Summer 1984

Factors Influencing College Choice of Minority Students and Their Implications for Recruitment

Linda Blount McCluney
Old Dominion University

FACTORS INFLUENCING COLLEGE CHOICE OF MINORITY STUDENTS AND THEIR IMPLICATIONS FOR RECRUITMENT

by

Linda Blount McCluney
B.S. May 1972, Norfolk State University
M.S. May 1975, Old Dominion University

A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirements for the Degree of

DOCTOR OF PHILOSOPHY

DARDEN SCHOOL OF EDUCATION

OLD DOMINION UNIVERSITY
August 1984

Approved by:

PROGRAM COORDINATOR	DR. PETRA E. SNOWDEN (CHAIRPERSON)
CONCENTRATION AREA DIRECTOR	
DEAN OR THE SCHOOL OF EDUCATION	
ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS	

ABSTRACT

FACTORS INFLUENCING COLLEGE CHOICE
OF MINORITY STUDENTS AND THEIR
IMPLICATIONS FOR RECRUITMENT

Linda Blount McCluney
Old Dominion University, 1984
Chairperson: Dr. Petra E. Snowden

This study was designed to determine factors of college choice and to evaluate their implications for the development of recruiting guidelines for minority students. The intent was to survey two hundred freshmen of two urban universities to determine which factors were influential in their college choice process and to design recruiting guidelines. The use of these guidelines may provide the impetus to direct more blacks to predominantly white urban universities and more whites to predominantly black universities.

The criterion group approach allowed for the two groups (black students attending a predominantly white university versus black students attending a predominantly black university; white students attending a predominantly black university versus white students attending a predominantly white university) to be compared in reference to demographic information, personality traits and motivational type. The factors revealed from the California Psychological Inventory, Gurin Internal Versus External Motivations Instrument and the Demographic Form were analyzed utilizing the Chi-Square Statistic, Two Sample t-Test and Discriminant Function Analysis. The results revealed that there are statistically significant differences between the factors of college choice of black students attending predominantly black universities versus black students

attending predominantly white universities; and white students attending predominantly white universities versus white students attending predominantly black universities.

On the basis of these significant factors of college choice and the germane research literature recruiting guideline strategies were generated. These strategies were specifically aimed at increasing the number of minority students at predominantly white and black universities. The developed guideline strategies were assessed by the designated admission counselors in Virginia's sixteen 4 year urban universities.

DEDICATION

To mother, Mrs. Ophelia Blount, husband Mr. Charles H. McCluney, father, Mr. Milton Blount Sr., son, Master Charles H. McCluney II and brother, Colonel Milton Blount Jr.

ACKNOWLEDGEMENTS

The researcher wishes to express gratitude to her advisor and committee members, Dr. Petra E. Snowden, Dr. E. Murray Rudisill, Dr. James Heinen and Dr. John P. McSweeney, respectively, for their guidance, encouragement and support during the entire course of this research endeavor.

The researcher wishes to voice a special caliber of appreciation and thanks to her mother, Mrs. Ophelia Blount, husband, Mr. Charles H. McCluney, father, Mr. Milton Blount, son, Charles H. McCluney II and brother, Colonel Milton Blount Jr. for the special kind of support and encouragement only a family can give.

Many thanks to Dr. Sandra DeLoatch and Dr. Janie Jordan for their expert guidance and contributions in assisting in the completion of this research project.

Although the students who contributed their time and observations to this study received the usual "thank you" upon completing the questionnaire, their contribution to this study should be publicly acknowledged.

Many thanks to Mrs. Sheila Taylor, Miss Charlene Clemens and Mrs. Linda Tatge who undertook the arduous task of transcribing crude handwriting to beautiful form.

TABLE OF CONTENTS

TABLE OF CONTENTS -- CONTINUED. PAGE

Chapter

LIST OF TABLES

LIST OF TABLES (CONTINUED)

LIST OF TABLES (CONTINUED)

LIST OF TABLES (CONTINUED)

LIST OF TABLES (CONTINUED)

CHAPTER 1

INTRODUCTION

Impetus Behind Minority Recruitment

There has been a major increase in college enrollment of black students in the last fifteen years, both in terms of real numbers and as a percentage of all students in higher education. From less than 5 percent of total college enrollments in 1966, the number of black college students has grown to more than a million or approximately eleven percent of the total.[1] Much of the increase in college enrollments in this period has been due to the influx of black students. There are several factors that have led to the rise in the number of black college enrollees. One of these is the great increase in the number and percentage of black students graduating from high school. Another factor has been the expansion of opportunities for black students to attend college particularly at predominantly white institutions. The greatest impetus for the increased black enrollment in traditionally white schools has been the extensive judicial and legislative actions started in the 1960's. Actions such as the Economic Opportunity Act of 1964, the Civil Rights Act of 1964 and the Higher Education Act of 1965 mandated integration of public institutions.[2]

---

[1]Kenneth C. Green, Government Support for Minority Participation In Higher Education, (Washington, D.C.: Clearinghouse on Higher Education, 1982), pp. 20-40.

[2]Ibid., pp. 12-14

As a result of these extensive judicial and legislative actions, coupled with the provision of greatly increased financial aid for low income students, the number of black students enrolled at predominantly white institutions has increased in the last fifteen years. Over half of all black students currently enrolled in institutions of higher learning are attending predominantly white colleges and universities.[3]

Despite the impressive gains in college enrollment of black students, there is still a problem of recruiting black students to attend traditionally white colleges, especially in the southern part of the United States.[4] Many predominantly white southern colleges and universitites are concerned about the relatively small percentage of enrolled black students.[5] This concern was heightened by the 1983 actions of the Supreme Court and the Department of Education (Adams versus California, Civil Action No. 3095-70) requiring that the number of black students enrolled in white institutions be increased. In response to judicial and legislative mandates, the predominantly white institutions have resorted to special academic programs, increased financial aid for minorities and minority recruitment programs to encourage black student enrollment. However, admission counselors in these schools frequently do not question the practicality of these special academic programs and policies designed to attract the black

---

[3]Ibid., pp. 42-48.

[4]Ibid., p. 12

[5]Larry G. Jones, Black Students Enrolled in White Colleges and Universities: Their Attitudes and Perceptions, (Atlanta, Georgia: Southern Regional Education Board, 1979), pp. 1-2.

students with good academic credentials. Yet, they are puzzled because these efforts have not encouraged significantly higher numbers of black students to enroll in their institutions.[6]

The inability of white institutions to attract significantly high numbers of black university students, may relate to the past practice of having separate colleges and universities for blacks and whites, particularly in the southern states. Black students have a tradition of enrolling in the same black schools their parents, teachers and friends attended. They also value the perceived social opportunities available in the traditional black schools. Finally, black schools have welcomed black students and provided extensive programs to fit individual needs. These reasons have led many black students to enroll in the traditionally black southern schools.

Conversely, the leaders of traditionally black schools are also legally bound to develop ways of increasing the number of white students enrolled in their institutions. A related aspect of the minority recruitment problem is the reluctance of white students to enroll in the traditionally black schools. Whites may be fearful of being the minority when the majority of students in an institution is black. To compound the problem, black schools are often perceived to be academically inferior by whites.[7]

---

[6]Ibid., pp. 20-40.

[7]Nancy V. Standley, White Students Enrolled in Black Colleges and Universities: Their Attitudes and Perceptions, (Atlanta, Georgia: Southern Regional Education Board, 1979), pp. 1-16.

There are confounding problems that confront both the traditionally white southern universities as well as the traditionally black universities. The Office of Civil Rights of the Department of Education requires the elimination of racially identifiable institutions. At the same time, there is a requirement that black institutions be maintained and enhanced. Finally, the racial attitudes and practices of the past still make resolution of the desegregation problems difficult to solve.[8] One solution to the enrollment dilemma may be the development of new or modified recruiting approaches. It is the assumption of this writer that the key to the development of effective recruiting approaches is the identification of factors which influence the college choice process. This study focuses on selected factors influencing college choice of minority students. Based on examination and analysis of these factors, the implications for recruiting practices that may increase the enrollment of minority students at predominantly white and black institutions are identified.

Purpose

The purposes of this study are (1) to determine if there is a relationship between the external factors influencing college choice of white students attending predominantly black universities and white students attending predominantly white universities; (2) to determine if there is a relationship between the internal factors influencing college choice of white students attending predominantly black univer-

---

[8]U. S. Department of Health, Education and Welfare, Federal Register, Vol. 43, No. 32, 15 February 1978, pp. 6662-6667.

sities and white students attending predominantly white universities; (3) to determine if there is a relationship between the external factors influencing college choice of black students attending predominantly white universities and black students attending predominantly black universities; (4) to determine if there is a relationship between the internal factors influencing college choice of black students attending predominantly white universities and black students attending predominantly black universities; and (5) to utilize these relationships of internal and external factors influencing college choice as a viable vehicle for developing guidelines for recruiting minority students.

Hypotheses

(1) There are no differences between the external factors of college choice of white students attending predominantly white universities (WAPW) and white students attending predominantly black universities (WAPB).

(2) There are no differences between the internal factors of college choice of white students attending predominantly white universities (WAPW) and white students attending predominantly black universities (WAPB).

(3) There are no differences between the external factors of college choice of black students attending predominantly black universities (BAPB) and black students attending predominantly white universities (BAPW).

(4) There are no differences between the internal factors of college choice of black students attending predominantly black universities (BAPB) and black students attending predominantly white universities (BAPW).

These broad-based hypotheses encompass the specific external and internal factors influencing college choice detailed in chapter 3.

Problem

This study is designed to determine factors influencing the college choice process and to evaluate the implications of these factors for the development of recruiting guideline strategies for minority students. The intent is to survey freshmen of two urban universities to determine which considerations were influential in their choice of universities and to design recruiting guideline strategies. The use of these strategies may provide the impetus to direct more black students to predominantly white universities and more white students to predominantly black universities.

THEORETICAL FRAMEWORK

Definitions

1. Minority Student: a person who is a member of a racial classification other than the recognized majority race of a university. Students that are classified as blacks attending a predominantly white university represent a body of minority students in this study. Students that are classified as whites attending a predomi-

nantly black university represent another body of minority students in this study.

