custom, and constitutional interpretation. While legally entitling African Americans to "separate but equal" access to education and public services, the Supreme Court decision severely restricted the educational opportunities for many of them. In the instances where segregation did not deny African Americans the equal opportunity to attend most of the Nation's public colleges and universities altogether, it relegated others to institutions with inferior support.

Some of the northern and mid-western higher education institutions continued to admit African Americans after the Plessy v. Ferguson decision, such as Oberlin College, Ohio State University, and the University of Chicago (Hill, 1985). However, the representation of African American students on these

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<sup>1</sup> referred to as HBCUs hereafter



campuses was low, and those enrolled were faced with strict social and residential regulations. African American students at these universities were prohibited from living on campus, and denied access to the recreational facilities enjoyed by their white counterparts (1985). Decades of segregated education coupled with the lack of adequate learning facilities for people of color assisted in both the under-education, and social marginalization of the most 'accepted' African Americans.

Almost a quarter of a century later, the 1954 *Brown v. Topeka Board of Education* decision challenged the Plessy doctrine by declaring segregated public schools unconstitutional. Segregated and inferior schools were found by the Supreme Court to deprive African American students of the educational, emotional, and social benefits available to Euro American students. Desegregation (stage four) orders from the Federal government were used to balance educational opportunity among American and Euro Americans.

The introduction of African Americans in traditionally white institutions and an increase in the enrollment of Euro American students at HBCUs was promoted as a means to disband dual education systems.

In 1964, for example, the Civil Rights Act required public colleges and universities to implement affirmative action plans to attract African American students (1989). However, these policies were not met with approval by many of the traditionally white institutionally white institutions (Mingle, 1978; Scott, 1987; Nettles, 1988; and McWhirter, 1994).

Ralph Scott's Education and Ethnicity: the US Experiment in School Integration (1987), asserts that outlawing de jure segregation did little to integrate African Americans and other minorities into the educational system. Scott believes that while many students are now allowed to walk into the schools once forbidden to them, they are entangled within the individual and institutional snares of de facto racism in the classroom, curriculum, and social world. This obstacle, according to the author, compromises the educational experiences and outcomes of minority students.

Forty-one tumultuous years after Brown, issues of equal opportunity, racial representation, curricular inclusion, and feelings of campus collectivity are still being debated on our nation's campuses of higher learning. The question: "How does race affect the undergraduate experiences and perceptions of students?"

still abound.

Professor and author, Beverly Guy-Sheftall, reports much of what happens in the academy reinforces problematic and erroneous notions that the normative human experience is White, Western, male, Christian, middle class, and heterosexual in origin (1992). Guy-Sheftall advances that the cultural bias within this method often mis-educates students, and encourages them not to see the world through any other cultural lenses. Those who do not fit into these categories, i.e. racial, cultural, religious, and gender minorities, often suffer from feelings of alienation and inferiority compared the values of the dominant culture. Further, the failure of marginalized students to feel attached to history, society, and the normal functions of daily life can result in long-term damage to the self-concept, identity, and ability to relate to others. Guy-Sheftall adds that the inflexibility of teachers and policy makers to view curricular inclusion as a vital part of the learning experience contributes to student isolation.

Throughout this review of the literature on African American students, works on the development of self-concept, coping strategies, and student life were sought to gain insight on their experiences and

perceptions. However, the availability of qualitative analysis on college performance, experiences, perceptions, and outcomes is extremely limited. In the following literature, further discussion of the psychosocial influences, needs, and perceptions of African Americans is offered.

Many scholars agree that self concept is defined within the context of one's environment (Beckham, 1987; Sedlacek, 1987; Allen, 1988; LeSure, 1993; Nettles, 1988). Walter Allen's work on the education of African Americans at predominantly white colleges is one of the few large-scale assessments of African Americans students available (1988). Allen's work is based upon data from the National Study of Black College Students (NSBCS), and is inclusive of 700 African American undergraduates attending six large, predominantly white state-supported institutions. The objective of Allen's study is to examine student academic performance, relations with peers and faculty, satisfaction with college experiences, race relations on campus, and educational/occupational aspirations.

Allen's analysis reveals that student responses to the survey fared reasonably well academically, with 64% reporting cumulative grade point averages over C+ (2.5), and two-thirds aspiring for advanced degrees.

However, 62% also admitted to feelings of social and academic marginalization on campus. In addition, 79% felt there were inadequate numbers of other African American students on campus, and more than half reported little or no integration into general student activities on campus as a result.

Nettles' work on Black and White Students' Performance and Experiences at Various Types of Universities (1988) examines the opinions of approximately 4,100 Euro and African American students attending 30 colleges and universities throughout the Nation. Students were asked to complete a 109-item Student Opinion Survey containing information about their academic and personal backgrounds before college, and their perceptions and behaviors during college. The analysis of the experiential responses were similar to those found in the NSBCS, revealing the largest gaps in Euro and African American student responses in five particular areas, including:

1. Satisfaction with their institution
2. Residence hall life
3. Academic integration
4. Social integration
5. Feelings of racial discrimination

Nettles found that, on average, African American students reported lower levels of satisfaction with their institution, quality of residence hall life, and

with academic and social integration. African Americans also reported significant feelings of racial discrimination by university staff and students. The author concludes that as more attention is given to the noncognitive experiences of African American students, representation, performance, and attribution rates will improve.

Beckham's (1987) study of African American student experiences on mainstream campuses led him to believe that most institutions fail to meet the overall expectations African American students. These students do not feel accepted. According to the author, acceptance of racial minorities on the mainstream campus is often confused with integration. Integration however, also includes feelings of collectivity and support from faculty, administrators, and peers. This collectivity is a major factor in the creation of positive self worth, esteem, and healthy human survival. Racism and feelings of discrimination preclude this for the African American student in this study.

Not always intentional, racism and discrimination on the campus affect the way students adapt to their environment. LeSure's approach to ethnic differences begins with an examination of institutionalized racism

and its effect on college student adjustment (1993).

The author asserts that traditional norms at mainstream universities naturally reinforce the dominant culture's ideology of superiority. Further, the dominance of strictly European or Euro-derived values minimizes the role of the minority student. Consequently, institutionalized racism provides undue stress for minorities in an already stressful environment, and puts minority students at a higher risk for failure in higher education.

Fleming (1981) advances Erickson's theory of personal identity from psychology to explain stress and satisfaction levels of African American students. Erickson's theory states that central tasks of adolescence include establishing personal identity by developing the capacity for intimacy and attainment of a sense of solidarity. According to this author, the social isolation of many African American students on mainstream campuses creates a frustration that too often results in antisocial behavior, further exacerbating their isolation.

Supplementing LeSure's argument that identifies college as a stressful time in the lives of students, Fleming adds that students are eager to be affirmed. Academic and social acceptances are important to the

student. Exclusion, particularly racism, creates the immediate atmosphere of rejection.

Sedlacek's (1987) research on African American students in college proposes that one's feelings of identification with an institution, such as school, is a particularly important variable for African American students. African American students in his survey population responded that they had a harder time bonding with Euro American faculty, staff, and students than Euro American students did. The African American students felt that support systems and informal networks were strained, and communication and positive feedback levels were low to nonexistent. The author concludes that these differences are linked to feelings of alienation, and lead to lower self-concepts in African American students.

Moses uses an anthropological framework to examine factors associated with the successful retention of minority and nontraditional students (1990). He feels a university's "culture" - as an entity that may or may not embrace diversity - is a determining factor. Considering the representation of minority university administrators, faculty, and other students as additional factors, the author believes that cultural similarity and identification play a larger part than



most policy makers want to believe.

Similar to this, Abraham's study of Racial Issues on Campus: How Students View Them (1990) and Slark's 1993 study of campus climate and equity state that the mood and 'cultural manners' of a university establish racial attitudes and tolerance levels on various campuses. Gauging whether race is an issue among college students and whether or not race plays a part in the student's lifestyle, Abraham's work sought to find a possible link between race and campus climate. His analysis revealed race as a significant factor in extracurricular participation, club membership, and feelings of campus integration. Slark's work, in contrast, takes a proactive approach to cultural diversity by regularly assessing campus climate to understand the social, emotional, and educational need of different types of students.

Student surveys by Hemmons (1982) and Allen (1992) of African American students at historically black colleges and universities and predominantly Euro American institutions reveal that African American students benefit more socially and academically at predominantly African American colleges and universities. Their studies show that African American students who feel an increase in their exposure to

members of their own cultural or racial group on the campus contribute to a more positive social and academic experience. Specifically, their research shows that students find more empathy and increased cultural awareness on predominantly African American campuses, resulting in higher levels of satisfaction on campus. The authors conclude that without the worries of racism or other differences born of race, students feel they have greater opportunities to take advantage of social and educational opportunities.

While a higher percentage of African Americans are attending college than ever before, the struggle for equal opportunity, individual choice, and cultural inclusion is still being fought on the Nation's campuses of higher learning (Nettles et al, 1997). The data show that African American student enrollment at 10.1% of the college age population remains below their 14.3% representation in the college age population. Further, studies indicate that many African American students are reporting campus experiences resembling the academic and social alienation of students directly following the 1954 *Brown vs. Board* decision.

## THEORETICAL FRAMEWORK

Analyses of student experiences and perceptions requires the use of a basic sociological framework, such as structural functionalism, that recognizes the college campus as a social institution operating in relation to the goals of the larger society. In addition, an analysis that focuses on the lives and experiences of students requires the use of frameworks like structural role theory and symbolic interactionism to incorporate varying levels of analysis as a means to observe the student as a social force within the miniaturized society that is the college campus. Used in conjunction with one another, structural functionalism, structural role theory, and symbolic interactionism offer insight regarding the configuration and utility of the university environment and its effect on Euro and African American student experiences and perceptions of skill and knowledge.

### **Structural Functionalism**

Once celebrated as "... the single most significant body of theory in the social sciences (Ritzer, 1992:93)," structural functionalism represents

a pioneering attempt to conceptualize society and its functions. Asserting that the origin of social order must be examined in terms of its organization and function, the objective of structural functionalism is to determine how these same factors contribute to its maintenance.

As a consensus theory, structural functionalism supports the idea that mutual norms and values are central components of a healthy society. Derived from a positivistic ontology, structural functionalism assumes society to be inherently moral. In its moral state, all functions within the society are seen as virtuous and necessary for the maintenance of society. Social change is viewed as disruptive to the societal order, and is endorsed only as a slow and gradual process.

Early structural functionalism utilized an organic view of society, positing that social organisms operated in a similar manner to biological ones. Supporters of this view consider social institutions, like schools, to be vital organs in the 'body' of society. The function of these institutions is to transmit and train students in citizenship, i.e. the culture and function of the mainstream. Members of the society are conceptualized as social agents, carrying

components of culture and customs to contribute to the maintenance of society.

Early structural functionalism was originally thought to be a multidimensional perspective that provided theoretical basis for all aspects of the social world, and was accepted as comprehensive theoretical tool for many years. However, the period immediately following World War II marked the decline of structural functionalism's popularity. Contemporary scholars found its steadfast principles to be riddled with tautologies, idealistic, and inapplicable to the complex societies we live in.

Sociologist Robert Merton (1992) was among those who felt that while early structural functionalism contained basic conceptualizations that could be used in contemporary analysis, it would benefit greatly from critical analysis. In his effort to 'modernize' structural functionalism, he created of what is known as middle-range theorizing. This method focuses on lower levels of abstraction, and uses empiricism to provide clarification of its concepts, and make generalizations. In application, middle range theorizing extends its analysis to include not only the larger society, but the impact social institutions have on both the actors within the society, and their

relationship to one another.

Employment of middle range theorizing using the broad umbrella offered by structural functionalism provides the conceptual arena to examine the college as a social institution affected by the views of mainstream society. In this capacity, the college functions as a generator of advanced training in both skill and culture with the goal to produce citizens who will uphold mainstream values and preserve its beliefs. By the same token, the contemporary structural functionalist tradition is able to employ more refined levels of analysis to the college as a miniature society whose student roles and interactions are born of the values and biases within university culture.

### **Structural Role Theory**

Structural role theory encompasses the sociological insights of Park, Simmel, Moreno, Linto, and Mead (Turner, 1991). This perspective views every society as having norms where "actors" within a society conform to the majority group's mores. Structural role theorists contend that people within a society ascertain their role through their reference group and reference group orientation. Reference group is reflective of characteristics such as race, class, or

gender, while one's reference group orientation is indicative of the cultural habits that are included within these categories.

Reference group orientation is used by many social scientists as an independent variable affecting the self-concept in African American students (Cross, 1991). Derived from the studies of clinical psychologist Ruth Horowitz, the formula  $SC(\text{self-concept}) = PI(\text{personal identity}) + GI(\text{group identity})$  was used to convey this idea. Sociologists later revised this formula as:  $SC = PI + RGO(\text{reference group orientation})$ . This formula has been used to conduct numerous investigations on the development of African American identity (1991). What this equation tells us is that one's self concept is the result of the self-assessment and personality traits (PI), combined with one's racial identification and evaluation. The incorporation and value of one's group in a society, according to Horowitz, determines that group's view of themselves as individuals and as a group. It is relevant to this study when we observe the effects of Variable A (racially dominant/non dominant status) on Variables B (campus experiences) and C (perceptions of personal skill and knowledge).

## **Symbolic Interactionism**

Symbolic interactionism is another sociologically relevant perspective used in the development of this analysis. Beginning with Mead and expanded by Blumer, symbolic interactionism posits that individual self concept emerges through interpersonal interactions defined by social structure (1992). Human beings are conceptualized as seekers of identification who, using verbal and non-verbal interactions referred to as symbolic conversation, stratify and arrange themselves in relation to one another. In this framework, humans make attributions of their value and role in the society based on the values they gain from their societal interactions. Not unlike the ideas of structural role theory, symbolic interactionism stresses that individuals and groups look to one another for definition and affirmation.

## **Guiding Assumptions and Derived Expectations**

Given that the internalization and attribution of role expectations provide the student with a basis for identity, this study makes the following assumptions:

- Students participating in this study have been affected by mainstream values.
- Mainstream institutions of higher education have historically excluded or devalued the role



of African Americans.

- Mainstream institutions of higher education reflect and endorse mainstream values.

Based on the student data presented in the review of the literature and the above cited assumptions, it would not be surprising to find the African American respondents in this study will report the following:

- social and academic devaluation, shown by lower rates of favorable academic and social experiences at the institution in comparison to Euro American students.
- perceptions of less ability, shown in their responses to skill and knowledge items in comparison to Euro American students at the college.

