DIFFERENCES IN BLACK AND WHITE SATISFACTION AT A PREDOMINANTLY WHITE COLLEGE

Carla Thompkins
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Educational Studies Research
STUDENTS LEARNING TOGETHER
A lot of research that reports unhappiness of minority students at predominantly white institutions

The social atmosphere has an important influence on learning

There are many negative effects of being a minority on campus
Cohen (2007) and healthy school climates and engagement

Negga, Applewhite and Livingston (2007) and increased minority student stress

Phelps, Tranakos-Howe, and Dagley (2001) and the relationship between ethnic worry and openness to experience
Trinity Alumni Survey

1,309 male; 1,106 female participants

2,242 (92.8%) whites; 46 (1.9%) blacks

SAMPLE QUESTIONS

- How satisfied were you with your undergraduate education at Trinity?
- Would you encourage a high school senior to attend Trinity?
- Did you feel a sense of community at Trinity?
RESULTS

- Whites were significantly less likely to report satisfaction with their undergraduate education.
- Blacks were significantly more likely to encourage a high school senior to attend Trinity.
- Whites reported having less faculty contact outside of class than Blacks.
- Blacks said that academic advisors contributed to their early career goals.
POSSIBLE EXPLANATIONS

- Whites may have thought that the education was not as good as other schools
- Alumni may report satisfaction based on different factors
- Blacks could have had contact with any faculty member outside of class, not just professors
- Whites may not have needed as much guidance from advisors
LIMITATIONS

- There was an extreme difference in the number of blacks and whites that completed the survey.

- People who filled out the survey may have strong feelings about Trinity.

- There was a wide range of graduating classes that participated.

- Urban environment.