2. Personality Traits: a complex of characteristics that distinguishes an individual or group. The following personality traits, defined by the California Psychological Inventory, are used for the purpose of this study: dominance, capacity for status, sociability, social presence, well-being, responsibility, socialization, self-control, tolerance, good impression, communality, achievement-conformance, achievement-independence, intellectual efficiencies, psychological mindedness, flexibility and femininity.[9]
3. Recruiting Guidelines: a directing statement designed to be used by admission counselors in the process of recruiting minority students.
4. External Factors Influencing College Choice: those factors of college choice based on various aspects and dimensions of demographic information such as social class, parental education and family income. The external factors influencing college choice are identified on page 74.
5. Internal Factors Influencing College Choice: those factors of college choice based on various aspects and dimensions of personality traits and motivational types such as dominance,

---

[9]Harrison G. Gough, Manual for the California Psychological Inventory (Palo Alto; California: Consulting Psychologists Press, Inc., 1975), pp. 9-12.

sociability and responsibility. The internal factors influencing college choice are identified on page 77.

6. Admission Counselor: a person who is delegated by the university to recruit students. This individual assesses the developed recruiting guidelines.

Limitations

The following limitations are applicable to this study:

1. Although the two institutions selected for this study appear to be typical urban state universities of Virginia, there is no assurance that they are indeed truly representative of such types.
2. A limited number of statistical tests are used. Those tests include the Chi-Square Test for Independence, the two Sample t-Test for Homogeneity, the Chi-Square "Goodness of Fit," Phi Coefficients, and a Discriminant Function Analysis. The purpose of these tests is not to determine causal relationships but to identify trends among the sampled students rather than explaining why such trends are prevalent.
3. Since only fifty-five white freshmen were recruited at Norfolk State University, the pool for sampling is much smaller for this group. At least one hundred students were identified for each of the other groups - BAPW, BAPB and

WAPW.

4. This study is not be designed to develop "either/or" recommendations, but rather to provide insights to new strategies and possible additional avenues and/or vehicles for further investigation.

Significance

Institutions of higher education in Virginia will be the primary beneficiaries of this study. Admission counselors will be provided pertinent information about factors of college choice and their implications for recruiting. From these findings, institutions can develop new strategies or modify old strategies to assist in the recruiting of minority students. This study may provide some solutions in solving the minority enrollment dilemma that has plagued predominantly white and black universities for more than a decade.

Educators are concerned about the rapid social change that has caused dilemmas in higher education. It has made necessary a reexamination of the objectives and methods of higher educational administration in admission and recruiting practices. The events of the previous decade have caused many problems for recruiting in higher education. The results of this study may provide insight to one element causing the dilemma in educational recruitment - the changing nature of student characteristics as relating to college choice factors.

Admission counselors in higher education will face additional pressures in trying to meet federally implemented programs. For

example, as federal courts have a direct influence in desegregation of the student body, admission counselors will have the added responsibility of finding the number of students to correspond with the required quota. This study will provide them with the needed guidelines for recruiting minority students.

Further, this study will benefit counselor educators as they assist secondary school counselors-in-training to learn the importance of college choice factors in recruiting. The study also may be used as a component for a longitudinal development model. Within this context the potential counselor can then explore both individual and group methods to assist students in becoming better informed about college and in moving toward more involvement on college choice.

Parents and students will benefit from the additional information provided on external and internal factors influencing college choice. As a result of this study, more information on college choice is available to all students and parents when making a college decision.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

As Alexander Astin notes, the college destination of students - "where they go" - is just as important as the decision "to go" and the ability to obtain access to post secondary schooling.[10] There is much literature available concerning the value of a college education, how to prepare for college, and how to succeed in college. However, no extensive evidence is available on why a student selects a specific college or university. The research reported is a comprehensive review of significant published research which relates to college choice and recruitment.

Factors of College Choice

John Holland conducted a study relating student choice of college to a number of personal and cultural forces. The 400 subjects for this study consisted of a representative group of national merit scholars and their parents. Using 4 institutional classifications, students' choice of college was correlated with questionnaire responses and inventory scale scores. The author indicated:

> The selection of an undergraduate institution was probably the outcome of a complex set of forces including student goals, abilities, and personality which interact with parental values, education, socio-economic status, and parental image of the "best" and ideal college. Like many personal decisions, the choice

---

[10]Alexander W. Astin, Who Goes Where to College? (Chicago: Science Research Associates, 1965), p. 54

> patterns found were probably not readily amenable to change because they were grounded in cultural and personal development.[11]

Determinants of college choice include internal factors as well as external factors. Arthur Dole studied certain demographic attributes and psychological reasons for educational choice through a series of questionnaires administered to 1,172 subjects: sixth, ninth, and twelfth graders, state university freshmen and seniors, and adults enrolled in evening programs. The author concluded:

> This study was seen as supporting an emphasis on both nomothetic and ideographic approaches to (educational) choice behavior. Choices were made by individuals in social contexts who were striving toward self-actualization within a series of life-stages and a sequence of educational and occupational positions.[12]

Although Dole presented extensive background research supporting the importance of sociological characteristics (social class, father's occupation, parental education, family income, ethnic and religious background, place of residence, and sex) and psychological characteristics (talent, school achievement, confidence, and expressed vocational objectives) as determinants related to educational choice, his main conclusion was that, except for the decision to attend college,

---

[11]John L. Holland, "Determinants of College Choice," College and University, Vol. 35, No. 1 (1959), p. 26.

[12] Arthur A. Dole, A Study of Values as Determinants of Educational and Vocational Choices in Hawaii, United States Office of Education, Department of Health, Education and Welfare, Cooperative Research Project No. 757 (Washington, DC: Government Printing Office, 1961), p. 148.

far less seems to be known about educational choice than vocational choice.[13]

Florence Campi used survey data taken by the U. S. Census Bureau in October, 1960, to show that the education of the father and the family income were determinants of college choice. Students for whom financial considerations are important in selecting a college are more likely to attend nonselective colleges than selective colleges. Fathers with higher educational levels are more likely to enroll their children in selective colleges than nonselective colleges.[14]

Aubrey Forrest studied 165 national merit scholars, who transferred from their originally chosen college. He concluded that for talented students multiple criteria determined college choice:

> Even though a student may possess the financial and intellectual ability to do so, selecting a college on the basis of factors of type of control, size, sex, cost, religion, geographical location, curriculum or prestige, may be inappropriate. This is true because there are factors related to compatibility and success in colleges which are of equal or greater importance, and colleges vary greatly on these factors.[15]

---

[13]Ibid., pp. 1-159.

[14]Florence Campi, "Educational Attainment and Family Background," New Directions in Health, Education and Welfare, United States Office of Education, Department of Health, Education, and Welfare (Washington, DC: Government Printing Office, June 1961), pp. 168-169.

[15]Aubrey Forrest, "Counseling Talented Students on College Choice," Personnel and Guidance Journal, Vol. 40, No. 1 (1961), p. 47.

Robert Beezer and Howard Hjelm gathered data to provide information on the factors relating to college attendance. They concluded that finances, parental values regarding education, educational and occupational level of parents, plans of peers and academic accreditation of the high school all influence the student's decision to attend college.[16]

Francis Caro researched the relationship between college choice and social class. He conducted structured interviews with 161 male juniors in 4 public high schools in a large metropolitan area. Caro compared the responses of selected low and middle class youth in an effort to explore the relationship between the student's perception of immediate post-high school activities and dominant occupational goals. The author concluded:

> Both in terms of possible academic and financial barriers, middle class boys tended to perceive college as a more open alternative than lower-class boys. Middle-class boys also suggested the presence of stronger social pressures from both parents and peers pushing them towards college.[17]

Another effort to clarify the influence of external factors of college choice was undertaken by Betty Ellis in 1962. She studied the factors and circumstances related to educational discontinuance of

---

[16]Robert H. Beezer and Howard F. Hjelm, Factor Related to College Attendance, United States Office of Education, Department of Health, Education & Welfare, Cooperative Research Monograph No. 8 (Washington, DC: Government Printing Office, 1961), pp. 38-40.

[17]Francis G. Caro, "A Social Class Comparison of Attitudes of Male High School Students Toward College and Dominant Occupational Goals," Dissertation Abstracts, Vol. 23 (1962), p. 3012.

capable high school students. The research provided a comparison of nonintellectual variables which may impinge on the decision to attend or not to attend college. One hundred capable male graduates were interviewed 2 years after high school graduation. Fifty had enrolled in college immediately after high school. The other fifty, though equally qualified for college, had not enrolled. It was found that:

1. Factors of family background distinguished the 2 groups. Non-college families were of lower socioeconomic standing, had a greater number of children, and a lower educational level than college families.

2. Plans of the non-college men were indefinite and less clearly formulated than the plans of college men.

3. College men identified with the father in the family.

4. Non-college men asked for more supervised study, individual help from teachers and periodic counseling.[18]

Peter Rossi and James Coleman investigated the influence of the external factors of college choice. They collected data from eight thousand seven hundred students in one northern Illinois high school. They surveyed students in grades nine to twelve in order to discover what factors lead students to continue their education by attending college and to what extent students were satisfied with their choice. Their results indicated that sex, intelligence, family socioeconomic

---

[18]Betty Ellis, "To Attend or Not To Attend College: Some Factors in the Decision of Qualified High School Graduates," Dissertation Abstracts, Vol. 23 (1962), pp. 2419-2420.

status, father's occupation, finances, and schools attended played interrelated roles in college choice.[19]

Ralph Berdie and Albert Hood explored some of the more obscure determinants of post-high school plans by investigating social and personal attitudes, values, and experiences of high school students. Ninety-seven percent of all the seniors in Minnesota high schools completed a questionnaire concerned with their plans following high school graduation in 1964. The questionnaire also included background data and twenty-five questions taken from the Minnesota Counseling Inventory. Aptitude test results and high school ranks were available for all students. Results indicated that students contemplating college saw themselves as being more sociable, less shy and having fewer conflicts with family and authorities than students not planning to attend college. Metropolitan and non-farm area students who were remarkably similar in social relations and conformity differ from farm youth. By sex, girls had better social relations and were more conforming than boys. This study suggested that attributes and values (sociability, conflicts with others) have a significant relationship to the college choice process as reflected by sex, geographic location and future plans.[20]

---

[19]Peter Rossi and James S. Coleman, Determinants and Consequences of College Choice (Chicago: University of Chicago: National Opinion Research (Enter, September, 1964). pp. 1-135.