**A STATISTICAL ANALYSIS OF EURO-AMERICAN AND AFRICAN-AMERICAN SELF-REPORTED STUDENT EXPERIENCE, SKILL AND KNOWLEDGE PERCEPTIONS**

This work attempts to make a scholarly contribution to the lack of empirical data addressing student experiences, and perceptions of personal skill and knowledge. It does not attempt to classify the experiences and perceptions of all college students. Rather, it is a statistical analysis of the self reported experience, skill, and knowledge perceptions of Euro-American and African American students at a selective mid-Atlantic university. Questionnaire responses from a telephone survey were analyzed as a means of ascertaining the relationships (if any) between the independent variable, race, and student experiences and perceptions.

**Research Design**

In 1993, sociology graduate and undergraduate research methods students observed sophomore student curricular experiences and perceptions of their general education outcomes. This was performed using an instrument focusing on course assignments and characteristics, and were combined with self-

assessments of general education and knowledge.

During the spring semester of 1995, a follow-up study was conducted of the same cohort, now as seniors, by student researchers as a part of their sociology Research Methods class (Kreps, 1994). Unlike the 1993 survey, the 1995 Spring Survey included student social experiences, which provided the cross sectional data needed for this work (see Appendix A).

The senior respondents in this study consist of 348 students. From this sample, 281 are Euro American and 67 are African American. The 67 African American participants were obtained by oversampling. Section one of the 1995 Senior Survey examines the experiences of students using sixteen different variables coded on a six-point scale, with a score of one (1) defined as unfavorable, five(5) defined as favorable, and six (6) used to identify non-applicable responses. The second and section used examines perception of student ability levels using fifteen variables coded on a three-point scale. A score of one (1) designated "low" perceptions of skill or knowledge, three (3) indicated "moderate" levels, and a rating of five(5) denoted "high" levels.

## ANALYSIS OF THE DATA

Using data generated by the 1995 Senior Survey, 31 variables were examined representing a sample population of 348 students. The variable "ETHNIC95" was used for the independent variable, race, with numerical codes (4) and (5) for Euro American and African American students. For example, when responses of Euro American students were needed, the variable "ETHNIC95" when "ETHNIC95=4" was selected.

Variable codes for the dependent variables, experiences and skill and knowledge levels, were identified by the prefixes "EXPSR," "SKILSR," and "KNOWSR" respectively. Each code is followed by a number to discern it from other items in the same category. For example, "EXPSR1" indicates the first experience variable on the survey "experiences with instructors outside of class." Legend 1 shows the numerical codes for each experience variable used:

**Legend 1:**  
**VARIABLE CODES FOR EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES, AND SKILL AND KNOWLEDGE VARIABLES**

ITEM	CODE
Experiences with instructors outside of class	EXPSR1
Experiences in the classroom	EXPSR2
Experiences with students outside of class	EXPSR3
Experiences in/with computer labs	EXPSR4
Experiences in/with the library	EXPSR5
Experiences with career/postgraduate advising	EXPSR6
Experiences with administrators	EXPSR7
Experiences at social events	EXPSR8
Experiences at lectures, concerts, etc.	EXPSR9
Experiences with intercollegiate sports	EXPSR10
Experiences with recreational sports	EXPSR11
Experiences with sororities	EXPSR12
Experiences with fraternities	EXPSR13
Experiences with other organizations or clubs	EXPSR14
Experiences with residence hall life	EXPSR15
Experiences in Williamsburg	EXPSR16
Writing Skills	SKILSR1
Natural Science Knowledge	KNOWSR2
Oral Communication Skills	SKILSR2
Social Sciences Knowledge	KNOWSR6
Decision Making Skills	SKILSR13
Critical Thinking Skills	SKILSR11
Computer Skills	SKILSR6
Historical Knowledge	KNOWSR4
Knowledge of other cultures	KNOWSR9
Leadership Skills	SKILSR5
Knowledge of Art, Music, and Literature	KNOWSR5
Interpersonal Skills	SKILSR7
Quantitative Skills	SKILSR4
Knowledge of Philosophical, Social, and Religious Systems	KNOWSR1
Aesthetic Skills	SKILSR12

While the rankings of student experiences and perceptions can be coded numerically for analysis, an exact measure or distance between the responses cannot be calculated, making the variables ordinal. As a result, crosstabulations, chi square, and Cramer's V were used to analyze the data. Cramer's V was used only when the chi-square test showed significance. A

statistical summary of the entire cohort was first performed to identify existing profiles and trends in student responses, and minimize false attributions based on racial group.

During the 1995 Senior Survey, each variable was measured on a scale from 1-5 to reflect the approximate degree of favorability felt by students. A sixth category was also included for non applicable or missing responses. For the purposes of this work, more distinct categories of student experiences and perceptions were needed, requiring the collapse of the six response categories into four. In doing this, the first and second categories from the 1995 Senior Survey were collapsed to create one response category, defined as "unfavorable." The third response category was recoded as "neutral," and the fourth and fifth response categories were collapsed and redefined as "favorable." A fourth and final response category was used to isolate any missing or not applicable responses.

#### **OVERVIEW OF EURO AND AFRICAN AMERICAN STUDENT RESPONSES TO THE 1995 SENIOR SURVEY**

Creation of a simple frequency distribution reflecting Euro and African American student experiences revealed a clustering of responses around

the "favorable" category throughout all of the experience categories (N=16). Specifically, 69% of all experience items indicated favorability over 50% for student experiences: in the classroom, with instructors outside of class, with students in the class, at social events, at lectures, concerts, etc., with recreational sports, with other organizations or clubs, and with residence hall life, as indicated in Legend 2.

**Legend 2:  
Student Experiences with a Favorability Rating of 50%  
or Greater**

<b>Variable</b>	<b>Percentage</b>
Experiences with instructors outside of class	66.3%
Experiences in the classroom	72.6%
Experiences with students outside of class	55.7%
Experiences at social events	62.5%
Experiences at lectures, concerts, etc.	67.2%
Experiences with intercollegiate sports	57.8%
Experiences with recreational sports	64.7%
Experiences with sororities	63.7%
Experiences with fraternities	52.5%
Experiences with other organizations or clubs	62.7%
Experiences with residence hall life	52.3%

Unfavorable student experiences were infrequent. While represented in 87.5% of all experience variables, students failed to report unfavorability greater than 31% throughout the sample. Legend 3 shows both the distribution of the median and the representation of unfavorable responses for each experience variable:

**Legend 3:**  
**Median for Euro and African American Student**  
**Experiences with Unfavorability Ratings**

Variable	Median	Unfavorable rating
Experiences with instructors outside of class	3	9.1%
Experiences in the classroom	3	3.7%
Experiences with students outside of class	3	12.5%
Experiences in/with computer labs	2	22.5%
Experiences in/with the library	2	25.7%
Experiences with career/postgraduate advising	2	26.3%
Experiences with administrators	2	30.8%
Experiences at social events	3	13.2%
Experiences at lectures, concerts, etc.	3	7.2%
Experiences with intercollegiate sports	3	0.0%
Experiences with recreational sports	3	0.0%
Experiences with sororities	3	21.9%
Experiences with fraternities	3	23.0%
Experiences with other organizations or clubs	3	6.6%
Experiences with residence hall life	3	22.8%
Experiences in Williamsburg	3	19.9%

Student experiences with administrators (EXPSR7) were shown to have least favorability with unfavorability ratings of 30.8%. Important to note, however, are the 'neutral' and 'favorable' responses, trailing closely at 30.4% and 38.8%.

An assessment of student perceptions of skill and knowledge demonstrated that students chose 'high' levels of skill or knowledge 66% of the time, with 53% of the sample showing overwhelmingly<sup>2</sup> 'high'

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<sup>2</sup> over 50%



perceptions of ability. Legend 4 illustrates students felt very comfortable with their personal writing skills, oral communication skills, social sciences knowledge, decision making skills, critical thinking skills, leadership skills, interpersonal skills, and quantitative skills.

**Legend 4:**  
**Student Perceptions of High Personal Skill and Knowledge with a Rating of 50% or Greater**

<b>Variable</b>	<b>Percentage</b>
Writing Skills	75.6%
Oral Communication Skills	69.0%
Social Sciences Knowledge	61.2%
Decision Making Skills	75.9%
Critical Thinking Skills	76.4%
Leadership Skills	62.6%
Interpersonal Skills	79.0%
Quantitative Skills	52.6%

Perceptions of low skill and/or knowledge occurred in all fifteen skills and knowledge categories, with students reporting low ability and understanding in 40% of all skill/knowledge variables. Overall, students perceived themselves to have weaknesses in their knowledge of philosophical, social, and religious systems, aesthetic skills, historical knowledge, computer skills, and natural science knowledge. However, 'low' levels of skill or knowledge were never reported by more than 44% of students in any one variable.

Legend 5 shows the median and representation of 'low' skill and knowledge perceptions:

**Legend 5:**  
**Median for Euro and African American Skill and Knowledge Perception Variables with the Percentage of Student's Low Ratings**

<b>Variable</b>	<b>Median</b>	<b>Percentage low</b>
Writing Skills	5	4.9%
Natural Science Knowledge	3	41.7%
Oral Communication Skills	5	5.5%
Social Sciences Knowledge	5	10.9%
Decision Making Skills	5	4.9%
Critical Thinking Skills	5	3.7%
Computer Skills	3	37.6%
Historical Knowledge	3	36.5%
Knowledge of other cultures	3	30.5%
Leadership Skills	3	8.6%
Knowledge of Art, Music, and Literature	3	25.3%
Interpersonal Skills	5	2.0%
Quantitative Skills	5	16.7%
Knowledge of Philosophical, Social, and Religious Systems	3	35.3%
Aesthetic Skills	3	43.7%

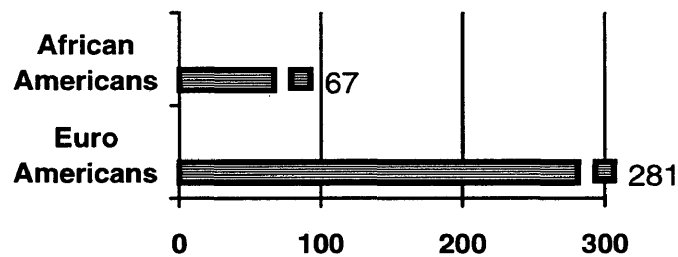
The general frequency distributions and medians for the experience and skill and knowledge variables illustrated in Legends 3 and 5 show that student experiences at the College of William and Mary are favorable. In addition, the data show that students' perceptions of their skill and knowledge levels are moderate to high, regardless of race. Following in the next section of this analysis, crosstabulations, chi-square tests, and Cramer's V were performed to ascertain existing relationships between the survey variables and racial group.

## STUDENT RESPONSES BY RACE

### **Experience Items**

Examination of student responses when controlling for race revealed the following distribution:

**Chart 1:  
Euro and African American Student Representation**



While both groups of students responded that their experiences were favorable in 63% of the sixteen experience items, an in-depth percentage comparison of the crosstabs revealed significant differences in favorability among Euro and African American students in six items. These include student experiences: in the library, at social events on campus, with intercollegiate sports, with recreational sports, with sororities, and in Williamsburg. Legend 6 shows the percentage comparison by race for both groups.

**Legend 6:**  
**Euro and African American Student Responses: Analysis**  
**of Favorability by Race**

Experience item	Euro American			African American		
	Unfavorable	Neutral	Favorable	Unfavorable	Neutral	Favorable
In library	27%	37%	<b>36%</b>	20%	28%	<b>52%</b>
Social events on campus	11%	21%	<b>68%</b>	23%	39%	<b>39%</b>
W/intercollegiate sports	0%	39%	<b>61%</b>	0%	56%	<b>44%</b>
W/recreational sports	0%	30%	<b>70%</b>	0%	60%	<b>40%</b>
With sororities	16%	16%	<b>69%</b>	52%	9%	<b>39%</b>
In Williamsburg	22%	24%	<b>55%</b>	39%	31%	<b>31%</b>

Where 36% of Euro American students tended to rate their experiences in the library as favorable, African Americans showed overwhelming favorability, with favorable responses comprising 52%. At social events on campus, 68% of Euro American students felt their experiences at social events on campus were favorable. On the other hand, only 39% of African Americans felt their experiences at social events on campus were favorable.

Neither Euro nor African American students felt their experiences with intercollegiate and recreational sports were unfavorable. However, the differences between the groups were illustrated when the majority (61%) of Euro American students reported favorable experiences with intercollegiate sports, and the

majority of African Americans felt neutral (favorable rating: 44%). Favorable student experiences with recreational sports showed a 30% difference along racial lines, with 70% favorability for Euro Americans and 40% for African Americans.

Social and civic club membership responses also revealed interesting patterns. Experiences with sororities were shown to have overwhelming favorability (69%) among Euro Americans. Only 39 percent of African Americans chose this option though, showing greater representation in the unfavorable classification at 52%.

The final variable, student experiences in Williamsburg, revealed a 24% difference in favorability among the two groups. The greater proportion, or 55%, of Euro Americans responded that their experiences in Williamsburg were favorable. Only thirty-one percent of African Americans shared this view, selecting the unfavorable response more frequently at 39%.

Chi-square tests of the sixteen variables revealed significance in 38% of the experience items. Legend 7 identifies the variable codes, results of the chi-square test, and whether or not the relationship shows significance.

**Legend 7:**  
**Chi Square Test of Experience Variables**

Variable	Chi-Square	P Value
Experiences with instructors outside of class	3.859	.145
Experiences in the classroom	5.566	.062
Experiences with students outside of class	1.451	.484
Experiences in/with computer labs	.207	.902
Experiences in/with the library	6.191	<b>.045*</b>
Experiences with career/postgraduate advising	5.163	.076
Experiences with administrators	.780	.677
Experiences at social events	18.422	<b>.000</b>
Experiences at lectures, concerts, etc.	3.365	.186
Experiences with intercollegiate sports	4.784	<b>.029</b>
Experiences with recreational sports	16.635	<b>.000</b>
Experiences with sororities	20.266	<b>.000</b>
Experiences with fraternities	2.853	.240
Experiences with other organizations or clubs	.497	.780
Experiences with residence hall life	3.339	.188
Experiences in Williamsburg	19.614	<b>.000</b>

As illustrated in Legend 6, Euro and African American students show discordant views in several of the experience items. In Legend 7, race and student experiences in the library, at social events, with intercollegiate sports, recreational sports, sororities, and in Williamsburg were shown to have significant statistical relationships. It may be seen from Legend 6 that African American students rated the library experience more favorably than did Euro

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\* bold indicates significance

American students. Euro American students rated the remaining experiences more favorably than did African American students.