[20]Ralph F. Berdie and Albert B. Hood, "Personal Values and Attitudes as Determinants of Post-High School Plans," Personnel and Guidance Journal, Vol. 42, No. 8 (1964), pp. 754-759.

Alexander Astin observed that American colleges and universities differ substantially in the types of students they enrolled. Astin employed colleges as the unit of analysis and examined student characteristics within various institutions to determine why students were enrolled in their respective colleges. He found a high correlation between the external factors of college choice of entering freshmen and the colleges and universities they attended. He concluded that where students attended college was a function of 2 interrelated decision-making processes. First, students decided to choose a college or university that met their personal aspirations and goals and that satisfied the expectations of their peers, families, teachers, and counselors. Then college admission officers decided to accept or reject applicants based on criteria that included academic credentials, goals and aspirations of the students, the needs and goals of their college or university, and the quality and quantity of their available pool of applicants.[21]

In another study, Berdie and Hood investigated the extent to which college attendance could be predicted by taking into consideration a wide range of variables-ability, school achievement, socioeconomic, cultural and personality factors. The authors cautioned that their findings were only approximations. They found a significant relationship between geographic locations and college plans and a highly

---

[21]Alexander W. Astin, Who Goes Where to College? (Chicago: Science Research Associated, 1965), pp. 1-50.

significant relationship between sex and college plans. They concluded that no one predictor variable was best when seeking to account for college prediction for a group of students. They stated:

> Each student consists of a focal point within an active field of forces. A unique field exists for each person. The same forces tend to be present in each field--parents, friends, teachers, counselors--but the strengths of these forces and the manner in which they influence student behavior vary from person to person.[22]

The amount of math and science that students took in high school was found to play a critical role in determining the type of college attended. The research of H. A. Young and B. H. Young showed that females and blacks take fewer math and science courses than males and whites; females and blacks have a lower interest in math and science and are far less successful academically in these areas than their counterparts. They also reported that 92 percent of the females in their study and 50 percent of the blacks who entered college were barred from the more selective colleges and universities because of their inadequate math preparation and performance.[23]

Psychological characteristics have provided additional insight into the attitudes, opinions and perceptions of students. The personality profiles have aided students along with their parents and counselors in the decision as to what kind of college to attend.

---

[22]Ralph F. Berdie and Albert B. Hood, "How Effectively Do We Predict Plans for College Attendance?", Personnel and Guidance Journal, Vol. 44, No. 5 (1966), p. 493.

[23]H. A. Young and B. H. Young, Scientists in the Black Perspective, (Louisville, Kentucky: The Lincoln Foundation, 1974), pp. 4-35.

Nina Brown's study dealing with personality characteristics of college students provided a contribution to the internal factors of college choice. Her research into the personality characteristics of blacks attending a predominantly white university and blacks attending a predominantly black college revealed significant differences on thirteen of the eighteen scales of the California Psychological Inventory (CPI). The population consisted of a random sample of fifty four full time black sophomores from a white university and a black college. The scales showing significant differences were dominance, capacity for status, sociability, social presence, self-acceptance, sense of well-being, self-control, tolerance, achievement via independence, intellectual efficiency, psychological mindedness, flexibility and femininity. Three of the eighteen scales on the CPI showed significant differences between the black and white students attending this university or college; tolerance, achievement via independence and flexibility with the white students scoring higher. It was concluded that:

1. The black college students at the predominantly white college tended to score higher on all significantly different scales on the CPI. The black students attending a predominantly white college tended to score more like their white counterparts attending a predominantly black institution. Therefore, real personality differences exist between those blacks who attended predominantly white and predominantly black colleges.

2. There appeared to be a cluster of personality traits that distinguished the black college student at a predominantly white college from a black college student at a predominantly black college. The profile of the black student at a

> predominantly white college reflected the characteristics of relatively more confidence, intrapersonal adjustment, self-discipline, intellectual and personal effectiveness, openness to experience, bluntness and directive in thinking and action.[24]

J. N. Porter found that students with high family income status and high test performance were more likely to attend predominantly white colleges and universities and to achieve higher levels of educational attainment than students with lower family status or lower test performance.[25]

Alejandro Portes and Kenneth Wilson's study revealed that class rank was one of the major determinants of college choice. For blacks, its impact on college choice was stronger than standardized test performance. They also showed that students in academic curricula were more likely to enter and attend a 4 year college than students in non-academic programs. In addition, they reported that black students in predominantly black colleges were less likely to have been enrolled in college preparatory programs in high school (only thirty five percent) than black students in predominantly white colleges.[26]

---

[24]Nina W. Brown, "An Investigation of Personality Characteristics of Negroes Attending a Predominantly White University and Negroes Attending Predominantly Black College," Dissertation Abstracts, Vol. 33 (1973), p. 5012.

[25]J. N. Porter, "Race, Socialization and Mobility in Educational and Early Occupational Attainment", American Sociological Review, Vol. 39, (1974), pp. 303-316.

[26] Alejandro Portes and Kenneth L. Wilson, "Black-White Differences in Educational Attainment", American Sociological Review, Vol. 41, (1976), pp. 414-431.

Helen Astin and Patricia Cross reported differences in the characteristics of black students attending predominantly black and white colleges. Subjects were randomly selected from the undergraduate populations of 2 institutions of higher education, one largely black, the other white. The black school, a 4 year, liberal arts college, has an enrollment of approximately 4,000 students, eight percent of whom, are white. The other school is a predominantly white university with an undergraduate enrollment of nearly 10,000. The high concentration of black students in nearly all of the classes offered at the black college allowed for the random selection of 108 participants. The situation at the white university allowed for a random selection of 75 participants. On an average, black students in predominantly black colleges were more often first generation students with lower SAT scores and high school grades than blacks in white colleges. Astin and Cross also reported that a higher percentage of blacks in black colleges aspired to the doctorate degree while blacks in white colleges were more likely to aspire to an advanced professional degree (i.e., law, medicine, dentistry).[27]

In October 1977, under the auspices of the Southern Regional Education Board (SREB), a study was initiated to (1) ascertain from white students enrolled in black institutions their perceptions of

---

[27]Helen Astin and Patricia Cross, Characteristics of Entering Black Freshmen in Predominantly Black and Predominantly White Institutions: A Normative Report, Washington, D.C.: Higher Education Research Institute, 1977), pp. 110-130.

educational and personal experiences at these institutions; (2) determine these students' feelings about the impact they had on the institutions as they move toward becoming multi-cultural. Institutions having a white student enrollment of less than one hundred were required to participate. Twenty black state universities and colleges in the South participated. This study revealed that, in addition to being older, the white students' sampled were more economically independent and concerned with career preparation and occupational upward mobility. These students selected their institution for a college education on the basis of a number of factors: the institution's geographical proximity to their place of residence (e.g., to live off campus), the availability of special types of financial assistance (e.g., incentive awards), the offering of special programs (e.g., pharmacy, allied health), and the flexibility of course scheduling (e.g., later afternoon, nighttime and weekend classes).[28]

During the fall quarter of 1978, selected predominantly white public colleges and universities in the South were invited by the Southern Regional Education Board to participate in a study designed to address the needs of minority students. Twenty-two institutions participated in this study of attitudes and perceptions of black students on predominantly white campuses. This report revealed more

---

[28]Standley, pp. 1-23.

than half of the students acknowledged that their institutions enjoyed good reputations in their home communities - a factor presumably influencing their college choice. Although the college's reputation was the only factor which a majority of the respondents implied to be an influence on their college choice, the other reasons listed were not necessarily construed as negative. However, the study did indicate that enrollment decisions were not unduly based on the encouragement of parents, alumni, teachers or counselors. Nor would it appear that the respondents chose an institution either to be with friends who were also enrolling or to remain close to friends at home. In light of the data obtained from respondents on financing their education, it was noteworthy that only an approximate twenty-five percent of the two thousand five hundred sixty-four participants said that an offer of financial aid was a reason for enrolling. Either they enrolled in spite of the cost or their institution's financial aid offer was no better than that of any institution.[29]

Gail Thomas, from his study on college choice, revealed that high school composition was by far the most important determinant of attending a predominantly black versus a predominantly white college among black male graduates of southern high schools. High school racial composition accounted for 41 percent of the total explained variance in choice of a predominantly black institution (PBI) versus a predomi-

---

[29]Jones, pp. 1-16.

nantly white institution (PWI). Black southern males from predominantly white high schools were more likely to attend a PWI than a PBI. Educational expectations accounted for nearly one-fifth of the total variance explained in southern males' choices of a PBI versus a PWI. Black southern males with high educational expectations were more likely to enroll at a predominantly black than a predominantly white college. Social class background accounted for about one-sixth of the total variance explained in college racial composition among black male graduates of southern high schools. Higher socioeconomic status students among this group were more likely to attend a predominantly black than a predominantly white college.[30]

Like southern males, high school racial composition was also the major determinant of attending a predominantly white college for non-southern males. Among black male graduates of non southern high schools, the racial composition of the high school accounted for no more that forty percent of the total variance explained in a choice of a PBI versus a PWI. Again, students from predominantly white high schools were more likely to attend predominantly white colleges than predominantly black colleges.[31]

---

[30]Gail E. Thomas, "The Influence of Ascription, Achievement and Educational Expectations on Black-White Postsecondary Enrollment", The Sociological Quarterly, Vol. 20, (1979), pp. 209-222.

[31]Ibid.

Like southern and non-southern males, high school racial composition was the most important determinant of southern females' choice of attending a predominantly black versus a predominantly white college. Among female graduates of southern high schools, the racial composition of the high school accounted for slightly more than fifty percent of the total variance in attending a PBI versus a PWI. Students from predominantly white high schools were more likely to attend a predominantly black college. Academic self-esteem accounted for roughly 10 percent of the total variance explained in attending a PBI versus a PWI among black female graduates of southern high schools. Students with high academic self-esteem (i.e., expressing strong self-confidence in their ability to complete college) were more likely to enter a predominantly white college than a predominantly black college. Study habits (i.e., hours spent doing homework) accounted for roughly 10 percent of the total explained variance in southern females' choice of PBIs and PWIs. Students who exhibit the greatest commitment to study were more likely to enter predominantly white colleges than predominantly black colleges.[32]

High school racial composition was again the major determinant of choice of a PBI versus a PWI among black female graduates of non-southern high schools. High school racial composition accounted for nearly one-third of the total explained variance in non-southern

---

[32]Ibid.

females choice of PBIs versus PWIs. Among this group, students from predominantly white high schools were more likely to attend predominantly white colleges than predominantly black colleges.[33]

Frederick Dembowski examined a number of factors that have been identified in past research on whites for their possible influence on the types of colleges that black students attend. These variables included the personal characteristics of students (family background, standardized tests performance, educational aspirations, perceptions about colleges and universities), their academic and pre-college program experiences within high school (their curriculum placement, high school rank, course preparation in math and science, and their participation in Upward Bound or Talent Search), the influence of significant others, and the characteristics of high schools (region, racial composition) that black students attend.[34]

William Brazziel and Marian Brazziel attempted to further examine the external factor of college choice. They revealed that where a student goes to college depends to some extent on who the student is - the student's personal attributes (i.e., race, sex, family background). Academic ability, levels of expectations, and motivations were also important influences on college destination. Findings indicated a positive correlation between where black students attended

---

[33]Ibid.

[34]Frederick L. Dembowski, "A Model for Predicting Student College Choice", College and University, Vol. 55, (1980), pp. 103-112.

college and the demographic characteristics of their high schools. Black students who attended predominantly white high schools were more likely to attend a predominantly white college than a predominantly black college. This was especially true for black males and females who were enrolled in southern high schools.[35]

Jomills H. Braddock's study presented another important determinant of attending a predominantly black versus a predominantly white university, college options. Non-southern females with the greatest number of college options (i.e., college admissions acceptances) were more likely to attend PWIs rather than PBIs. Higher ranking non-southern females were more likely to attend predominantly white colleges than predominantly black colleges.[36]

Educational expectations accounted for one-tenth of the total explained variance in choice of attendance at PBIs versus PWIs among black female graduates of non-southern schools. Students with the highest educational expectations were more likely to enroll at predominantly white colleges than predominantly black colleges. Standardized test performance also accounted for roughly one-tenth

---

[35]William Brazziel and Marian Brazziel, Recent College and University Enrollment Patterns of Black Students in States Affected by Adams-Califano Litigation, (Atlanta: southern Education Foundation, 1980), pp.20-70.

[36]Jomills H. Braddock, "Desegregation and Black Student Attrition", Urban Education, Vol. 15, C 1981, pp. 403-418.

of the total variance explained in non-southern females' choice of PBIs versus PWIs. Higher scoring students were more likely to attend predominantly white colleges than predominantly black colleges.[37]

Finally, study habits accounted for roughly one-tenth of the total explained variance in choice of attendance at PBIs versus PWIs among black female graduates of non-southern high schools. Students exhibiting the greatest commitment to study (i.e., doing homework) were more likely to matriculate at predominantly white than predominantly black colleges.[38]

Gail E. Thomas and Jomells Braddock from their multivariate analyses suggested that factors which may be important predictors of enrollment of black students in one type of college may not be important predictors of their enrollment in another type of college. However, high school racial composition (i.e., attending a predominantly white high school) was the most important predictor of college racial composition (i.e., attending a predominantly white college). For example, having adequate academic preparation at the high school level (i.e., being enrolled in an academic track and taking a maximum amount of math and science courses) and having high educational expectations were important predictors for most groups for attending a 4 year college and a highly selective college. These observations imply

---

[37]Ibid.

[38]Ibid.

that: (1) the question of "who goes where" to college must be evaluated in great detail; and that (2) the answers to this question vary depending upon who the student is, his or her high school experiences and achievement, and the specific type of college that he or she decided to enter.[39]

Recruitment of Minority Students

The literature specifically relating to minority recruitment is more restricted than the literature relating to determinants of college choice. The minority student recruitment literature will focus on the major impetus for the emerging desire to have the university community approximate the racial composition of the university's service area.

In 1983, one of the most important problems is how to attract the specified number of selected minority students to ensure continuous federal funding. Therefore, enrollment planning will require more than a cursory review of the national statistics on high school graduates in the decade ahead. Just fifteen years ago college officials were addressing themselves to such concerns as increasing student population caused by the post war baby boom, recruiting additional personnel, constructing new facilities, and registering funding from public and private sources to accommodate the unprecedented influx of students. Today, the considerations are the reverse, and colleges are wrestling

---

[39]Gail E. Thomas and Jomells Braddock II, Determining the College Destination of Black Students, (Maryland: Center for Social Organization of Schools, Johns Hopkins University, 1981), pp. 3-56.

with such topics as how to draw additional constituents to their campuses, how to adjust faculty size and physical plants to declining enrollments, and how to devise public relations techniques to produce funding to offset their shrinking incomes. The precise rationale for this abrupt shift in recruitment undoubtedly originated in a need to conform to the Affirmative Action/Equal Opportunity provisions, implications, and ramifications of Title VI of the Civil Rights Act of 1964, and to subsequent equal opportunity/affirmative action guidelines and executive orders.[40]

In 1970, the Department of Health, Education and Welfare (henceforth Department or HEW) notified ten states that they had not dismantled their statewide dual systems of public higher education. HEW advised each state of its failure to adopt measures necessary to overcome the effects of past segregations and notified the states of their obligation to file a statewide plan for the desegregation of their public systems of higher education.[41]

Since that time the Supreme Court reviewed HEW's effort to desegregate these systems of higher education. In 1977, the Court found that the Department of Health, Education and Welfare's effort had not been adequate and ordered the Department to require six of the original ten

---

[40]Mossie J. Richmond, "Strategies for Recruiting Minority Students", College Student Journal, Vol. 13, S 1979, 200-205.

[41]Terry Wildman, State Plans for Equalizing Educational Opportunity: A Progress Report in Perspectives on Opportunities in Higher Education, (Lincoln Nebraska: Nebraska Curriculum Development Center, 1977), pp 80-83

states to submit new desegregation plans and to set specific standards for those plans.

The court found that "specific commitments" were necessary for a workable higher education desegregation plan for admission, recruitment and retention of students, for the placement and duplication of program offerings among institutions, for the role and the enhancement of black institutions, and for changes in the racial composition of the faculties involved.[42]

Specifically, the court entered a second supplemental order on April 1, 1977 directing the Department of Health, Education and Welfare to transmit to the six states (Arkansas, Florida, Georgia, Oklahoma, North Carolina and Virginia) criteria specifying the ingredients of acceptable desegregation plans for their institutions of public higher education. Accordingly, on July 5, 1977, the Department published criteria which were amended one month later to take into account suggestions offered by some of the states.[43]

The court further directed that HEW require each state to submit, within sixty days of receipt of the criteria, a revised desegregation plan and to accept or reject such plans within 120 days thereafter. In September 1977, in response to HEW's request, the six states submitted desegregation plans. After months of intensive negotiations, the

---

[42]Ibid

[43]Ibid, p 90-91

Department announced on February 2, 1978, that it was accepting the plans of Arkansas, Florida and Oklahoma and not accepting plans submitted by Georgia, North Carolina and Virginia. On the same date, the Department announced that it would publish in the Federal Register, revised criteria which were substantially similar to the criteria published in July.[44]

If HEW had found that a state had not eliminated the remaining vestiges of segregation in its formerly dual system of public higher education, it was then in violation of Title VI of the Civil Rights Act of 1964. The State was then required to attempt to secure compliance by voluntary means. Those revised criteria were issued to assist such states in the preparation of desegregation plans as part of the process of securing voluntary compliance. When those efforts failed, HEW was required to seek enforcement either administratively or through the courts.[45]

In April 1983, a federal judge in Washington ordered Virginia and five other states to show "substantial progress" in the next eighteen months to desegregate their colleges and universities or risk the elimination of federal funds. The United States District Judge John H. Pratt directed the United States Department of Education to assess the progress made by the states in desegregating their colleges and

---

[44]Ibid, p. 95-96

[45]U. S. Department of Health, Education and Welfare, Federal Register, Vol. 43, No. 32, 15 February 1978, pp. 6658-6664.

universities. Affected by the order are all institutions of higher education in Virginia, Arkansas, Georgia, Florida and Oklahoma and the two-year community colleges in North Carolina. Unless the states substantially improve, they will face either a cut off of millions in federal educational funds or face civil suits filed by the United States Justice Department.[46]

If Virginia fails to meet the desegregation goals by September 1984, the Department of Education will begin cutting off federal aid to the state. The other five states were given until June 30, 1983 to submit acceptable plans to desegregate their educational facilities by the fall of 1985. Virginia recently won provisional approval from the federal government for a new three-year desegregation plan. This $20.5 million plan is based on the Department of Education's revised criteria specifying the ingredients of acceptable plans to desegregate state systems of public higher education (amended August 5, 1977).[47]

To achieve the desegregation of student enrollment, each plan shall:

a) Adopt the goal for two-year and four-year undergraduate public higher education institutions in the state system, taken as a whole, the proportion of black high school graduates throughout the state who enter such institutions shall be at least equal to the proportion of white high school graduates through the state who enter such institutions.

---

[46]Kenneth C. Green, Government Support for Minority Participation in Higher Education (Washington, DC: America Association for Higher Education, 1983), pp. 25-26

[47]Ibid

b) Adopt the goal that there shall be an annual increase, to be specified by each state system, in the proportion of black students in the traditionally white four-year undergraduate public higher education institutions in the state system taken as a whole and in each such institutions.

c) Adopt the objective of reducing the disparity between the proportion of black high school graduates and the proportion of white high school graduates entering traditionally white four-year and upper division undergraduate public higher education institutions in the state system; and adopt the goal of reducing the disparity by at least 50 percent by the final academic year of the plan. However, this shall not require any state to increase by that date black student admissions by more than fifteen percent above the admissions for the academic year preceding the year in which the plan is requested by HEW.

d) Adopt the goal that the proportion of black state residents who graduate from undergraduate institutions in the state system and enter graduate study or professional schools in the state system shall be at least equal to the proportion of white state residents who graduate from undergraduate institutions in the state system and enter such schools.

e) Adopt the goal of increasing the total proportion of white students attending traditionally black institutions.

f) Commit the state to take all reasonable steps to reduce any disparity between the proportion of black and white students completing and graduating from the two-year, four-year and graduate public institutions of higher education and establish interim goals, to be specified by the state system for achieving annual progress.

g) Commit the state to expand mobility between two-year and four-year institutions as a means of meeting the goals set forth in these criteria.

h) Specify numeric goals for A, B, and C, and timetables for sequential implementation of actions necessary to achieve these goals as soon as possible, but not later than within five years unless another date is specified in this section.

i) Commit the state and all its involved agencies and subdivisions to specific measures to achieve these.[48]

The criteria set forth in the general plan of desegregation of student enrollment clearly delineates a grave area of concern that states have not increased their recruitment to make the university community approximate the racial composition of the university's service area. In order to meet these criteria at the university level, diligent efforts must be dedicated to recruitment. This study will attempt to provide the necessary data to aid institutions of higher education in meeting these enrollment criteria from the reference point of selected minority student recruitment.