In order to measure the strength of these associations with race as the independent variable, Cramer's V was calculated for those experience items indicating significance. The application of Cramer's V to the six variables in Legend 6 displayed weak relationships between the independent and dependent variables (see Appendix C, tables 36, 39, 41, 42, 43, and 47). Legend 8 shows the results of the Cramer's V test with the corresponding experience variables:

**Legend 8:  
Results of Cramer's V for Race and Experience Items**

<b>Variable</b>	<b>Cramer's V</b>
Experiences in/with the library	.136
Experiences at social events	.235
Experiences with intercollegiate sports	.132
Experiences with recreational sports	.245
Experiences with sororities	.318
Experiences in Williamsburg	.239

### **Skill and Knowledge Items**

Euro and African American student responses to skill and knowledge items on the 1995 Survey were

markedly similar. As mentioned in the overview of student responses, 'low' perceptions of ability levels were found in student computer skills, historical knowledge, philosophical/social/religious systems, and aesthetic skills. Legend 9 shows the similarity in Euro American and African American responses:

**Legend 9:**  
***Skill and Knowledge Items Where Students Chose 'Low'***  
***Most Frequently***

<b>Variable</b>	<b>% Euro American</b>	<b>% African American</b>
Computer Skills	37.5%	38.8%
Historical Knowledge	35.2%	41.8%
Knowledge of Philosophical, Social, and Religious Systems	35.9%	32.8%
Aesthetic Skills	42.7%	47.8%

Chi square tests of all fifteen skills and knowledge variables revealed a single significant relationship in variable KNOWSR9: knowledge of other cultures. Thirty-four percent of Euro American students felt their knowledge of other cultures was low. Euro American student representation in this category was evenly represented with 'moderate' responses accounting for 31% and 'high' responses taking the lead at 35%. Only sixteen percent of African Americans, on the other hand, felt their knowledge of other cultures was 'low'. Thirty-eight percent felt their knowledge of other cultures was



moderate, and 46% felt it was 'high'.

The calculation of Cramer's V for student knowledge of other cultures (KNOWSR9), revealed yet another weak relationship between race and student response at .163.

## RESULTS AND DISCUSSION

The dependent variables -- student experiences and perceptions of skills and knowledge -- present notable findings about the student at the College of William and Mary. Observation of the experience items demonstrates that both Euro and African American senior respondents in the 1995 survey reported highly favorable experiences in several categories. These include experiences: in the classroom, with instructors outside of class, with students in the class, with social events, at lectures and concerts, with intercollegiate and recreational sports, with club and organizational activities, and residence hall life (see Legend 2). As a whole, students respond with the highest levels of favorability in items requiring high levels of social interaction. Many students do not participate in other experiences offered on the survey, evidenced by the lower levels of favorability and missing responses. For example, 25% of students did not respond, or responded not applicable to postgraduate advising. A similar proportion of the students gave these responses with respect to

experiences includes with administrators. Other areas reflecting lower levels of favorable responses involved computer labs, the library, and the Williamsburg community.

On the other major dependent variable, student perceptions of personal skills and knowledge, there was also noticeable variation. Students assigned themselves high levels of competency in writing (76%); oral communication (69%); and in the social sciences (61%). These findings are directly attributable to the core liberal arts curriculum offered at the College of William and Mary. Students were clearly less confident in several other areas. Only about a third of the students felt their knowledge level was high with respect to general natural science, computer skills, and historical knowledge.

Further analyses of several dimensions of social life at the College according to race suggest important differences in the manner in the nonacademic social life are experienced. A review of findings reported in Legends 6, 7, and 8 point to evidence of the relative social marginalization of African American students across these nonacademic realms: at social events, with sport, sororities, and in Williamsburg. As if to accentuate the point by juxtaposition, African American

students rated the library more favorably than did Euro American students.

An analysis of the frequency distributions for the entire sample shows that student experiences in the library are fairly even in their disbursement throughout the "unfavorable", "neutral", and "favorable" categories (see Figure 5). A breakdown by race shows Euro American student responses as consistent with this trend. African American students, however, report 17% greater favorability, choosing "unfavorable" and "neutral" with less frequency than Euro American students. Chi-square tests for this variable corroborate claims of statistical significance between race and student experiences in the library at .045 (see appendix C, Table 36).

The distribution for student experiences with social events also reveals differing student views by race. In Appendix A, Figure 8, approximately 60% of all students surveyed consider their experiences at social events at the college favorable. However, an analysis by race shows that Euro American students exceed the overall frequency in choosing the "favorable" category for experiences at social events at 68%, showing more favorability. On the other hand, African American students convey a different feeling,

with less than 40% of the respondents reporting favorable experiences at social events on campus, at 39%. Chi square tests here too, show significance between race and student experiences at the college. The varying representation of Euro American and African American responses of favorability at social events clearly demonstrates feelings of social inequality and marginalization at the College of William and Mary. Not only indicative of healthy adjustment and affirmation for those in the last stages of adolescence, positive experiences with social activities provide many of personal and professional affiliations needed after college. The lack of enthusiasm coupled with the lack of social integration shown by African American students in the sample demonstrates a difference in the student's overall college experience.

Similar to this difference are student experiences with intercollegiate sports, recreational sports, sororities, and in Williamsburg. Positive responses of favorability among these responses are an obvious result of willingly selected social activities participated in by the students. Overall, students rated their experiences with intercollegiate sports as "favorable" at a rating of 46%. However, Euro American

students felt their experiences with intercollegiate sports were more "favorable" than African American students by nearly 20%. Most African American athletes felt "neutral," at a rating of 56%. The variations in these responses by race were shown to be statistically with a chi-square of .029.

As expected, students participating in recreational sports felt their experiences were favorable. However, while 51.7% of all students felt favorably, Euro Americans enjoyed recreational sports 30% more than African Americans. Euro American students selected the "favorable" response at a rate of 70%, whereas African Americans selected the same response at a rating of 40%. Again, a chi-square significance level at .000, and Cramer's V measure of .245 showed a definite relationship between race and favorability levels during recreational sports for Euro American and African Americans.

The frequency distribution for Euro and African American experiences with sororities shows a 27% disparity in favorability among Euro American and African American students. Although this glaring difference shows Euro Americans reporting more favorable experiences, it is significant to note the lack of diversity among sororities on campus.

Historically, not only at the College of William and Mary, Euro American and African American sororities have been racially distinct, if not segregated altogether, since their inception. One can assume from the results of the survey that the distance between "favorable" responses according to racial group is a function of Euro American students enjoying social experiences involved with sororities more than African American students. Also, the varying favorability can be attributable to other factors, such as lack of satisfaction with volunteer opportunities or community activism. Nonetheless, an analysis of student experiences with sororities shows African Americans with less favorability with a 30% margin. This item revealed a significant chi-square of .000, and Cramer's V of .318.

Looking at student experiences in Williamsburg, almost one-half (48.8%) of overall students felt favorably, while a percentage comparison showed a clearer picture. Fifty-three percent of Euro American students felt their experiences in the town were favorable, whereas African Americans reinforced their feelings of social marginalization, responding with a favorability rating of 31%. Further, where only 16% of Euro Americans felt their experiences were unfavorable,

the majority of African Americans coded their response as such, with unfavorability ratings of 39%. A point of interest in this particular item is reflected in the local culture. Adjacent to the center of Colonial Williamsburg, the College of William and Mary is surrounded by many of the structural reminders of historical, and the racial/cultural divisions of the nation's segregated past.

While many of the student responses indicate similar academic experiences, the data show feelings of decreased social favorability and inclusion by African American students at the College of William and Mary. In addition, African American students were found to prefer independent activities at a higher rate than their Euro American counterparts. According to the tenets of structural role theory, the African American student "actors" in this survey demonstrate a lessened or devalued social role on campus, and are not experiencing similar levels of social identification or acceptance as in the case of the majority group, Euro Americans.

Analyses of student perceptions of skill and knowledge by racial group suggest that both Euro American and African American students feel the need for improvement of their computer skills, historical



knowledge, and aesthetic skills. Here, race does not appear to be a determining factor in the students' conceptualizations of personal ability. Important to mention, however, is the difference in the self reported knowledge of other cultures among Euro American and African American students. The responses of Euro American students showed an equal distribution among the "low," "moderate," and "high" categories, while African American student responses were concentrated in the "high" category, at almost 50% (specifically, 46.3%). This variable showed as the sole statistically significant relationship among the skill and knowledge variables, with a chi-square significance level at .020, and a weak measure of association at .05. Consistent with the dominance of European derived standards, beliefs, and policies, endorsed and practiced in our society, it is no wonder that Euro American students perceive lower knowledge levels of other cultures than the minority group, African American students. It is demonstrated here that minority group status impacts the student's personal evaluation of their knowledge of themselves and members of other racial groups.

In light of the literature citing race as an influencing variable in the formation of the self

concept, college adjustment, campus experience, and academic performance, regular assessment of the university's culture is vital to the recruitment, retention, and completion process. Using just a few variables, it is clear that race plays a key role in the student experience. While, the instrument used and data offered in this study provide key points of focus (academic vs. social experiences) for further research, it cannot fully examine and compare the college experiences of Euro American and African American students, and its effect on self-perceptions. These findings do however, suggest that additional analysis is necessary to understand the extent of social marginalization students are experiencing, and how it affects not only their perceptions, but their performance.

Options for additional research include administering an expanded survey, given during both the sophomore and senior years. As a panel study, trends in student views could be followed for trends and change in student social experiences during their matriculation. Additional surveys should ask what effect, if any, students feel their race has on their social experiences, and how that impacts their tenure at the university. Strategically placed, direct

questioning has the capability to offer immediate and detailed responses that are vital to the research that were not able to be gleaned here. Third, future analysis may include focus groups, or more opportunities to give detailed responses from which the students can select. These options would dramatically increase the researcher's knowledge of how the students feel their institution satisfies their personal and professional goals, a vital aspect of the recruitment process for all centers of higher education. Additional profile data would also be useful in the identification of the student population, and its specific needs (i.e. religious, financial, etc.). Larger numbers and greater variety would not only provide the researcher with a more representative and sample, but additional data on geographic area, high school type, and financial support of students would fill in many of the gaps that influence students activities, their perceptions of themselves and others.

The possibilities of an expanded, more refined study are not only realistic, but essential. As colleges and universities expect to train and produce and capable leaders who are intellectually competitive and morally strong from many different groups, it is fundamental that we properly assess the effect

diversity, or lack of diversity has on campus culture  
for all students.

## APPENDIX A

STUDENT ASSESSMENT -- 1995 SENIOR SURVEY

1. Taking your entire undergraduate career at the College into account, please assess your experiences in the following areas on a scale of 1 to 5, with 1 meaning your experiences have been UNFAVORABLE to 5 meaning they have been FAVORABLE. If you have not had any experiences in an area, please respond "not applicable". (READ LIST, ALLOW RESPONDENT TO ANSWER, RECORD RESPONSE.)

	UNFAVORABLE ----->					FAVORABLE	N/A
Working with instructors outside of class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
In the classroom	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
Working with students on course-related activities outside of class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
In public access computer labs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
In the library	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
With career or graduate school advising	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
With administrators on academic matters	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
At social events on campus	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
At lectures, concerts and other educational or cultural events	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
Part. in/attend. intercollegiate sports	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
Part. in/attend. recreational sports on campus	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
With social sororities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
With social fraternities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
With other student organizations or clubs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
In residence hall life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
In Williamsburg	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
What other areas would you like to comment on?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	

2. Now I'm going to list several assignments and course characteristics found in undergraduate classes. I would like you to estimate how many of your classes at William and Mary have included these assignments or characteristics (DO NOT READ NUMBERS): Almost none [1], Less than half [2], About half [3], More than half [4], or Almost all of my courses [5]. (READ LIST, RECORD RESPONSE. REPEAT VERBAL SCALE AS OFTEN AS NEEDED.)

	ALMOST NONE ----->				ALMOST ALL
LET'S BEGIN WITH ASSIGNMENTS:					
Term papers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Essay tests	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Objective tests	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Oral presentations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Artistic projects	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Computer projects	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Group research projects	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
NOW THE COURSE CHARACTERISTICS:					
Rigorous grading standards	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Detailed feedback on course assignments	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Highly structured syllabi & organization of material	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Opportunities to revise work & improve it over time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Opportunities for class discussion	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Assistance from instructors outside of classes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

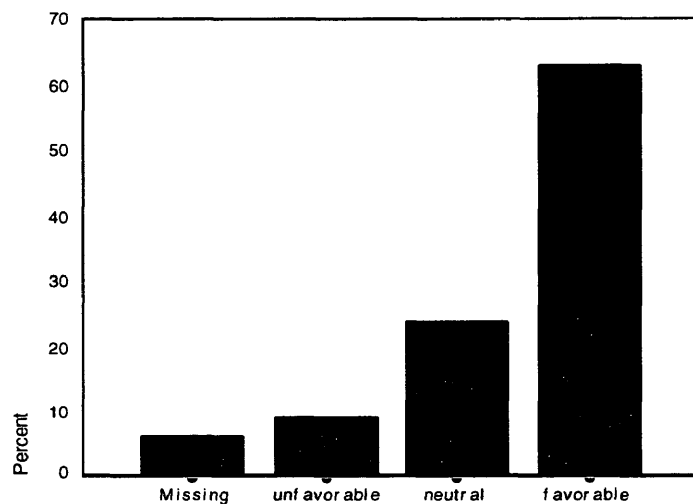






## APPENDIX B

**FIGURE 1:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH INSTRUCTORS OUTSIDE OF CLASS**

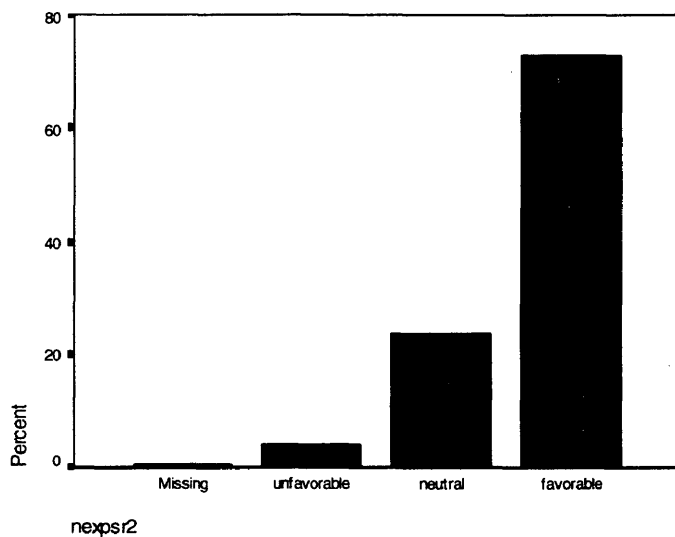


nexpsr1

**TABLE 1:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH INSTRUCTORS OUTSIDE OF CLASS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNFAVORABLE	1	30	8.6	9.1	9.1
NEUTRAL	2	81	23.3	24.6	33.7
FAVORABLE	3	218	62.6	66.3	100
		19	5.5	Missing	
	Total	348	100	100	
Median	3	Mode	3	Range	2
Valid cases	329	Missing cases	19		