Appropriate recruiting guidelines can assist the universities in meeting this one important aspect of the federal ruling - increasing the total proportion of white students in the predominantly black universities and increasing the total proportion of black students attending the predominantly white universities.

Study Population and Recruiting Guidelines

The literature specifically relating to the study population is as restricted as the literature relating to minority recruitment. This literature does, however, focuses on the general background of the two urban universities sampled and their January 1983 desegregation plans.

---

[48]U. S. Department of Health, Education and Welfare, Federal Register, Vol. 43, No. 32, 15 February 1978, pp. 6662-6663.

Norfolk State University (NSU) founded in 1935, is the youngest of Virginia's five historically black institutions, 2 of which are public and three private. Norfolk State is organized into nine schools with 31 departments of instruction and offers master's degrees in seven areas, baccalaureates in fifty major fields, and associate degrees in ten fields. Student enrollment is approximately seven thousand with eleven percent of the fourteen hundred freshmen being of the minority.[49]

Norfolk State offers the following academic programs: Business Administration, Teacher Education, Home Economics, Humanities, Science and Mathematics, Social Studies, Industrial Education and Technology, Nursing Education, and Continuing Education. The graduate division provides instruction at the master's degree level in communications, community and clinical psychology and urban affairs.

Norfolk State University has experienced some difficulties in trying to meet its 1983 minority student goal established by the Office for Civil Rights of the U. S. Department of Education. NSU has submitted to Richmond and Washington plans for meeting numerical goals in affirmative action recruitment. Under this plan approved in January 1983, NSU is expected to enroll one hundred twenty eight white Virginia residents as freshmen or transfer students in the 1983-84 academic

---

[49]Michael M. Myers, Total, Black and Hispanic Enrollment in Higher Education, 1980: Trends in the Nation and the South (Georgia: Southern Regional Education Board, 1982), pp. 77-84.

year. The number is expected to rise to one hundred forty eight in 1984 and to one hundred seventy one in 1985, the last year of the plan. During the academic year 1983-84, Norfolk State University has greatly increased its recruitment efforts and spent more than $150,000 to increase the number of white students on campus.[50]

Some of the objectives of Norfolk State University's student recruitment and retention plan are as follows:

- Establish recruitment and retention committee to coordinate activities including alumni, community and church in recruitment and retention
- Participate in the Virginia Transfer Student Grant Program by recruiting white graduates from programs in a two-year state-supported college
- The NSU Cluster members, who are employed in the business and industry organizations, sponsor a career day for students and parents
- Implement articulation agreements with the area community colleges
- Participate in the Special Incentive Grant Program
- Publish a transfer guide and minority brochure
- Invite minority students to attend High School Seniors Day and Community College Transfer Day
- Establish and conduct workshops for faculty on marketing approaches to recruitment and retention.
- Forward admissions and financial aid information to high school counseling coordinators throughout the state relating to the special minority student

---

[50]1983 Amendments Virginia Plan for Equal Opportunity in State-Supported Institutions of Higher Education by Norfolk State University (Norfolk, Virginia, 1983), pp. 1-7.

- Establish a program entitled Providing Recruitment Assistance and Curricular Techniques to Improve Curricular Enrollment and Successes (Practices)

Old Dominion University (ODU) is over fifty years old, having begun in 1930 as the Norfolk Division of the College of William and Mary. Old Dominion is organized into six schools: Business Administration, Education, Engineering, Arts and Letters, Sciences and Health Professions, General and Continuing Studies. Student enrollment is approximately fourteen thousand with approximately one hundred eighty four minority freshmen.[51]

The institution has been authorized to grant master's degrees since 1964. In 1971, the doctor of philosophy degree in engineering was approved, and in 1973, a doctoral degree in oceanography was approved. In addition to thirty six master's programs, the institution offers certificates of advanced study in educational administration and counseling. Several doctoral programs are available including an interdisciplinary urban services degree.

In spite of the dramatic influx of black students into white institutions, many predominantly white colleges and universities are still concerned about the low numbers of black students enrolled on their campuses. This concern is heightened by recent action of the Supreme Court and the Department of Health, Education and Welfare in the Adams Case (Adams versus California, Civil Action No. 3095-70). This recent action revealed that federal funds would be cut off in

---

[51]Ibid

Virginia and six other states if state universities did not significantly increase their number of black students.

The inability to increase the number of black students is a problem realized by Old Dominion University. ODU has greatly increased its recruitment efforts and spent more than $100,000 during the academic year 1983-84 to increase the number of black students and faculty members on campus. The efforts have come in response to an agreement reached in 1983 between the State and the United States Office of Civil Rights.[52]

In January 1983, ODU's plan for meeting the numerical goals in the affirmative action recruitment was approved. Under a section of this plan, ODU is expected to enroll two hundred seven black Virginia residents as freshmen or transfer students in the 1983-84 academic year. The number is expected to rise to two hundred thirty nine in 1984 and to two hundred seventy six in 1985, the last year of the plan.[53]

Some of the objectives of Old Dominion University's student recruitment and retention plan are as follows:

- Establish a minority applicant tracking process to enable continuous communication with prospective students
- Visit targeted high schools with significant concentration of black students

---

[52]1983 Amendments Virginia Plan for Equal Opportunity in State-Supported Institutions of Higher Education by Old Dominion University (Norfolk, Virginia, 1983), pp. 2-6.

[53]Ibid., p. 4.

- Design and mail out a brochure which highlights black life at ODU using ODU students as advisors in its development
- Select and orient a cadre of ODU black students to advise and assist the admissions office in its recruitment and enrollment work
- Coordinate with the Office of Financial Aid to ensure applicants receive information on financing their education
- Conduct a study of "no show" blacks to determine reasons for not enrolling at ODU after having been accepted and modify recruiting activities as appropriate
- Establish a student/faculty/administrator inter-racial council to enhance cross-cultural understanding and monitor progress toward improving internal relationships between minority and majority groups on campus
- Develop and conduct workshops for high school guidance counselors and groups in the black community to enhance their understanding of the available financial aid programs and the application process

Summary

Research to date has emphasized such factors as socioeconomic status of family, father's occupation, place of residence, family income and social class as primary influences in determining a student's choice of college. The failure to focus on internal factors - the student as a decision maker - constitutes a major gap in the research. The majority of the studies indicate that there is a multiplicity of factors which must be considered in evaluating a student's choice of college.

Internal and external factors of college choice of minority students will have to be considered in order to improve recruitment efforts of this group. These efforts originated out of the need to conform to the Affirmative Action/Equal Opportunity Provisions, implications and ramifications of Title VI of the Civil Rights Act of 1964 and to subsequent equal opportunity/affirmative action guidelines and executive orders.

In order to conform to these guidelines and executive orders, differences between minority students of predominantly white and black universities (differences which include social, cultural, economic, psychological and educational background) will have to be addressed and considered. These considerations will require programs, policies and services not within the past experiences of most institutions. Just what these programs, policies and services will be and how they will be developed are matters of concern on most campuses.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

Introduction

This chapter explains the selection of the research design, the procedural considerations relative to the adoption of objectives, the selection and description of participants, the statistical procedures, and the formulation of recruiting guideline strategies for minority students.

Research Design

The research approach selected for this study is the criterion-group approach. This approach allows 2 groups to be compared in reference to several different criteria: i.e., social class, parental education, father's occupation, family income, ethnic background, religious background, place of residence, gender, counselor's advice, friend's advice, teacher's advice, future plans, ability, high school class standing, internal motivation, external motivation and personality traits defined by the California Psychological Inventory (CPI). This approach satisfies the purpose of the study as outlined previously. B. W. Tuckman summarizes the reasons which make this approach applicable to the purposes and data associated with this study:

> When a researcher is working in an ongoing educational environment, particularly when he is interested in generating a hypothesis about what causes a particular state or condition, it is often

> helpful to begin by contrasting the characteristics of a state with the characteristics of the opposite using the criterion-group approach.[54]

Thus, contrasting, white students attending the predominantly white university (WAPW) and white students attending the predominantly black university (WAPB); black students attending the predominantly black university (BAPB) and black students attending the predominantly white university (BAPW) in terms of the parameters outlined in the objectives justifies the use of this research approach. The criterion-group approach may be diagrammed in the following manner:

C_1	O_1		C_1	O_3	
	O_2			O_4	
C_2	O_1		C_2	O_3	
	O_2			O_4	
C_3	O_1		C_3	O_3	
	O_2			O_4	

Where C_1 is criteria one, O_1 is the data generated by the white students attending predominantly white university (WAPW), O_2 is the data generated by the white students attending predominantly black university (WAPB), O_3 is the data generated by the black students attending predominantly white university (BAPW), and O_4 is the data

---

[54]B. W. Tuckman, Conducting Educational Research (New York: Harcourt, Brace, Jovanovich, 1972), pp. 10-30.

generated by the black students attending predominantly black university (BAPB).

Overview of Procedures and Objectives

The procedures used in this study are fully developed in the section of this chapter labeled "procedures." In a concise context, the procedures adhered to were as follows:

Two hundred students were identified by classification and race through the English Department at ODU for possible involvement in the study. One hundred fifty-five students were identified by classification and race through the Mathematics Department at NSU for possible involvement in the study. These departments on both campuses offer courses termed "Basic Education" and most freshmen, regardless of major, must take these courses. Choosing study participants from this group tends to solve many of the problems related to student accessibility. Of the three hundred fifty-five students identified, fifty black and fifty white freshmen were randomly selected on each campus. The overall procedure was to compare the white students of ODU with the white students of NSU; and the black students of ODU with the black students of NSU in terms of personality traits, motivation type, and demographic information. On the basis of these indicators and the research literature germane to the topic, recruiting guidelines were generated. These guidelines were specifically aimed at increasing minority students at predominantly white and black universities. The

developed guidelines were then sent to fifteen designated admission counselors in Virginia's urban universities for their assessment. A checklist was provided with space for additional comments. These checklists were returned by mail and the resulting information tabulated for presentation.