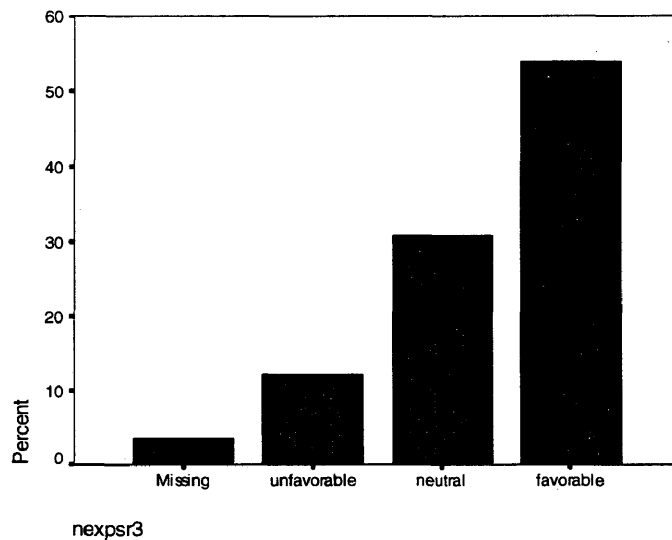
**FIGURE 2:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
IN THE CLASSROOM**



**TABLE 2:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
IN THE CLASSROOM**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNFAVORABLE	1	13	3.7	3.7	3.7
NEUTRAL	2	82	23.6	23.6	27.4
FAVORABLE	3	252	72.4	72.6	100
		1	0.3	Missing	
	Total	348	100	100	
Median	3	Mode	3	Range	2
Valid cases	347	Missing cases	1		

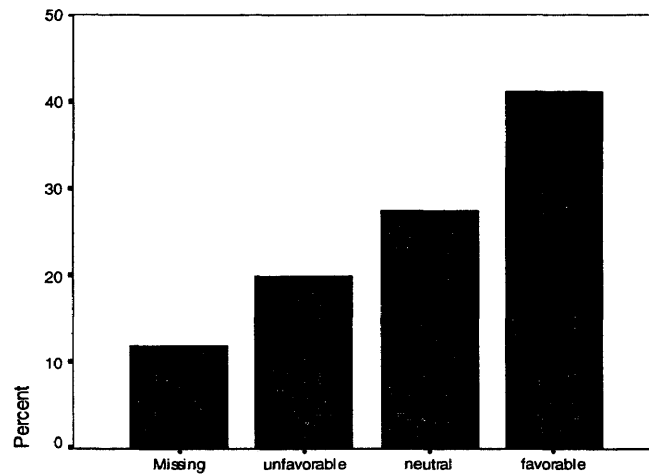
**FIGURE 3:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH STUDENTS OUTSIDE OF CLASS**



**TABLE 3:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH STUDENTS OUTSIDE OF CLASS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNFAVORABLE	1	42	12.1	12.5	12.5
NEUTRAL	2	107	30.7	31.8	44.3
FAVORABLE	3	187	53.7	55.7	100
		12	3.4	Missing	
	Total	348	100	100	
Median	3	Mode	3	Range	2
Valid cases	336	Missing cases	12		

**FIGURE 4:**  
**PERCENTAGE DISTRIBUTION OF**  
**EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES**  
**IN/ WITH COMPUTER LABS**

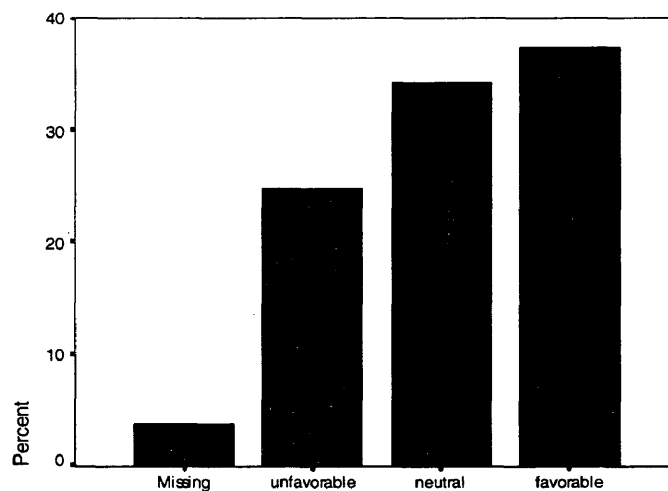


NEXPSR4

**TABLE 4:**  
**FREQUENCY DISTRIBUTION**  
**EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES**  
**IN/WITH COMPUTER LABS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNFAVORABLE	1	69	19.8	22.5	22.5
NEUTRAL	2	95	27.3	30.9	53.4
FAVORABLE	3	143	41.1	46.6	100
		41	11.8	Missing	
	Total	348	100	100	
Median	2	Mode	3	Range	2
Valid cases	307	Missing cases	41		

**FIGURE 5:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
IN THE LIBRARY**

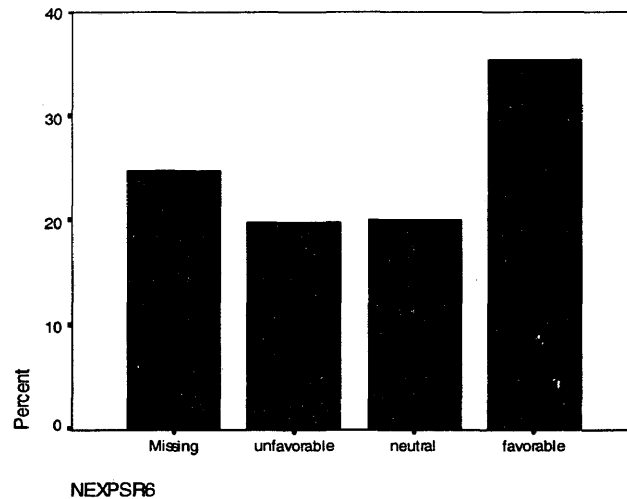


NEXPSR5

**TABLE 5:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
IN THE LIBRARY**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNFAVORABLE	1	86	24.7	25.7	25.7
NEUTRAL	2	119	34.2	35.5	61.2
FAVORABLE	3	130	37.4	38.8	100
		13	3.7	Missing	
	Total	348	100	100	
Median	2	Mode	3	Range	2
Valid cases	335	Missing cases	13		

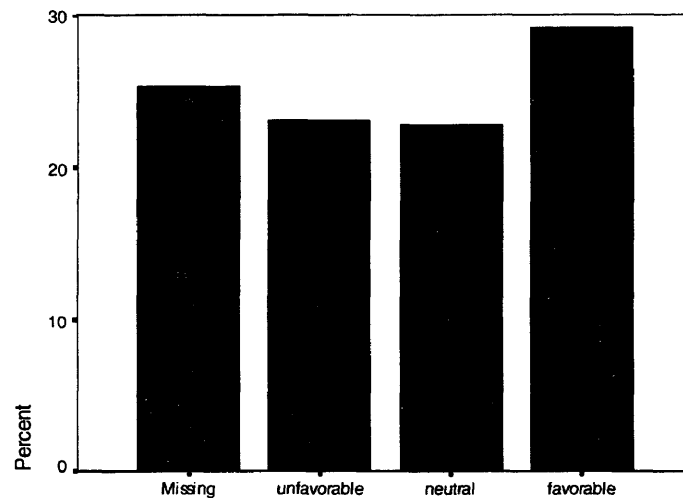
**FIGURE 6:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH CAREER OR POSTGRADUATE ADVISING**



**TABLE 6:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH CAREER OR POSTGRADUATE ADVISING**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNFAVORABLE	1	69	19.8	26.3	26.3
NEUTRAL	2	70	20.1	26.7	53.1
FAVORABLE	3	123	35.3	46.9	100
		86	24.7	Missing	
	Total	348	100	100	
Median	2	Mode	3	Range	2
Valid cases	262	Missing cases	86		

**FIGURE 7:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH ADMINISTRATORS**



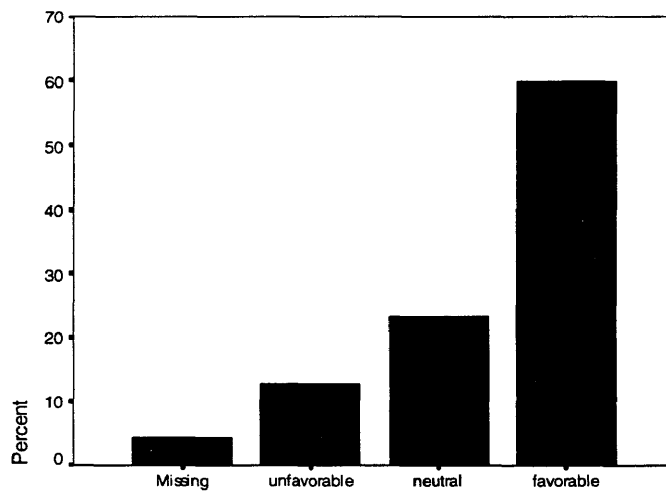
NEXPSR7

**TABLE 7:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH ADMINISTRATORS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNFAVORABLE	1	80	23	30.8	30.8
NEUTRAL	2	79	22.7	30.4	61.2
FAVORABLE	3	101	29	38.8	100
		88	25.3	Missing	
	Total	348	100	100	
Median	2	Mode	3	Range	2
Valid cases	260	Missing cases	88		



**FIGURE 8:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
AT SOCIAL EVENTS**

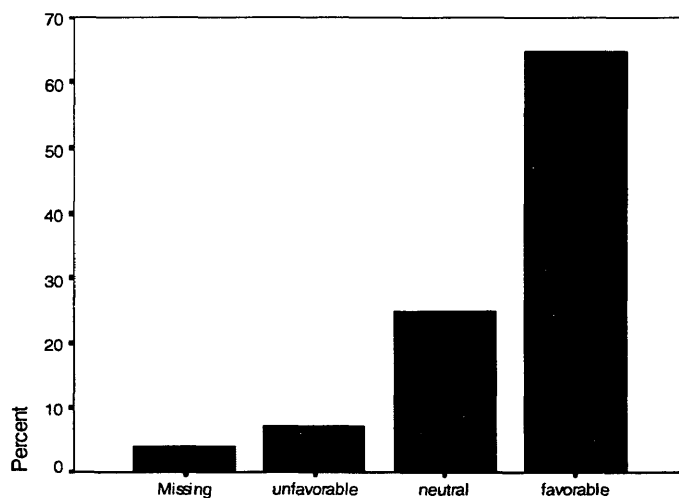


NEXPSR8

**TABLE 8:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
AT SOCIAL EVENTS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNFAVORABLE	1	44	12.6	13.2	13.2
NEUTRAL	2	81	23.3	24.3	37.5
FAVORABLE	3	208	59.8	62.5	100
		15	4.3	Missing	
	Total	348	100	100	
Median	3	Mode	3	Range	2
Valid cases	333	Missing cases	15		

**FIGURE 9:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
AT LECTURES, CONCERTS, ETC.**

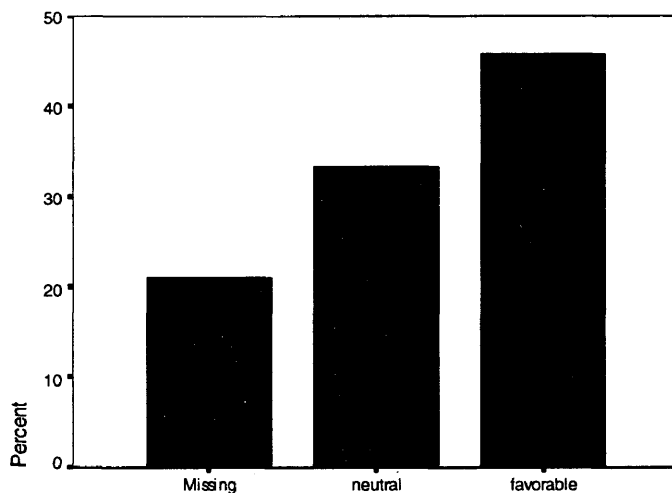


NEXPSR9

**TABLE 9:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
AT LECTURES, CONCERTS, ETC.**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNFAVORABLE	1	24	6.9	7.2	7.2
NEUTRAL	2	86	24.7	25.7	32.8
FAVORABLE	3	225	64.7	67.2	100
		13	3.7	Missing	
	Total	348	100	100	
Median	3	Mode	3	Range	2
Valid cases	335	Missing cases	13		

**FIGURE 10:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH INTERCOLLEGIATE SPORTS**

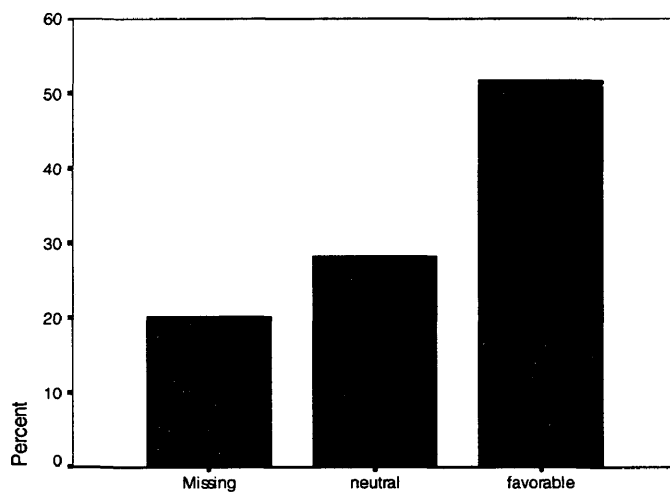


NEXPSR10

**TABLE 10:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH INTERCOLLEGIATE SPORTS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NEUTRAL	2	116	33.3	42.2	42.2
FAVORABLE	3	159	45.7	57.8	100
		73		21 Missing	
	Total	348	100	100	
Median	3	Mode	3	Range	1
Valid cases	275	Missing cases	73		

**FIGURE 11:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH RECREATIONAL SPORTS**

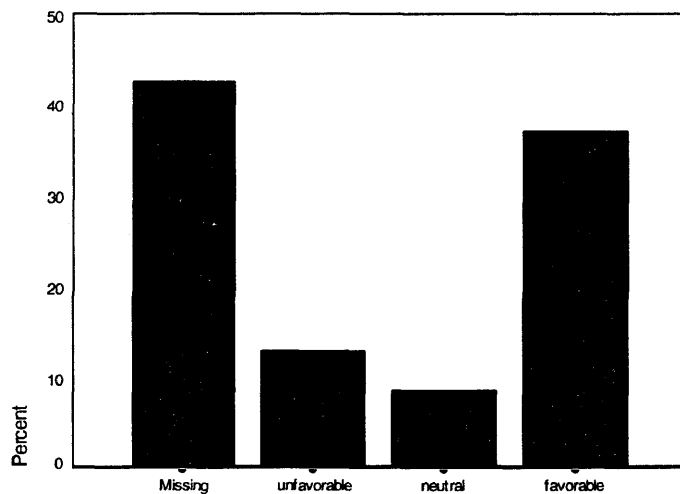


NEXPSR11

**TABLE 11:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH RECREATIONAL SPORTS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NEUTRAL	2	98	28.2	35.3	35.3
FAVORABLE	3	180	51.7	67.4	100
		70	20.1	Missing	
	Total	348	100	100	
Median	3	Mode	3	Range	1
Valid cases	278	Missing cases	70		

**FIGURE 12:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH SORORITIES**

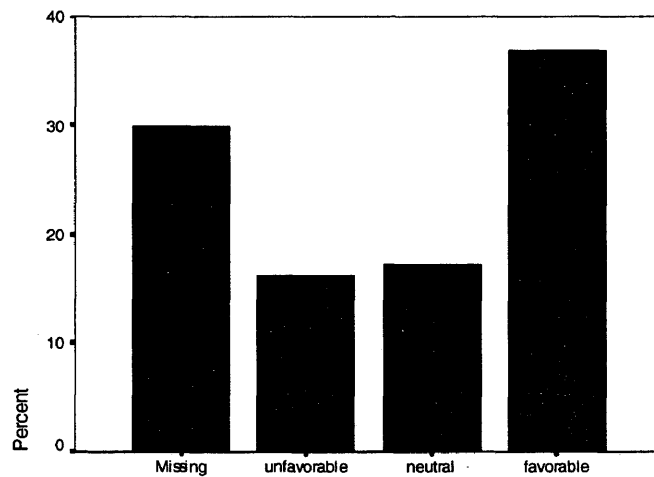


NEXPSR12

**TABLE 12:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH SORORITIES**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNFAVORABLE	1	44	12.6	21.9	21.9
NEUTRAL	2	29	8.3	14.4	36.3
FAVORABLE	3	128	36.8	63.7	100
		147	42.2	Missing	
	Total	348	100	100	
Median	3	Mode	3	Range	2
Valid cases	201	Missing cases	147		

**FIGURE 13:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH FRATERNITIES**

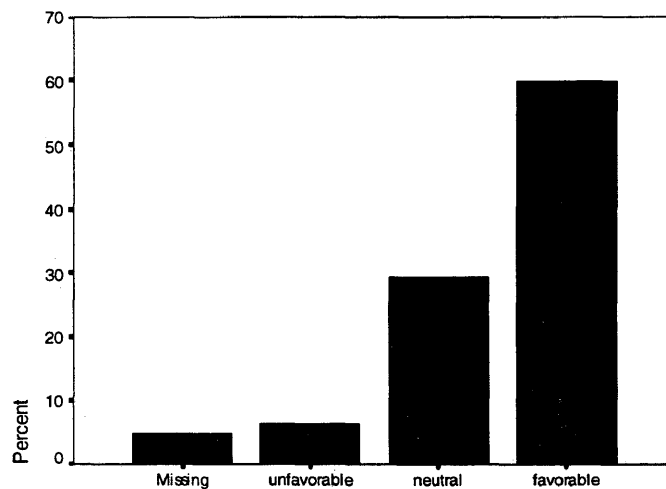


NEXPSR13

**TABLE 13:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH FRATERNITIES**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNFAVORABLE	1	56	16.1	23	23
NEUTRAL	2	60	17.2	24.6	47.5
FAVORABLE	3	128	36.8	52.5	100
		104	29.9	Missing	
	Total	348	100	100	
Median	3	Mode	3	Range	2
Valid cases	244	Missing cases	104		

**FIGURE 14:**  
**PERCENTAGE DISTRIBUTION OF**  
**EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES**  
**WITH OTHER ORGANIZATIONS OR CLUBS**

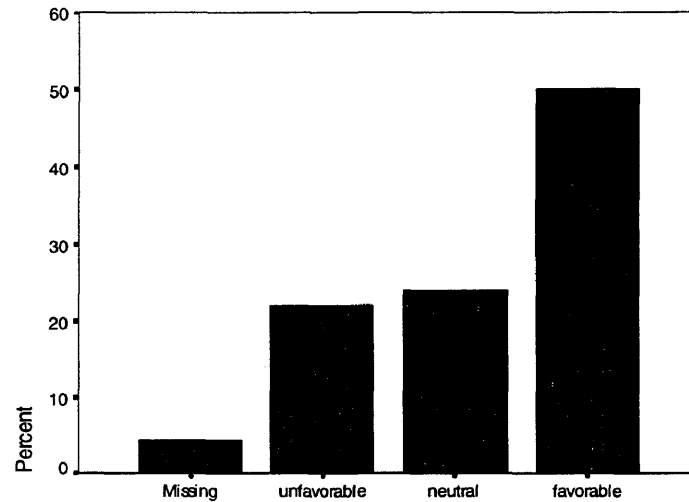


NEXPSR14

**TABLE 14:**  
**FREQUENCY DISTRIBUTION**  
**EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES**  
**WITH OTHER ORGANIZATIONS OR CLUBS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNFAVORABLE	1	22	6.3	6.6	6.6
NEUTRAL	2	102	29.3	30.7	37.3
FAVORABLE	3	208	59.8	62.7	100
		16	4.6	Missing	
	Total	348	100	100	
Median	3	Mode	3	Range	2
Valid cases	332	Missing cases	16		

**FIGURE 15:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH RESIDENCE HALL LIFE**



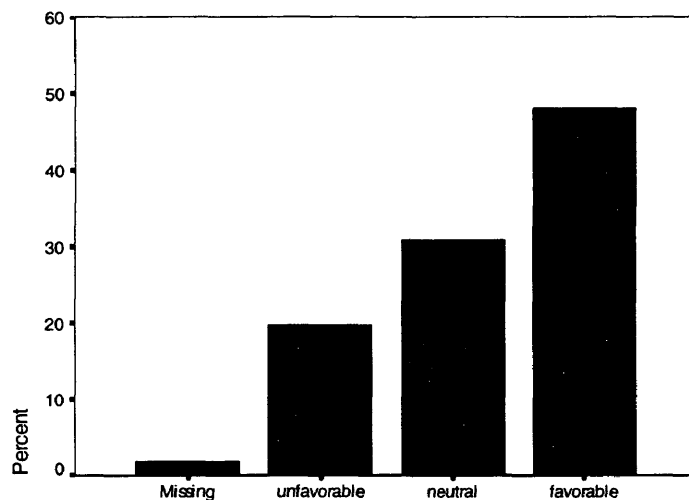
NEXPSR15

**TABLE 15:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
WITH RESIDENCE HALL LIFE**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNFAVORABLE	1	76	21.8	22.8	22.8
NEUTRAL	2	83	23.9	24.9	47.7
FAVORABLE	3	174	50	52.3	100
		15	4.3	Missing	
	Total	348	100	100	
Median	3	Mode	3	Range	2
Valid cases	333	Missing cases	15		



**FIGURE 16:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
IN WILLIAMSBURG**

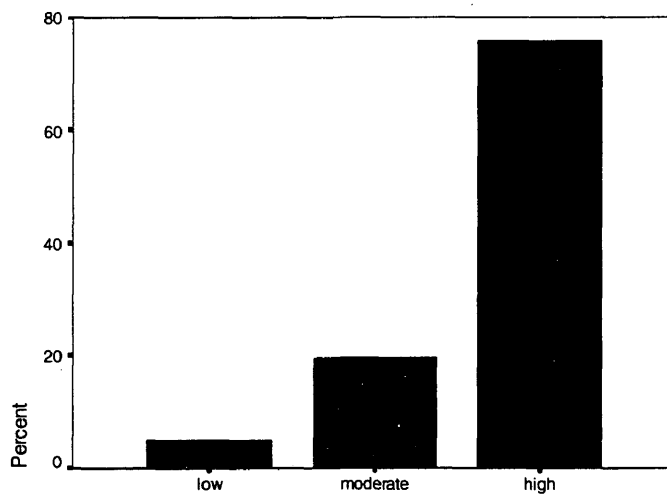


NEXPSR16

**TABLE 16:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT EXPERIENCES  
IN WILLIAMSBURG**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
UNFAVORABLE	1	68	19.5	19.9	19.9
NEUTRAL	2	107	30.7	31.3	51.2
FAVORABLE	3	167	48	48.8	100
		6	1.7	Missing	
	Total	348	100	100	
Median	3	Mode	3	Range	2
Valid cases	342	Missing cases	6		

**FIGURE 17:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL WRITING SKILLS**

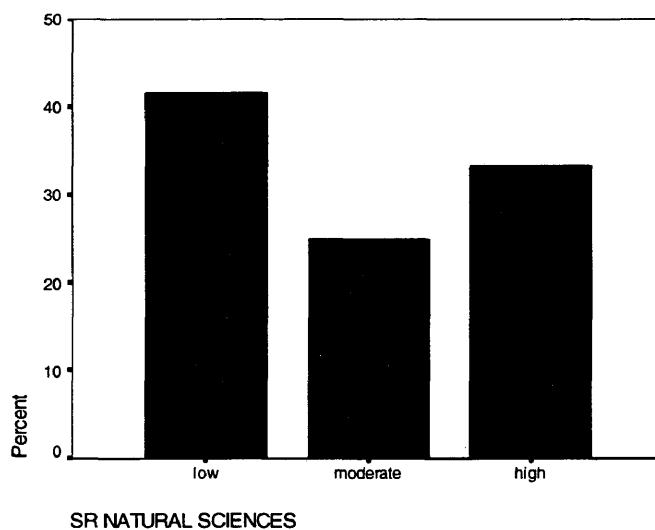


SR WRITING

**TABLE 17:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL WRITING SKILLS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	17	4.9	4.9	4.9
MODERATE	3	68	19.5	19.5	24.4
HIGH	5	263	75.6	75.6	100
	Total	348	100	100	
Median	5	Mode	5	Range	2
Valid cases	342	Missing cases	0		

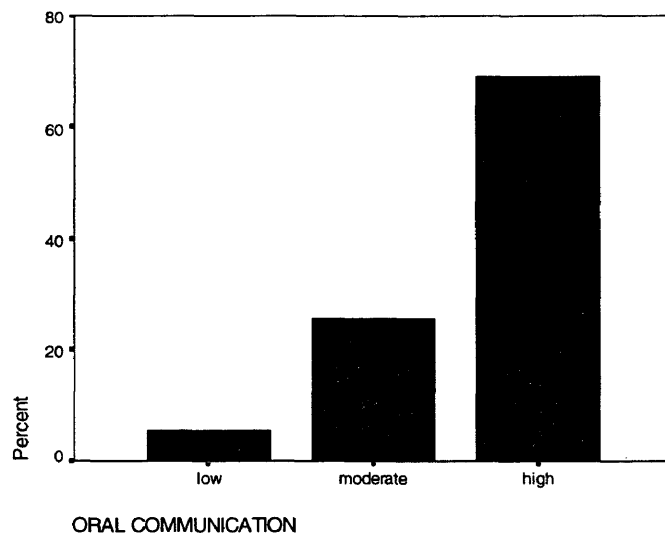
**FIGURE 18:**  
**PERCENTAGE DISTRIBUTION OF**  
**EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS**  
**OF PERSONAL NATURAL SCIENCE KNOWLEDGE**



**TABLE 18:**  
**FREQUENCY DISTRIBUTION**  
**EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS**  
**OF PERSONAL NATURAL SCIENCE KNOWLEDGE**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	145	41.7	41.7	41.7
MODERATE	3	87	25	25	66.7
HIGH	5	116	33.3	33.3	100
	Total	348	100	100	
Median	3	Mode	1	Range	2
Valid cases	348	Missing cases	0		

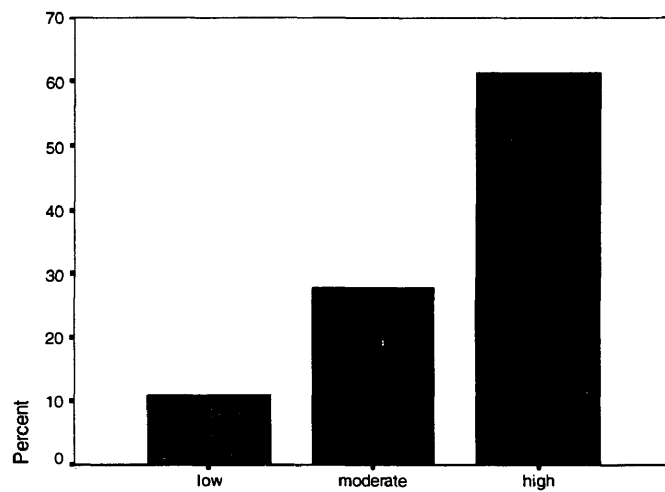
**FIGURE 19:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL ORAL COMMUNICATION SKILLS**



**TABLE 19:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL ORAL COMMUNICATION SKILLS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	19	5.5	5.5	5.5
MODERATE	3	89	25.6	25.6	31
HIGH	5	240	69	69	100
	Total	348	100	100	
Median	5	Mode	5	Range	2
Valid cases	348	Missing cases	0		

**FIGURE 20:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL SOCIAL SCIENCE KNOWLEDGE**

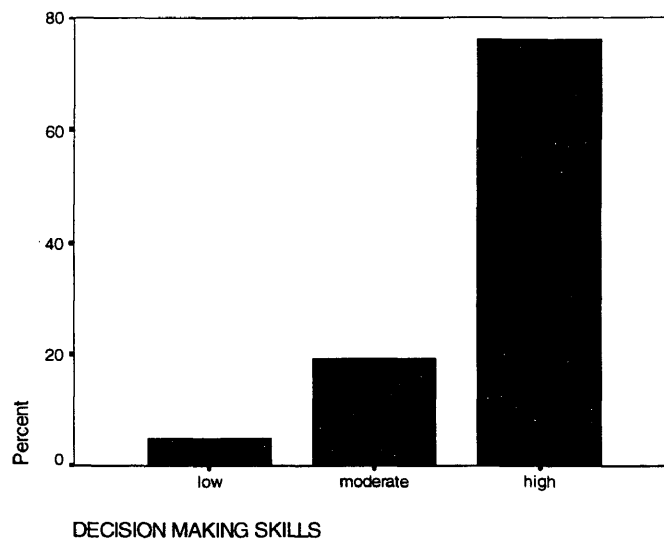


SR SOCIAL SCIENCES

**TABLE 20:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL SOCIAL SCIENCE KNOWLEDGE**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	38	10.9	10.9	10.9
MODERATE	3	97	27.9	27.9	38.8
HIGH	5	213	61.2	61.2	100
	Total	348	100	100	
Median	5	Mode	5	Range	2
Valid cases	348	Missing cases	0		