Objectives of the Study

The objectives of this study reflect the procedures briefly outlined above.

1. The researcher compares the white students of a predominantly black university with white students of a predominantly white university; and black students of a predominantly white university with black students of a predominantly black university in terms of a) personality traits, b) motivation type, and, c) differences in demographic information relative to sex, parental education levels, social class, father's occupation, family income, ethnic background, religious background, place of residence, ability, counselor's advice, teacher's advice, friend's advice, future plans and other information deemed pertinent.

2. The researcher treats the data collected with statistical tests to determine associations, if any.

3. The researcher develops recruiting guidelines from the research data and the literature that are designed to recruit minority students.

4. The researcher assesses the relative merits of these suggested recruiting guidelines through a system of feedback via admission counselors in Virginia's urban universities.

5. The researcher identifies other areas of investigation for future research studies in the field of college choice with implications for recruitment.

Description of Sampled Students

The student sample used for this study reflects the general make up of the freshmen student body at Norfolk State University, and Old Dominion University (or any typical "urban state" college). These groups are described in subsequent paragraphs.

Black Students Matriculating at Old Dominion University (BAPW)

The data collected from the demographic form indicated that sixty-nine percent of the sampled freshmen attended local high schools and thirty-one percent attended high schools outside of Virginia. All considered themselves black with thirty-three percent being male and sixty-seven percent being female. Eighty-one percent of the respondents were seventeen or eighteen years of age, seventeen percent between nineteen and twenty two years of age and 2 percent older than twenty three years of age. In terms of general ability, it was indicated that fifty-five percent of the freshmen ranked themselves in the highest third of their graduating class, forty-five percent in the middle third, and zero percent in the lowest third. The data further

revealed that sixty-four percent of these freshmen lived at home and thirty six lived in rental housing off campus or dormitory spaces on campus. In reference to family income, zero percent indicated incomes less than $15,000, forty-five percent indicated incomes between $15,000-$24,999, thirty-eight percent indicated incomes between $25,000-39,999 and twelve percent indicated incomes greater that $40,000. Twelve percent of these students majored in the field of education, twenty-six percent in the science field, fifty percent in the field of business, seven percent in the nursing field. The remaining five percent of the sampled students were undecided on a major.

White Students Matriculating at Old Dominion University (WAPW)

The data collected from the demographic form indicated that fifty-five percent of the sampled freshmen attended local high schools and forty-five percent attended high schools outside of Virginia. All considered themselves white with fifty percent being male and fifty percent being female. Sixty-nine percent of the respondents were seventeen or eighteen years of age, twenty-nine percent between nineteen and twenty two years of age and 2 percent older than twenty three years of age. In terms of general ability, it was indicated that seventy-one percent of the freshmen ranked themselves in the highest third of their graduating class, twenty-six percent in the middle third, and 2 percent in the lowest third. The data further revealed that thirty-three percent of these freshmen lived at home and sixty

seven lived in rental housing off campus or dormitory spaces on campus. In reference to family income, seven percent indicated incomes less that $15,000, zero percent indicated incomes between $15,000-$24,999, forty-five percent indicated incomes between $25,000-39,999 and forty-eight percent indicated incomes greater that $40,000. Of the respondents, twenty-one percent indicated an interest in attending an university where they would be in the minority, thirty-one percent indicated no interest and forty-eight percent indicated a possible interest. Twenty-nine percent of these students majored in the field of education, twenty-six percent in the science field, thirty-three percent in the field of business, and 2 percent in the field of social work. The remaining ten percent of the sampled students were undecided on a major.

White Students Matriculating at Norfolk State University (WAPB)

The data collected from the demographic form indicated that thirty-six percent of the sampled freshmen attended local high schools and sixty-four percent attended high schools outside of Virginia. All considered themselves white with thirty-three percent being male and sixty-seven percent being female. Ten percent of the respondents were seventeen or eighteen years of age, nineteen percent between nineteen and twenty two years of age and seventy-one percent older than twenty three years of age. In terms of general ability, it was indicated that forty percent of the freshmen ranked themselves in the highest third of

their graduating class, forty-eight percent in the middle third, and twelve percent in the lowest third. The data further revealed that sixty-two percent of these freshmen lived at home and thirty-eight lived in rental housing off campus or dormitory spaces on campus. In reference to family income, twenty-six percent indicated incomes less than $15,000, thirty-one percent indicated incomes between $15,000-$24,999, twenty-four percent indicated incomes between $25,000-39,999 and nineteen percent indicated incomes greater that $40,000. Twenty-four percent of these students majored in the field of education, seven percent in the science field, fourteen percent in the field of business, thirty-four percent in the nursing field and nineteen percent in the field of social work. The remaining 2 percent of the sampled students were undecided on a major.

Black Students Matriculating at Norfolk State University (BAPB)

The data collected from the demographic form indicated that forty-three percent of the sampled freshmen attended local high schools and fifty-seven percent attended high schools outside of Virginia. All considered themselves black with forty-eight percent being male and fifty-two percent being female. Fifty-two percent of the respondents were seventeen and eighteen years of age, thirty-one percent between nineteen and twenty two years of age and seventeen percent older than twenty three years of age. In terms of general ability, it was indicated that seventeen percent of the freshmen ranked themselves in the highest third of their graduating class, sixty-nine

percent in the middle third, and fourteen percent in the lowest third. The data further revealed that forty percent of these freshmen lived at home and sixty percent lived in rental housing off campus or dormitory spaces on campus. In reference to family income, twenty-one percent indicated incomes less that $15,000, thirty-six percent indicated incomes between $15,000-$24,999, twenty-four percent indicated incomes between $25,000-39,999 and seventeen percent indicated incomes greater that $40,000. Of the respondents, seventy-four percent indicated an interest in attending an university where they would be in the minority, 5 percent indicated no interest and twenty-one percent indicated a possible interest. Twelve percent of these students majored in the field of education, nineteen percent in the science field, fifty percent in the field of business, 5 percent in the nursing field and 10 percent in the field of social work. The remaining 5 percent of the sampled students were undecided on a major.

The sample of admission counselors included all sixteen of Virginia's 4 years state universities' admission counselors. The admission counselors, influenced by court action to desegregate their student body, assessed the recruiting guidelines providing a unique feedback mechanism.

Development of the Demographic Form

The development of the demographic instrument involved the matching of 2 spheres of influence and interest. They are, (1) the areas identified in the literature as being germane to the choice of college,

and (2) guidelines set forth by the campus census service at Norfolk State Universities. Each section of the demographic form is examined to amplify these sources of influence.

Basic Identifying Information (Items One through Five, Seven and Thirty-Three)

It was felt by the researcher that basic census type information would aid in determining the general categories for the sampled subjects. Since the thrust of the research project was aimed at particular minority groups in urban college situations, racial classification, age and sex were deemed significant. In addition, other information was solicited to help provide more distinguishing characteristics for each group.

High School Subjects (Items Twelve, Thirteen, Fourteen, Fifteen, Sixteen and Seventeen)

This area was considered for investigation based on the study of Thomas and Braddock.[55] Their multivariate analyses suggested that having adequate academic preparation at the high school level was an important predictor for blacks for attending predominantly white universities. This led to the drafting of the specific questions presented to the students.

High School Counselor (Items Twenty-One and Twenty-Two)

The literature supports the influence of the trained high school counselor in the college choice process. Alexander W. Astin examined

---

[55]Thomas, Determining Students, p. 30

student characteristics within various institutions.[56] He concluded that students chose a college or university that met their personal aspirations, goals and simultaneously satisfied the expectations of their peers, families, teachers and counselors. Therefore, the researcher included this area in the demographic form.

Location of Home (Item Twenty-Nine)

This area was considered worthy of investigation based on the study of Nancy Standley.[57] Her study revealed that, in addition to being older, white students selected their institutions on the basis of the institution's geographic proximity to their place of residence.

Reason for Attendance (Items Nineteen, Twenty, Twenty-Five, Twenty-Six, Thirty and Thirty-Four)

Since the entire descriptive strategy involved comparing black and white students on external and internal factors influencing the college choice process, it was strongly felt by the researcher that questions relating to reasons for attending universities should be included in the demographic form.

Parental Education Levels and Occupation (Items Eight, Nine, Ten, Twenty-Three and Thirty-Five)

The readings identified in the literature enphasized the strong influence of family background on the college choice process. Dole

---

[56]Astin, p. 2.

[57]Standley, p. 18.

presented appropriate background research supporting the importance of these influences as determinants of college choice.[58] Campi investigated the trends of survey data to show the influence of father's education as a determinant of college choice.[59] Beezer and Hjelm gathered data that concluded that educational and occupational level of parents influence a student's decision to attend college.[60] Rossi and Coleman's study indicated that a father's occupation plays a role in the college choice process.[61]

In agreement with the literature, the researcher concluded that there is a possible source of influence on college choice emitting from parents of varying educational accomplishments and occupations. Therefore, the researcher included items to investigate these influences.

Demographics About High School (Items Six, Twenty-Four and Thirty-Six)

The readings identified in the literature revealed the suspected strong influence of certain high school demographics in the college choice of students. Gail Thomas, from his study on the college choice process, revealed that high school composition was by far the most important determinant of attending a predominantly black versus a

---

[58]Dole, p. 150

[59]Campi, p. 168

[60]Beezer, p. 39

[61]Rossi, p. 134

predominantly white college among black male graduates.[62] Dembowski identified region and racial composition as possible influences on the types of colleges that black students attended.[63] Brazziel and Brazziel findings indicated a positive correlation between where black students attended college and the demographic characteristics of their high schools.[64] Thomas and Braddock found that high school racial composition (i.e., attending a predominantly white high school) was the most important predictor of college racial composition (i.e., attending a predominantly white college).[65]

In agreement with the literature, the researcher concluded that this is a possible source of influence and therefore included these items to investigate.

Class Rank (Items Eleven and Thirty-One)

The literature supports the importance of class rank as a determinant of college choice. Dembowski examined class rank for its possible influences on the types of colleges that black students attended.[66] Jomills H. Braddock found that higher ranking black female students were more likely to attend predominantly white colleges than

---

[62]Thomas, "The Enrollment," p. 221

[63]Dembowski, p. 111

[64]Brazziel, p. 68

[65]Thomas, Determining Students, p. 54

[66]Dembowski, p. 10

predominantly black colleges.[67] Portes and Wilson's study revealed that class rank was one of the major determinants of college choice.[68] For blacks, the impact of class rank on college choice was stronger than standardized test performance. The researcher felt that this area was significant and should be included in the demographic form.