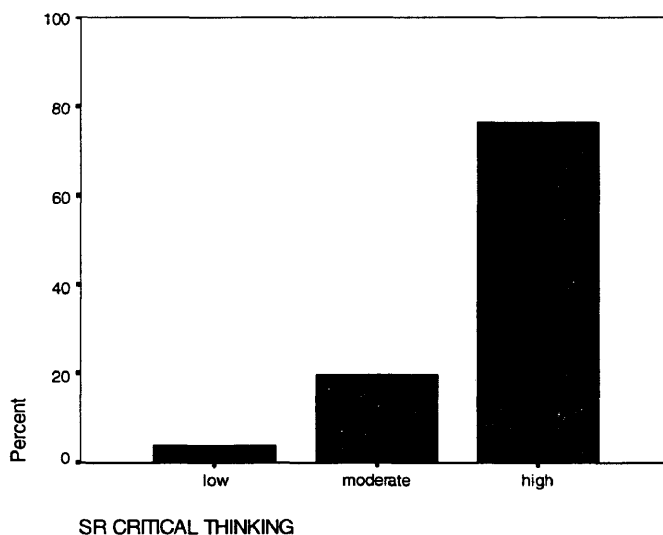
**FIGURE 21:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL DECISION MAKING SKILLS**



**TABLE 21:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL DECISION MAKING SKILLS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	17	4.9	4.9	4.9
MODERATE	3	67	19.3	19.3	24.1
HIGH	5	264	75.9	75.9	100
	Total	348	100	100	
Median	5	Mode	5	Range	2
Valid cases	348	Missing cases	0		

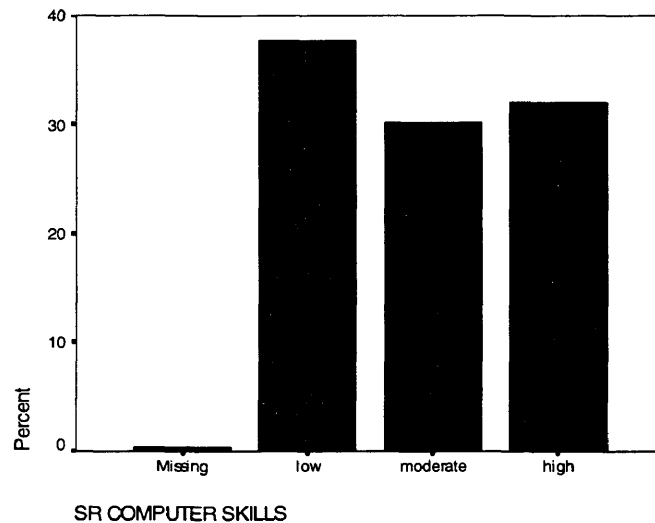
**FIGURE 22:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL CRITICAL THINKING SKILLS**



**TABLE 22:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL CRITICAL THINKING SKILLS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	13	3.7	3.7	3.7
MODERATE	3	69	19.8	19.8	23.6
HIGH	5	266	76.4	76.4	100
	Total	348	100	100	
Median	5	Mode	5	Range	2
Valid cases	348	Missing cases	0		

**FIGURE 23:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL COMPUTER SKILLS**

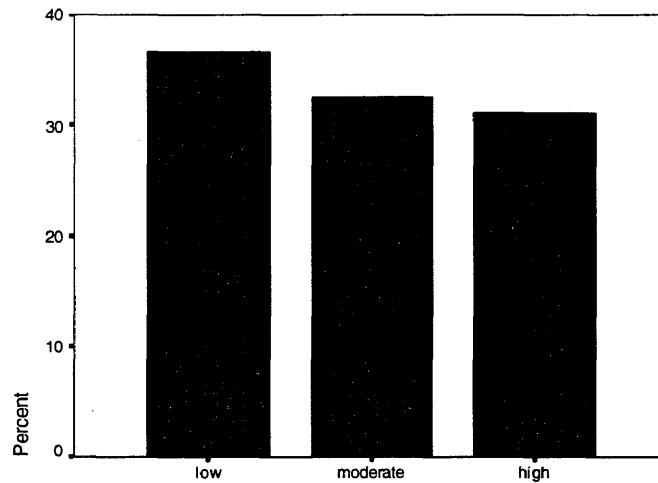


**TABLE 23:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL COMPUTER SKILLS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	131	8.6	37.8	37.8
MODERATE	3	105	30.2	30.3	68
HIGH	5	111	99.7	32	100
	Total	348	100	100	
Median	3	Mode	1	Range	2
Valid cases	347	Missing cases	1		



**FIGURE 24:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL HISTORICAL KNOWLEDGE**

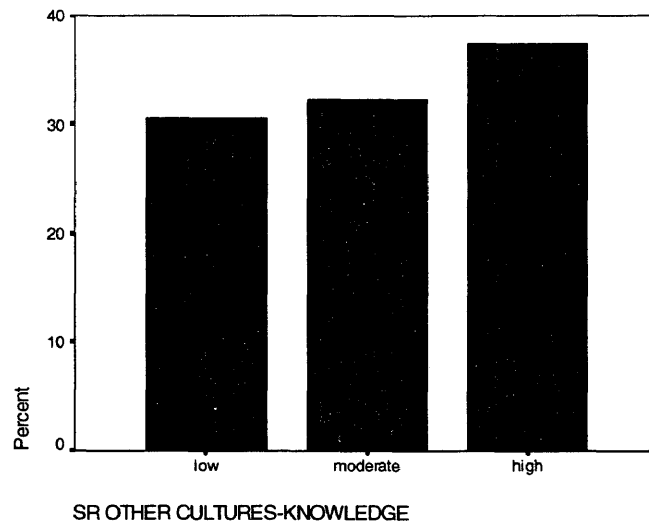


SR HISTORICAL KNOWLEDGE

**TABLE 24:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL HISTORICAL KNOWLEDGE**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	127	36.5	36.5	36.5
MODERATE	3	113	32.5	32.5	69
HIGH	5	108	31	31	100
	Total	348	100	100	
Median	3	Mode	1	Range	2
Valid cases	348	Missing cases	0		

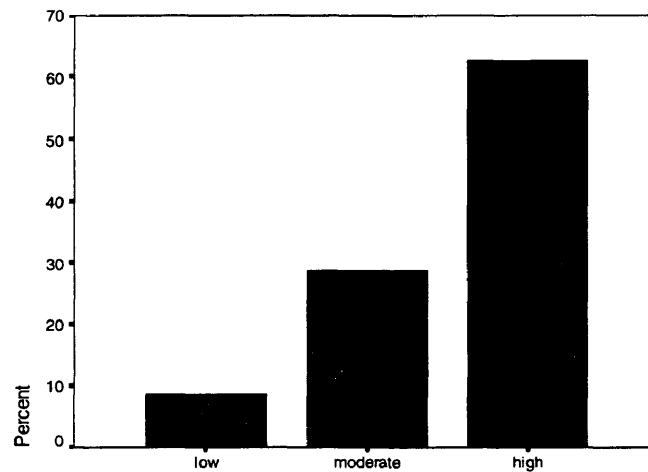
**FIGURE 25:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL KNOWLEDGE OF OTHER CULTURES**



**TABLE 25:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL KNOWLEDGE OF OTHER CULTURES**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	106	30.5	30.5	30.5
MODERATE	3	112	32.2	32.2	62.6
HIGH	5	130	37.4	37.4	100
	Total	348	100	100	
Median	3	Mode	5	Range	2
Valid cases	348	Missing cases	0		

**FIGURE 26:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL LEADERSHIP SKILLS**

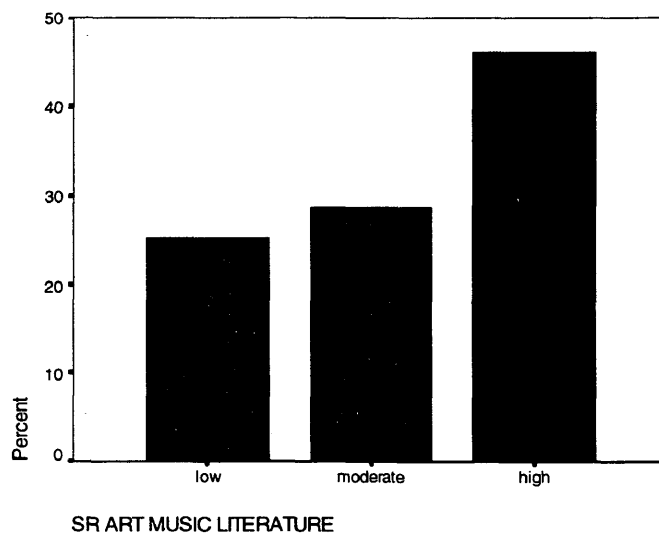


SR LEADERSHIP SKILLS

**TABLE 26:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL LEADERSHIP SKILLS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	30	8.6	8.6	8.6
MODERATE	3	100	28.7	28.7	37.4
HIGH	5	218	62.6	62.6	100
	Total	348	100	100	
Median	3	Mode	5	Range	2
Valid cases	348	Missing cases	0		

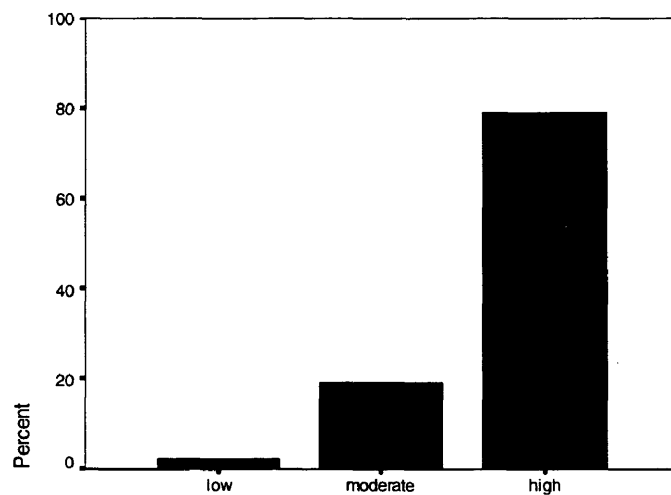
**FIGURE 27:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL KNOWLEDGE OF ART, MUSIC, AND LITERATURE**



**TABLE 27:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL KNOWLEDGE OF ART, MUSIC, AND LITERATURE**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	88	25.3	25.3	25.3
MODERATE	3	100	28.7	28.7	54
HIGH	5	160	46	46	100
	Total	348	100	100	
Median	3	Mode	5	Range	2
Valid cases	348	Missing cases	0		

**FIGURE 28:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF INTERPERSONAL SKILLS**

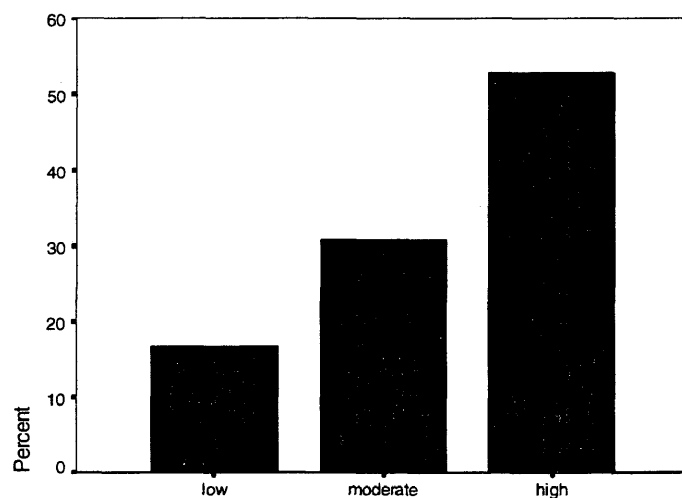


SR INTERPERSONAL SKILLS

**TABLE 28:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF INTERPERSONAL SKILLS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	7	2.0	2.0	2.0
MODERATE	3	66	19.0	19.0	21.0
HIGH	5	275	79	79	100
	Total	348	100	100	
Median	5	Mode	5	Range	2
Valid cases	348	Missing cases	0		

**FIGURE 29:**  
**PERCENTAGE DISTRIBUTION OF**  
**EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS**  
**OF PERSONAL QUANTITATIVE REASONING SKILLS**

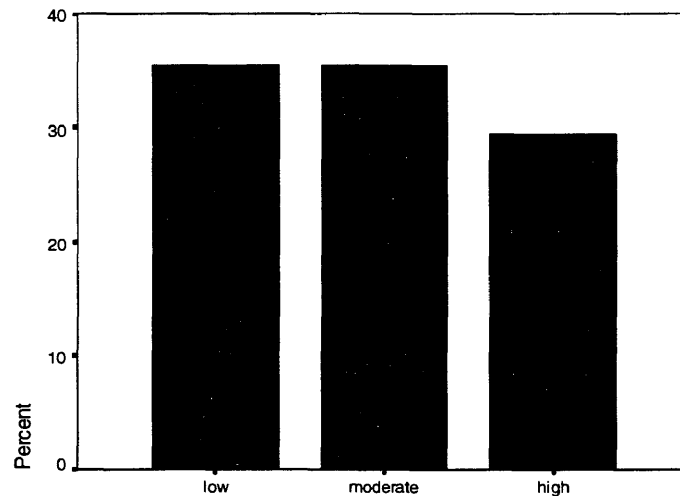


SR QUANTITATIVE REASONING

**TABLE 29:**  
**FREQUENCY DISTRIBUTION**  
**EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS**  
**OF PERSONAL QUANTITATIVE REASONING SKILLS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	58	16.7	16.7	16.7
MODERATE	3	107	30.7	30.7	47.4
HIGH	5	183	52.6	52.6	100
	Total	348	100	100	
Median	5	Mode	5	Range	2
Valid cases	348	Missing cases	0		

**FIGURE 30:**  
**PERCENTAGE DISTRIBUTION OF**  
**EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS**  
**OF PERSONAL KNOWLEDGE OF PHILOSOPHICAL, SOCIAL, AND**  
**RELIGIOUS SYSTEMS**