Religious Background (Item Twenty-Seven)

This area was considered worthy of investigation based on the study of Arthur Dole.[69] He presented the background research supporting this external factor of college choice. Students indicating a strong religious background tend to seek more guidance from the church when deciding on a college or university. This lead to the development of this item.

Future Plans (Item Eighteen)

This area was considered worthy of investigation based on the study of Berdie and Hood.[70] Their research suggested that future plans have a significant relationship to the college choice process. Therefore, this item was included in the demographic form.

Socioeconomic Class (Item Thirty-Two)

The literature supports the importance of socioeconomic class as an external factor influencing the college choice process. Caro

---

[67]Braddock, "Desegregation Attrition," p. 417

[68]Portes, p. 429

[69]Dole, p. 145

[70]Berdie, p. 758

researched the relationship between college choice and social class.[71] Rossi and Coleman study revealed that a family socioeconomic status plays a role in the college choice process.[72] Berdie and Hood investigated the extent to which socioeconomic status influence the college choice process.[73] The researcher felt that this area has some significance and should be included in the demographic form.

Family Yearly Income (Item Twenty-Eight)

The readings identified in the literature indicates the influence of family income on the college choice process. Dole presented good background research supporting family income as a determinant related to college choice.[74] In a limited study, Campi showed that family income was a determinant of college choice.[75] Porter found that students with high family income were more likely to attend predominantly white colleges and universities than students with lower family income.[76] Since this is a possible source of influence on the college choice process, this item was included on the form.

The external factors relating to choice of college were gathered from this instrument and the definition of each are as follows:

---

[71]Caro, p. 3012

[72]Rossi, p. 132

[73]Berdie, p. 755

[74]Dole, p. 150

[75]Campi, p. 168

[76]Porter, p. 315

Social Class: a measure of social status that takes into account a complex of factors, such as educational background, place of residence and income.
Lower class - parents having high school education or less; family yearly income of $10,000 or less, living in a designated low income area and/or identifying oneself as such.
Middle class - one or both parents having college education or higher, family yearly income of $24,000 or more, living in a designated middle class area, and/or identifying oneself as such.
Upper class - both parents having college education or higher, family yearly income of $45,000 or more, living in a designated upper class area, and/or identifying oneself as such.

Parental Education: the highest level of systematic, formalized transmission of knowledge, skills and values obtained by parents

Father's Occupation: the principal business or vocation of father

Family Income: the amount of financial gain received by an individual family for a given period

Ethnic Background: Blacks - any person belonging to a dark skinned race making up the largest minority group in the United States and/or identifying oneself as such. Whites - any person belonging to the caucasian race making up the majority group in the United States and/or identifying oneself as such.

Religious Background: the religion followed by a family, so designated by parents

Place of Residence: the place where one actually lives as distinguished from his domicile or a place of temporary sojourn

Gender: either of the 2 divisions of organisms distinguished respectively as male or female.

Counselor's Advice: recommendation provided an individual from a counselor relating to college choice.

Friend's Advice: recommendation provided an individual from a friend relating to college choice.

Teacher's Advice: recommendation provided an individual from a teacher relating to college choice.

Future Plans: goals or aims relating to projected occupation

Ability: acquired proficiency as measured by overall high school grade point average.

High School Class Standing: ranking of an individual based on grade average as highest third, middle third or lowest third.

California Psychological Inventory (CPI)

The major research emphasis in the California Psychological Inventory (CPI) continues to be the forecasting of immediate or intermediate criteria by means, usually, of a linear combination of CPI scale scores. Such research has been carried out, with varying degrees of success for participants in training to become dentists, optometrists, accountants, business managers, child health care workers, mathematicians, computer programmers, physicians and nurses. The eighteen scales of the CPI, supported by the literature as being related to internal factors of college choice are defined as follows:[77]

I. Measures of Poise, Ascendency and Self-Assurance

1. Dominance - identifies strong, dominant influential and ascendent individuals who are able to take the initiative and exercise leadership.
2. Capacity for Status - appraises those qualities of ambition and self-assurance that underlie and lead to status.
3. Sociability - devised to differentiate people with an outgoing, sociable participative temperament from those who shun involvement and avoid social visibility.

---

[77]Harrison G. Gough, Manual For the California Psychological Inventory (Palo Alto; California: Consulting Psychologists Press, Inc., 1975), pp. 9-12

4. Social Presence - assesses poise, self confidence, verve and spontaneity in social interactions.
5. Self-Acceptance - assesses factors such as sense of personal worth, self acceptance and capacity for independent thinking and action.
6. Sense of Well-being - derived to discriminate individuals feigning neuroses from normal and psychiatric patients responding truthfully.

II. Measures of Socialization, Maturity and Responsibility

7. Responsibility - identified people who are conscientious, responsible, dependable, articulate about rules and order and who believe that life should be governed by reason.
8. Socialization - reflects the degree of social maturity, integrity and rectitude the individual has attained.
9. Self-control - designed to assess the adequacy of self-regulation, self control and the degree of freedom from impulsivity and self-centeredness.
10. Tolerance - identifies permissive, accepting and nonjudgmental social beliefs and attitudes.
11. Good impression - identifies people who are able to create favorable impressions and who are concerned about how others react to them.
12. Communality - designed to detect protocols on which the respondent answered in a random fashion.

III. Measures of Achievement Potential and Intellectural Efficiency

13. Achievement via Conformance - assesses the need for achievement coupled with a deeply internalized appreciation for structure and organization.

14. Achievement via Independence - predicts achievement where independence of thought, creativity and self-actualization are rewarded.

15. Intellectual Efficiency - constructed to provide a set of personality items that would correlate significantly with accepted measure of intelligence.

IV. Measures of Intellectual and Interest Modes

16. Psychological Mindedness - reflects the degree to which the individual is interested in and responsive to the inner needs, motives, and experiences of others.

17. Flexibility - identifies people who are flexible, adaptable and somewhat changeable in their thinking, behavior, and temperament.

18. Femininity - its purpose is to define psychological continuum which may be conceptualized as masculine versus feminine.

Gurin Internal Versus External Motivations Instrument

Patricia Gurin developed her instrument by using a large sample of students from a research project partially funded by the Department of Health, Education and Welfare in 1969. The reliability coefficients

generated ranged from .81 to .90. The data is generated by one categorical variable (internal or external motivation) for the 2 groups - BAPB vs BAPW; WAPW vs WAPB.[78]

Statistical Test

Chi-Square Test of Significance

The Chi-Square Test of Significance can be used in a variety of situations where categories are adequately defined and where there is a basis for determining theoretical or expected frequencies. In actual research use, the number of categories is usually quite small because of the difficulty of reliably differentiating people into finer and finer categories. This test may be used in situations where there are 2 variables each categorized in 2 ways (2 x 2 contingency table or fourfold classification) or 2 variables each categorized in more than 2 ways (k x 1 contingency table where k=columns and 1=rows).[79]

a) Goodness of Fit

One test of significance, the Goodness of Fit of a set of data, compares the actual frequencies in each category to the frequencies that theoretically would be expected to occur if the data followed a specific probability distribution. In performing a Chi-Square Goodness of Fit Test, several steps must be followed. First of all, one must hypothesize the probability distribution which is to be fitted to the

---

[78]Patricia Gurin, Motivation and Aspiration in the Negro College, (Ann Arbor, Michigan: Survey Research Center, 1969), pp. 40-45

[79]Fred N. Kerlinger, Foundation of Behavioral Research (New York: Holt, Rinehart and Winston, 1973), pp. 166-168.

data. Second, once the appropriate hypothesized probability distribution has been determined, the values of each parameter of the distribution must either be hypothesized or estimated from the actual data. Next, the specified hypothesized probability distribution is used to determine both the probability and then the theoretical frequency for each category or class interval. Finally the Chi-Square Test statistic, $X^2 = \sum_{l=1}^{k} \frac{(O-E)^2}{E}$, can be employed to test whether the specified distribution is a "good fit" to the data.[80]

b) Test of Independence

Most common test of significance is in Test of Independence. The data for such test is given in tables called contingency tables. For a contingency table that has r rows and c columns, the Chi-Square Test can be generalized as a test of independence. In performing this test, several steps must be followed. Observations from a population are classified according to 2 different characteristics. The observed data is put in a table with r rows and c columns. Null and alternative hypotheses are established. Decide on the significance level, a, and calculate degrees of freedom using the formula, df = (r-1) (c-1). Determine the critical value, $c = X^2_a$. Compute the expected values using the formula,

$$\text{expected number in cell} = \frac{(\text{row total})\ (\text{column total})}{(\text{total \# in sample})}$$

---

[80]Neil Weiss and Matthew Hassett, Introductory Statistics (United States: Addison-Wesley, 1982), pp. 356-367.

and place each expected value in the lower right hand corner of the appropriate cell in the table of observed frequencies. Finally, the Chi-Square Test statistic, $X^2 = \sum_{1=1}^{k} \frac{(O-E)^2}{E}$, can be employed to test for independency.[81]

c) Test of Homogeneity

Another test of significance, the Chi-Square Test of Homogeneity, looks at characteristics of individuals from different populations. However, it will lead to very similar data tables and use the same computational methods as the independence test.[82]

d) In the process of doing a Chi-Square Test, a Phi Coefficient (for a fourfold table) or a Contingency Coefficient (for more than four cells) may be computed. These correlation coefficients provide an estimate of the magnitude of the relationship between the variables in a Chi-Square table.

Two Sample t-Test

The Two Sample t-Test can be used for comparing the means of 2 normal populations. The data should consist of 2 independent random samples, X_1, X_2 ..... X_n and Y_1, Y_2, ... Y_m, representing either of the 2 different formats: either 2 presumably different treatments are applied to 2 independent sets of similar subjects or the same treatment is applied to 2 presumably different subjects. The

---

[81]Ibid., pp. 369-376.