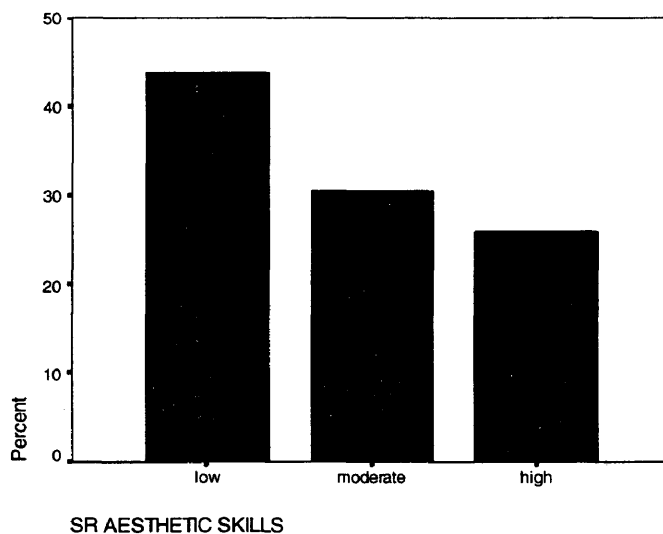


SR PHILOS & RELIGIOUS SYSTEMS

**TABLE 30:**  
**FREQUENCY DISTRIBUTION**  
**EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS**  
**OF PERSONAL KNOWLEDGE OF PHILOSOPHICAL, SOCIAL, AND**  
**RELIGIOUS SYSTEMS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	123	35.3	35.3	35.3
MODERATE	3	123	35.3	35.3	70.7
HIGH	5	102	29.3	29.3	100
	Total	348	100	100	
Median	3	Mode	1	Range	2
Valid cases	348	Missing cases	0		

**FIGURE 31:  
PERCENTAGE DISTRIBUTION OF  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL AESTHETIC SKILLS**



**TABLE 31:  
FREQUENCY DISTRIBUTION  
EURO AND AFRICAN AMERICAN STUDENT PERCEPTIONS  
OF PERSONAL AESTHETIC SKILLS**

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LOW	1	152	43.7	43.7	43.7
MODERATE	3	106	30.5	30.5	74.1
HIGH	5	90	25.9	25.9	100
	Total	348	100	100	
Median	3	Mode	1	Range	2
Valid cases	348	Missing cases	0		



## APPENDIX C

TABLE 32:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES WITH INSTRUCTORS OUTSIDE OF CLASS USING CHI  
 SQUARE

**Crosstab**

		ethnic95			
			Euro American	African American	Total
INSTRUCTORS OUTSIDE OF CLASS	UNFAVORABLE	Count	22	8	30
		% within ethnic95	8.2%	13.1%	9.1%
	NEUTRAL	Count	62	19	81
		% within ethnic95	23.1%	31.1%	24.6%
	FAVORABLE	Count	184	34	218
		% within ethnic95	68.7%	55.7%	66.3%
Total	Count	268	61	329	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	3.859 <sup>a</sup>	2	.145
Likelihood Ratio	3.717	2	.156
Linear-by-Linear Association	3.684	1	.055
N of Valid Cases	329		

<sup>a</sup>. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.56.

TABLE 33:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES IN THE CLASSROOM USING CHI SQUARE

**Crosstab**

		ethnic95			
		Euro American	African American	Total	
CLASSROOM	UNFAVORABLE	Count	9	4	13
		% within ethnic95	3.2%	6.0%	3.7%
	NEUTRAL	Count	60	22	82
		% within ethnic95	21.4%	32.8%	23.6%
	FAVORABLE	Count	211	41	252
		% within ethnic95	75.4%	61.2%	72.6%
Total		Count	280	67	347
		% within ethnic95	100.0%	100.0%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	5.566 <sup>a</sup>	2	.062
Likelihood Ratio	5.262	2	.072
Linear-by-Linear Association	5.334	1	.021
N of Valid Cases	347		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 2.51.

TABLE 34:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES WITH STUDENTS OUTSIDE OF CLASS USING CHI SQUARE

Crosstab

		ethnic95			
		Euro American	African American	Total	
STUDENTS OUTSIDE OF CLASS	UNFAVORABLE	Count	32	10	42
		% within ethnic95	11.8%	15.4%	12.5%
	NEUTRAL	Count	84	23	107
		% within ethnic95	31.0%	35.4%	31.8%
	FAVORABLE	Count	155	32	187
		% within ethnic95	57.2%	49.2%	55.7%
Total	Count	271	65	336	
	% within ethnic95	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	1.451 <sup>a</sup>	2	.484
Likelihood Ratio	1.433	2	.488
Linear-by-Linear Association	1.406	1	.236
N of Valid Cases	336		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.13.

TABLE 35:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES IN/WITH COMPUTER LABS USING CHI SQUARE

**Crosstab**

		ethnic95			
		Euro American	African American	Total	
COMPUTER LABS	UNFAVORABLE	Count	56	13	69
		% within ethnic95	22.8%	21.3%	22.5%
	NEUTRAL	Count	77	18	95
		% within ethnic95	31.3%	29.5%	30.9%
	FAVORABLE	Count	113	30	143
		% within ethnic95	45.9%	49.2%	46.6%
Total	Count	246	61	307	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	.207 <sup>a</sup>	2	.902
Likelihood Ratio	.207	2	.902
Linear-by-Linear Association	.170	1	.680
N of Valid Cases	307		

<sup>a</sup>. 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.71.

TABLE 36:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES IN THE LIBRARY USING CHI SQUARE AND CRAMER'S V

**Crosstab**

		ethnic95			
		Euro American	African American	Total	
LIBRARY	UNFAVORABLE	Count	73	13	86
		% within ethnic95	27.0%	20.0%	25.7%
	NEUTRAL	Count	101	18	119
		% within ethnic95	37.4%	27.7%	35.5%
	FAVORABLE	Count	96	34	130
		% within ethnic95	35.6%	52.3%	38.8%
Total		Count	270	65	335
		% within ethnic95	100.0%	100.0%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	6.191 <sup>a</sup>	2	.045
Likelihood Ratio	6.062	2	.048
Linear-by-Linear Association	4.710	1	.030
N of Valid Cases	335		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.69.

TABLE 36:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES IN THE LIBRARY USING CHI SQUARE AND CRAMER'S V  
 (continued)

**Symmetric Measures**

		Value	Approx. Sig.
Nominal Measures	Phi	.136	.045
	Cramer's V	.136	.045
N of Valid Cases		335	

TABLE 37:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES WITH CAREER OF POSTGRADUATE ADVISING USING CHI  
 SQUARE

## Crosstab

		ethnic95			
			Euro American	African American	Total
POSTGRAD ADVISING	UNFAVORABLE	Count	47	22	69
		% within ethnic95	23.0%	37.9%	26.3%
	NEUTRAL	Count	57	13	70
		% within ethnic95	27.9%	22.4%	26.7%
	FAVORABLE	Count	100	23	123
		% within ethnic95	49.0%	39.7%	46.9%
Total	Count	204	58	262	
	% within ethnic95	100.0%	100.0%	100.0%	

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	5.163 <sup>a</sup>	2	.076
Likelihood Ratio	4.898	2	.086
Linear-by-Linear Association	3.834	1	.050
N of Valid Cases	262		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.27.



TABLE 38:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES WITH ADMINISTRATORS USING CHI SQUARE

**Crosstab**

		ethnic95			
			Euro American	African American	Total
WITH ADMINSTRATORS	UNFAVORABLE	Count	62	18	80
		% within ethnic95	30.7%	31.0%	30.8%
	NEUTRAL	Count	59	20	79
		% within ethnic95	29.2%	34.5%	30.4%
	FAVORABLE	Count	81	20	101
		% within ethnic95	40.1%	34.5%	38.8%
Total	Count	202	58	260	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	.780 <sup>a</sup>	2	.677
Likelihood Ratio	.778	2	.678
Linear-by-Linear Association	.231	1	.631
N of Valid Cases	260		

<sup>a</sup>. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.62.

TABLE 39:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES AT SOCIAL EVENTS USING CHI SQUARE AND CRAMER'S V

**Crosstab**

		ethnic95			
		Euro American	African American	Total	
SOCIAL EVENTS	UNFAVORABLE	Count	30	14	44
		% within ethnic95	11.1%	22.6%	13.2%
	NEUTRAL	Count	57	24	81
		% within ethnic95	21.0%	38.7%	24.3%
	FAVORABLE	Count	184	24	208
		% within ethnic95	67.9%	38.7%	62.5%
Total	Count	271	62	333	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	18.422 <sup>a</sup>	2	.000
Likelihood Ratio	17.847	2	.000
Linear-by-Linear Association	16.203	1	.000
N of Valid Cases	333		

<sup>a</sup>. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.19.

TABLE 39:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN STUDENT EXPERIENCES  
 AT SOCIAL EVENTS USING CHI-SQUARE AND CRAMER'S V (continued)

**Symmetric Measures**

		Value	Approx. Sig.
Nominal Measures	Phi	.235	.000
	Cramer's V	.235	.000
N of Valid Cases		333	

TABLE 40:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES AT LECTURES, CONCERTS, ETC. USING CHI SQUARE

**Crosstab**

		ethnic95			
		Euro American	African American	Total	
LECTURES CONCERTS ETC	UNFAVORABLE	Count	16	8	24
		% within ethnic95	5.9%	12.3%	7.2%
	NEUTRAL	Count	69	17	86
		% within ethnic95	25.6%	26.2%	25.7%
	FAVORABLE	Count	185	40	225
		% within ethnic95	68.5%	61.5%	67.2%
Total	Count	270	65	335	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	3.365 <sup>a</sup>	2	.186
Likelihood Ratio	2.982	2	.225
Linear-by-Linear Association	2.433	1	.119
N of Valid Cases	335		

<sup>a</sup>. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.66.

TABLE 41:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES WITH INTERCOLLEGIATE SPORTS USING CHI SQUARE AND  
 CRAMER'S V

## Crosstab

		ethnic95			
			Euro American	African American	Total
SPORTS - INTERCOLLEGIATE	NEUTRAL	Count	88	28	116
		% within ethnic95	39.1%	56.0%	42.2%
	FAVORABLE	Count	137	22	159
		% within ethnic95	60.9%	44.0%	57.8%
Total		Count	225	50	275
		% within ethnic95	100.0%	100.0%	100.0%

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-tailed)	Exact Sig. (2-tailed)	Exact Sig. (1-tailed)
Pearson Chi-Square	4.784 <sup>b</sup>	1	.029		
Continuity Correction <sup>a</sup>	4.117	1	.042		
Likelihood Ratio	4.728	1	.030		
Fisher's Exact Test <sup>a</sup>				.039	.022
Linear-by-Linear Association	4.767	1	.029		
N of Valid Cases	275				

<sup>a</sup>. Computed only for a 2x2 table

<sup>b</sup>. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.09.

TABLE 41:  
STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
EXPERIENCES WITH INTERCOLLEGIATE SPORTS USING CHI SQUARE AND  
CRAMER'S V (continued)

**Symmetric Measures**

		Value	Approx. Sig.
Nominal Measures	Phi	-.132	.029
	Cramer's V	.132	.029
N of Valid Cases		275	

TABLE 42:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES WITH RECREATIONAL SPORTS USING CHI SQUARE AND

**Crosstab**

		ethnic95			
			Euro American	African American	Total
SPORTS - RECREATIONAL	NEUTRAL	Count	67	31	98
		% within ethnic95	29.6%	59.6%	35.3%
	FAVORABLE	Count	159	21	180
		% within ethnic95	70.4%	40.4%	64.7%
Total		Count	226	52	278
		% within ethnic95	100.0%	100.0%	100.0%

**CRAMER'S V**

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)	Exact Sig. (2-tailed)	Exact Sig. (1-tailed)
Pearson Chi-Square	16.635 <sup>b</sup>	1	.000		
Continuity Correction <sup>a</sup>	15.348	1	.000		
Likelihood Ratio	15.946	1	.000		
Fisher's Exact Test <sup>a</sup>				.000	.000
Linear-by-Linear Association	16.575	1	.000		
N of Valid Cases	278				

<sup>a</sup>. Computed only for a 2x2 table

<sup>b</sup>. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.33.

TABLE 42:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES WITH RECREATIONAL SPORTS USING CHI SQUARE AND  
 CRAMER'S V (continued)

**Symmetric Measures**

		Value	Approx. Sig.
Nominal Measures	Phi	-.245	.000
	Cramer's V	.245	.000
N of Valid Cases		278	



TABLE 43:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES WITH SORORITIES USING CHI SQUARE AND CRAMER'S V

## Crosstab

		ethnic95			
		Euro American	African American	Total	
SORORITIES	UNFAVORABLE	Count	27	17	44
		% within ethnic95	16.1%	51.5%	21.9%
	NEUTRAL	Count	26	3	29
		% within ethnic95	15.5%	9.1%	14.4%
	FAVORABLE	Count	115	13	128
		% within ethnic95	68.5%	39.4%	63.7%
Total		Count	168	33	201
		% within ethnic95	100.0%	100.0%	100.0%

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	20.266 <sup>a</sup>	2	.000
Likelihood Ratio	17.416	2	.000
Linear-by-Linear Association	16.765	1	.000
N of Valid Cases	201		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.76.

TABLE 43:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES WITH SORORITIES USING CHI SQUARE AND  
 CRAMER'S V (continued)

**Symmetric Measures**

		Value	Approx. Sig.
Nominal Measures	Phi	.318	.000
	Cramer's V	.318	.000
N of Valid Cases		201	

TABLE 44:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES WITH FRATERNITIES USING CHI SQUARE

**Crosstab**

		ethnic95			
			Euro American	African American	Total
FRATERNITIES	UNFAVORABLE	Count	44	12	56
		% within ethnic95	21.5%	30.8%	23.0%
	NEUTRAL	Count	54	6	60
		% within ethnic95	26.3%	15.4%	24.6%
	FAVORABLE	Count	107	21	128
		% within ethnic95	52.2%	53.8%	52.5%
Total	Count	205	39	244	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	2.853 <sup>a</sup>	2	.240
Likelihood Ratio	2.959	2	.228
Linear-by-Linear Association	.287	1	.592
N of Valid Cases	244		

<sup>a</sup>. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.95.

TABLE 45:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES WITH OTHER ORGANIZATIONS OR CLUBS USING CHI  
 SQUARE

## Crosstab

		ethnic95			
			Euro American	African American	Total
OTHER ORGS CLUBS	UNFAVORABLE	Count	18	4	22
		% within ethnic95	6.7%	6.3%	6.6%
	NEUTRAL	Count	80	22	102
		% within ethnic95	29.9%	34.4%	30.7%
	FAVORABLE	Count	170	38	208
		% within ethnic95	63.4%	59.4%	62.7%
Total	Count	268	64	332	
	% within ethnic95	100.0%	100.0%	100.0%	

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	.497 <sup>a</sup>	2	.780
Likelihood Ratio	.489	2	.783
Linear-by-Linear Association	.175	1	.675
N of Valid Cases	332		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.24.

TABLE 46:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES WITH RESIDENCE HALL LIFE USING CHI SQUARE

**Crosstab**

		ethnic95			
		Euro American	African American	Total	
RESIDENCE HALL LIFE	UNFAVORABLE	Count	60	16	76
		% within ethnic95	21.8%	27.6%	22.8%
	NEUTRAL	Count	65	18	83
		% within ethnic95	23.6%	31.0%	24.9%
	FAVORABLE	Count	150	24	174
		% within ethnic95	54.5%	41.4%	52.3%
Total	Count	275	58	333	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	3.339 <sup>a</sup>	2	.188
Likelihood Ratio	3.342	2	.188
Linear-by-Linear Association	2.578	1	.108
N of Valid Cases	333		

<sup>a</sup>. 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.24.

TABLE 47:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES IN WILLIAMSBURG USING CHI SQUARE AND  
 CRAMER'S V

**Crosstab**

		ethnic95			
			Euro American	African American	Total
WILLIAMSBURG	UNFAVORABLE	Count	43	25	68
		% within ethnic95	15.5%	39.1%	19.9%
	NEUTRAL	Count	88	19	107
		% within ethnic95	31.7%	29.7%	31.3%
	FAVORABLE	Count	147	20	167
		% within ethnic95	52.9%	31.3%	48.8%
Total	Count	278	64	342	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	19.614 <sup>a</sup>	2	.000
Likelihood Ratio	17.791	2	.000
Linear-by-Linear Association	17.582	1	.000
N of Valid Cases	342		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.73.

TABLE 47:  
 STATISTICAL ANALYSIS OF EURO AND AFRICAN AMERICAN STUDENT  
 EXPERIENCES IN WILLIAMSBURG USING CHI SQUARE AND  
 CRAMER'S V (continued)

<b>Symmetric Measures</b>			
		Value	Approx. Sig.
Nominal Measures	Phi	.239	.000
	Cramer's V	.239	.000
N of Valid Cases		342	

TABLE 48:  
 SELF REPORTED WRITING SKILLS OF EURO AND AFRICAN AMERICAN  
 STUDENTS USING CHI SQUARE

**Crosstab**

		ethnic95			
		Euro American	African American	Total	
SR WRITING	low	Count	14	3	17
		% within ethnic95	5.0%	4.5%	4.9%
	moderate	Count	55	13	68
		% within ethnic95	19.6%	19.4%	19.5%
	high	Count	212	51	263
		% within ethnic95	75.4%	76.1%	75.6%
Total		Count	281	67	348
		% within ethnic95	100.0%	100.0%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	.032 <sup>a</sup>	2	.984
Likelihood Ratio	.033	2	.984
Linear-by-Linear Association	.025	1	.875
N of Valid Cases	348		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 3.27.



TABLE 49:  
 SELF REPORTED NATURAL SCIENCES KNOWLEDGE OF EURO AND AFRICAN  
 AMERICAN STUDENTS USING CHI SQUARE

## Crosstab

		ethnic95			
		Euro American	African American	Total	
SR NATURAL SCIENCES	low	Count	113	32	145
		% within ethnic95	40.2%	47.8%	41.7%
	moderate	Count	72	15	87
		% within ethnic95	25.6%	22.4%	25.0%
	high	Count	96	20	116
		% within ethnic95	34.2%	29.9%	33.3%
Total	Count	281	67	348	
	% within ethnic95	100.0%	100.0%	100.0%	

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	1.268 <sup>a</sup>	2	.530
Likelihood Ratio	1.257	2	.533
Linear-by-Linear Association	1.021	1	.312
N of Valid Cases	348		

<sup>a</sup>. 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.75.

TABLE 50:  
SELF REPORTED ORAL COMMUNICATION SKILLS OF EURO AND AFRICAN  
AMERICAN STUDENTS USING CHI SQUARE

**Crosstab**

		ethnic95			
		Euro American	African American	Total	
ORAL COMMUNICATION	low	Count	18	1	19
		% within ethnic95	6.4%	1.5%	5.5%
	moderate	Count	74	15	89
		% within ethnic95	26.3%	22.4%	25.6%
	high	Count	189	51	240
		% within ethnic95	67.3%	76.1%	69.0%
Total	Count	281	67	348	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	3.337 <sup>a</sup>	2	.189
Likelihood Ratio	4.099	2	.129
Linear-by-Linear Association	3.001	1	.083
N of Valid Cases	348		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 3.66.

TABLE 51:  
 SELF REPORTED SOCIAL SCIENCE KNOWLEDGE OF EURO AND AFRICAN  
 AMERICAN STUDENTS USING CHI SQUARE

**Crosstab**

		ethnic95			
			Euro American	African American	Total
SR SOCIAL SCIENCES	low	Count	32	6	38
		% within ethnic95	11.4%	9.0%	10.9%
	moderate	Count	80	17	97
		% within ethnic95	28.5%	25.4%	27.9%
	high	Count	169	44	213
		% within ethnic95	60.1%	65.7%	61.2%
Total	Count	281	67	348	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	.750 <sup>a</sup>	2	.687
Likelihood Ratio	.764	2	.682
Linear-by-Linear Association	.730	1	.393
N of Valid Cases	348		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.32.

TABLE 52 :  
 SELF REPORTED DECISION MAKING SKILLS OF EURO AND AFRICAN  
 AMERICAN STUDENTS USING CHI SQUARE

**Crosstab**

		ethnic95			
		Euro American	African American	Total	
DECISION MAKING SKILLS	low	Count	14	3	17
		% within ethnic95	5.0%	4.5%	4.9%
	moderate	Count	56	11	67
		% within ethnic95	19.9%	16.4%	19.3%
	high	Count	211	53	264
		% within ethnic95	75.1%	79.1%	75.9%
Total	Count	281	67	348	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	.490 <sup>a</sup>	2	.783
Likelihood Ratio	.503	2	.778
Linear-by-Linear Association	.363	1	.547
N of Valid Cases	348		

<sup>a</sup>. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 3.27.

TABLE 53 :  
 SELF REPORTED CRITICAL THINKING SKILLS OF EURO AND AFRICAN  
 AMERICAN STUDENTS USING CHI SQUARE

**Crosstab**

		ethnic95			
		Euro American	African American	Total	
SR CRITICAL THINKING	low	Count	10	3	13
		% within ethnic95	3.6%	4.5%	3.7%
	moderate	Count	56	13	69
		% within ethnic95	19.9%	19.4%	19.8%
	high	Count	215	51	266
		% within ethnic95	76.5%	76.1%	76.4%
Total	Count	281	67	348	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	.131 <sup>a</sup>	2	.937
Likelihood Ratio	.125	2	.939
Linear-by-Linear Association	.034	1	.854
N of Valid Cases	348		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 2.50.

TABLE 54:  
 SELF REPORTED COMPUTER SKILLS OF EURO AND AFRICAN AMERICAN  
 STUDENTS USING CHI SQUARE

**Crosstab**

		ethnic95			
		Euro American	African American	Total	
SR COMPUTER SKILLS	low	Count	105	26	131
		% within ethnic95	37.5%	38.8%	37.8%
	moderate	Count	84	21	105
		% within ethnic95	30.0%	31.3%	30.3%
	high	Count	91	20	111
		% within ethnic95	32.5%	29.9%	32.0%
Total	Count	280	67	347	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	.175 <sup>a</sup>	2	.916
Likelihood Ratio	.177	2	.915
Linear-by-Linear Association	.122	1	.727
N of Valid Cases	347		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.27.

TABLE 55 :  
 SELF REPORTED HISTORICAL KNOWLEDGE OF EURO AND AFRICAN  
 AMERICAN STUDENTS USING CHI SQUARE

**Crosstab**

		ethnic95			
			Euro American	African American	Total
SR HISTORICAL KNOWLEDGE	low	Count	99	28	127
		% within ethnic95	35.2%	41.8%	36.5%
	moderate	Count	90	23	113
		% within ethnic95	32.0%	34.3%	32.5%
	high	Count	92	16	108
		% within ethnic95	32.7%	23.9%	31.0%
Total	Count	281	67	348	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	2.094 <sup>a</sup>	2	.351
Likelihood Ratio	2.163	2	.339
Linear-by-Linear Association	1.908	1	.167
N of Valid Cases	348		

<sup>a</sup>. 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.79.

TABLE 56 :  
 SELF REPORTED KNOWLEDGE OF OTHER CULTURES OF EURO AND  
 AFRICAN AMERICAN STUDENTS USING CHI SQUARE AND CRAMER'S V

**Crosstab**

		ethnic95			
		Euro American	African American	Total	
SR OTHER CULTURES-KNOWLEDGE	low	Count	95	11	106
		% within ethnic95	33.8%	16.4%	30.5%
	moderate	Count	87	25	112
		% within ethnic95	31.0%	37.3%	32.2%
	high	Count	99	31	130
		% within ethnic95	35.2%	46.3%	37.4%
Total	Count	281	67	348	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	7.814 <sup>a</sup>	2	.020
Likelihood Ratio	8.540	2	.014
Linear-by-Linear Association	6.474	1	.011
N of Valid Cases	348		

<sup>a</sup>. 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.41.



TABLE 56:  
 SELF REPORTED KNOWLEDGE OF OTHER CULTURES OF EURO AND  
 AFRICAN AMERICAN STUDENTS USING CHI SQUARE AND CRAMER'S V  
 (continued)

<b>Symmetric Measures</b>			
		Value	Approx. Sig.
Nominal Measures	Phi	.163	.055
	Cramer's V	.163	.055
N of Valid Cases		348	

TABLE 57:  
 SELF REPORTED LEADERSHIP SKILLS OF EURO AND AFRICAN AMERICAN  
 STUDENTS USING CHI SQUARE

**Crosstab**

		ethnic95			
			Euro American	African American	Total
SR LEADERSHIP SKILLS	low	Count	26	4	30
		% within ethnic95	9.3%	6.0%	8.6%
	moderate	Count	83	17	100
		% within ethnic95	29.5%	25.4%	28.7%
	high	Count	172	46	218
		% within ethnic95	61.2%	68.7%	62.6%
Total	Count	281	67	348	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	1.482 <sup>a</sup>	2	.477
Likelihood Ratio	1.544	2	.462
Linear-by-Linear Association	1.476	1	.224
N of Valid Cases	348		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.78.

TABLE 58:  
 SELF REPORTED KNOWLEDGE OF ART, MUSIC, AND LITERATURE OF  
 EURO AND AFRICAN AMERICAN STUDENTS USING CHI SQUARE

## Crosstab

		ethnic95			
		Euro American	African American	Total	
SR ART MUSIC LITERATURE	low	Count	68	20	88
		% within ethnic95	24.2%	29.9%	25.3%
	moderate	Count	83	17	100
		% within ethnic95	29.5%	25.4%	28.7%
	high	Count	130	30	160
		% within ethnic95	46.3%	44.8%	46.0%
Total	Count	281	67	348	
	% within ethnic95	100.0%	100.0%	100.0%	

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	1.036 <sup>a</sup>	2	.596
Likelihood Ratio	1.018	2	.601
Linear-by-Linear Association	.410	1	.522
N of Valid Cases	348		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.94.

TABLE 59:  
 SELF REPORTED INTERPERSONAL SKILLS OF EURO AND AFRICAN  
 AMERICAN STUDENTS USING CHI SQUARE

**Crosstab**

		ethnic95			
			Euro American	African American	Total
SR INTERPERSONAL SKILLS	low	Count	6	1	7
		% within ethnic95	2.1%	1.5%	2.0%
	moderate	Count	52	14	66
		% within ethnic95	18.5%	20.9%	19.0%
	high	Count	223	52	275
		% within ethnic95	79.4%	77.6%	79.0%
Total	Count	281	67	348	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	.295 <sup>a</sup>	2	.863
Likelihood Ratio	.300	2	.861
Linear-by-Linear Association	.030	1	.862
N of Valid Cases	348		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 1.35.

TABLE 60:  
 SELF REPORTED QUANTITATIVE SKILLS OF EURO AND AFRICAN  
 AMERICAN STUDENTS USING CHI SQUARE

**Crosstab**

		ethnic95			
		Euro American	African American	Total	
SR QUANTITATIVE REASONING	low	Count	49	9	58
		% within ethnic95	17.4%	13.4%	16.7%
	moderate	Count	87	20	107
		% within ethnic95	31.0%	29.9%	30.7%
	high	Count	145	38	183
		% within ethnic95	51.6%	56.7%	52.6%
Total	Count	281	67	348	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	.811 <sup>a</sup>	2	.666
Likelihood Ratio	.835	2	.659
Linear-by-Linear Association	.796	1	.372
N of Valid Cases	348		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.17.

TABLE 61:  
 SELF REPORTED KNOWLEDGE OF PHILOSOPHICAL, SOCIAL, AND  
 RELIGIOUS SYSTEMS OF EURO AND AFRICAN AMERICAN STUDENTS  
 USING CHI SQUARE

**Crosstab**

		ethnic95			Total
		Euro American	African American		
SR PHILOS & RELIGIOUS SYSTEMS	low	Count	101	22	123
		% within ethnic95	35.9%	32.8%	35.3%
	moderate	Count	97	26	123
		% within ethnic95	34.5%	38.8%	35.3%
	high	Count	83	19	102
		% within ethnic95	29.5%	28.4%	29.3%
Total	Count	281	67	348	
	% within ethnic95	100.0%	100.0%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	.455 <sup>a</sup>	2	.797
Likelihood Ratio	.451	2	.798
Linear-by-Linear Association	.031	1	.860
N of Valid Cases	348		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 19.64.

TABLE 62:  
SELF REPORTED AESTHETIC SKILLS OF EURO AMERICAN AND AFRICAN  
AMERICAN STUDENTS USING CHI SQUARE

**Crosstab**

		ethnic95			
			Euro American	African American	Total
SR AESTHETIC SKILLS	low	Count	120	32	152
		% within ethnic95	42.7%	47.8%	43.7%
	moderate	Count	87	19	106
		% within ethnic95	31.0%	28.4%	30.5%
	high	Count	74	16	90
		% within ethnic95	26.3%	23.9%	25.9%
Total		Count	281	67	348
		% within ethnic95	100.0%	100.0%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	.563 <sup>a</sup>	2	.755
Likelihood Ratio	.561	2	.756
Linear-by-Linear Association	.459	1	.498
N of Valid Cases	348		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.33.

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