[82]Ibid., pp. 389-393.

formula to use: Let $X_1, X_2, \ldots\ldots X_n \sim N(\mu_x, \sigma^2)$ and $Y_1, Y_2, \ldots\ldots Y_m \sim N(\mu_y, \sigma^2)$ and let the X's and Y's be independent. At the α level of significance, for $H_0: \mu_x = \mu_y$ versus $H_1: \mu_x = \mu_y$ calls for H_0 to be rejected if [83]

$$t = \frac{\bar{x} - \bar{y}}{\sqrt{s_p^2 \left(\frac{1}{n} + \frac{1}{m}\right)}} \quad \text{is either} \quad \leq -t_{\alpha/2,\, n+m-2} \quad \text{or} \quad \geq +t_{\alpha/2,\, n+m-2}$$

Procedures

To typify the current student population at urban universities, the 1983-84 freshmen class at Norfolk State University and Old Dominion University were identified via computer printout with respect to entrance date and race. From this listing three hundred fifty-five freshmen (two hundred from ODU and one hundred fifty-five from NSU) students were randomly selected via computer with the only restriction being race. Fifty white and fifty black students were selected through a lottery type drawing for each campus. Only forty-two white and forty-two black students on each campus were actually utilized in the study. Special efforts were taken to eliminate students falsifying information and to get students to complete survey packages. Once the students were identified, it was necessary to communicate the researcher's intentions to the teachers and department chairpersons on each campus. This involved examining each student's schedule to

---

[83] Richard J. Larsen and Morris L. Marx, An Introduction to Mathematical Statistics and Its Applications (New Jersey: Prentice Hall, Inc., 1981), pp. 321-325

identify teachers and areas of commonality to facilitate the administering of test items. This was made considerably less involved by the fact that the curriculum at both institutions include many courses termed "Basic Education", and most freshmen must take these courses. This solved many problems of accessibility. Meeting sessions were arranged and during selected periods of a day for three days, the three data generating instruments were administered. The three instruments used were the California Psychological Inventory, the Gurin's Internal versus External Motivation Scale and a demographic form developed by the researcher. This data was compared in an inter-group fashion using several statistical tests. The statistical tests used involve both group differential and correlation measures.

The Chi-Square "Goodness of Fit" Test, Independence Test and Phi-Coefficients are applicable to the data gathered from the demographic form concerning variables relating to choice of college. These data, with a few adjustments, are nominal and correlational and can, therefore, be handled with a contingency table(s). The sample size allow adequate power without adjustment of small size samples. Once the contingency tables were devised, expected frequencies and degrees of freedom were determined. The demographic instrument is divided into several subdivisions including parental information, subjects taken in high school, counseling services in high school, attitudinal slants and motivation. Any information from the demographic form were treated statistically at the discretion of the researcher.

Possible differences in personality were investigated by the use of a Two Sample t-Test with the data gathered from the California Psychological Inventory. This test was selected because the data was interval and an attempt was made to compare 2 groups in relationship to internal factors influencing college choice. The Two Sample t-Test is robust enough to handle problems with homogeneity of groups and the sample size gave the test adequate power. Item analysis and scaling adjustments were made in order to change the data into manageable form. Once this was done, the required calculations were made.

The Chi-Square Test For Homogeneity is applicable to the data collected via the Gurin's Internal Versus External Motivation Scale. The data was generated by one categorical variable (internal and external motivation) for the 2 sets of groups (BAPB vs BAPW); WAPW vs WAPB). The sample size negates the use of the Chi-Square Correction which is suggested for sample sizes less than forty. The Gurin's Internal Versus External Motivation Scale is based on 2 categories of responses, A and B. There are reversed and non-reversed items and therefore an item analysis was necessary to determine which responses correspond to internal motivation. After the analysis each correct response was assigned a point value of 1 to generate scores for each respondent. Since the assigned point value was 1 and the data nominal and categorical, the mean score can be interpreted as an average frequency of correct answers over the 10 test items.

Discriminant Function Analysis

A Discriminant Function Analysis is a desirable treatment for these data because it is the interest of the researcher to compare the 2 groups, WAPB vs WAPW; BAPW vs BAPB, in terms of 2 levels and many variables simultaneously. The first step of such an analysis is to compare the groups relative to all variables under consideration to determine the existence of overall differences via the F-test. If it is determined that differences exist, it then becomes necessary to compare F-ratios variable by variable to determine which are significant and which are not. This gradual but involved procedures leads to a determination of how much each variable influences the placement of an individual into a particular group. Tatsuoka summarized the process in the following manner:

> The purpose is to classify an individual as a member of one of several groups on the basis of his similarity with current members of the groups. Essentially the idea is to examine the distance of the individuals' point from the centroid of each group and to classify him in that group to whose centroid his point is closest.[84]

It should be noted, however, that there are inherent problems in the full interpretation of the discriminant analysis. There are often interactions between related variables, and this interaction may tend to distort or even approach contradicting findings generated by univariate measures such as those explained earlier in this chapter.

---

[84]Melvin M. Tatsuoka and David Tiedman "Statistics as an Aspect of Scientific Method in Research on Teaching", in N. L. Gage's Handbook for Research on Teaching, (Chicago, Rand McNally, 1970), p. 102

Meaningful interpretations will be possible, however, and on the basis of the data generated by these statistical treatments and the literature, the second inquiry of this research project was launched.

Recruiting Guideline Strategies

The second major procedural undertaking involves the development of the recruiting guidelines. The general process relating to the generation of the recruiting guidelines is one of analyzing descriptive data and literature related to the data generating items and forming opinionated statements to which admission counselors could react. Admission counselors were asked to assess the worth of the recruiting process, concerns and techniques found in the guidelines developed by this study. In this section, some of the information utilized to develop the guideline strategies are presented:

Guideline Strategy 1: Establish a summer internship program for high school counselors. Counselors should participate in such a program at state universities where they would be in the minorities. This program will provide the counselors with a chance to work with minority students in a minority environment. This type of exposure will hopefully help counselors to encourage high school students to attend universities where they would be in the minority.

This strategy was generated based on some of the information gleaned from the demographic forms completed by the sampled students. Sixty-nine percent of the black students sampled from the predominantly white university indicated frequently visiting high school counselors for professional guidance and seventeen percent of the white students

sampled from the predominantly black university indicated the same. This low percentage of whites visiting a counselor could be accounted for by the fact that seventy-one percent of this group were older adults. But only 2 percent of the whites attending the predominantly black university indicated that the counselor encouraged them to attend a school where they would be in the minority and nineteen percent of the blacks attending the predominantly white university indicated the same.

However, seventy-four percent of the blacks attending the predominantly black university indicated that they would have attended a university where they would have been in the minority if encouraged and twenty-one percent of the whites attending the predominantly white university indicated the same. Therefore, this strategy was developed to prepare counselors to accept the responsibility of encouraging high school students to attend universities where they would be in the minority.

Guideline Strategy 2: A university's mobile admission unit should be established. The unit should be equipped with complete information related to student recruitment, admission requirements, financial aid, housing, student life, academic programs, etc. The most significant advantage to a mobile admissions unit is that it permits a prospective student to complete his or her college enrollment on site (churches, schools, banks, libraries, etc.)

As this paper has indicated, there are differences between minority students of predominantly white and black universities (differences

which include social, cultural, economic, psychological and educational background) which will have to be addressed and considered. These considerations will require programs, policies and services not within the past experiences of most institutions. Therefore, the researcher feels that a mobile admission unit is a type of service that is needed to address some of the differences of the minority student.

Guideline Strategy 3: The black church should become an integral part of any significant search for black students. Volunteer participation supplemented by college work study support can result in the development of a minority collegiate choral organization. This group can present gospel and spiritual programs in churches in various cities on a regular basis. The students participating will become on site recruiters of minority students.

Only 5 percent of the whites attending the predominantly black university and 2 percent of the blacks attending the predominantly white university were influenced by the church. But over sixty-five percent of the sampled students in both groups indicated some involvement with a church. This would lead one to support Dole's research indicating that the church can be a determinant of educational and vocational choices. Therefore, this strategy was developed.[85]

Guideline Strategy 4: Develop academic training program for high school students and adults interested in attending college. This program should present weekend workshops on such topics such as preparing for the SAT, how to study in college, selecting appropriate majors, etc. Special efforts should be made to advertise these workshops at predominantly white churches, private enterprises, high schools, military bases, etc.

---

[85]Dole, Educational and Vocational Choices, p. 150

This study indicated that black institutions are attracting a large proportion of full time older white students. These students are making a serious educational commitment rather than just attending an educational institution on a part time basis. A strategy such as this should help to convey the black institutions' mission of supporting any group with a serious educational commitment.

Guideline Strategy 5: The department of music, art, drama or the division of fine arts should take special efforts to employ minority faculty members in order to provide for the creative expression of the black culture.

Larry C. Jones' research indicated that increasing the number of black faculty, administrators, counselors, and students will help ease some of the minority members' feeling of prejudice, bias and discrimination existing at predominantly white universities.[86] This strategy was developed with this concept in mind.

Guideline Strategy 6: Those departments or schools which have contributed to the recognition of the university should prepare a special pamphlet on successfully employed graduates. This pamphlet should include autobiographies, pictures and college experiences on these graduates. Pertinent information about the department or school should be included.

Guideline Strategy 7: Establish a semi-annual forum among minority graduates, minority seniors and high school students interested in becoming minority freshmen. Issues influencing the minority student on campus should be discussed.

---

[86]Jones, Attitudes and Perceptions, p. 24

Strategies 6 and 7 are generated from the information taken from the personality inventory. This inventory indicated that minority students differ from their counterparts in such traits as capacity for status, well being, responsibility, self control, achievement conformance, and intellectual efficiency. This cluster of traits would lead the researcher to feel that these strategies would increase the recruitment of minority students.

Guideline Strategy 8: Special recruitment efforts should be directed to those high schools with substantial proportion of minority enrolled students. On site recruitment workshops should be presented at these schools semi-annually for all grade levels.

This research supports the finding that high school racial composition is a major determinant of college choice for blacks attending a predominantly white college. Forty eight percent of the BAPW attended high schools with the majority of the students being white. Thirty six percent of the WPAB attended high schools with the majority of the students being black. This strategy was developed incorporating these findings.

Guideline Strategy 9: Seek to find out about other race professional organizations existing in the area. Encourage these organizations to utilize college facilities for meetings, faculty members for developing and presenting seminars, among others. These organizations should be encouraged to participate in campus activities.

Alexander Astin's study influenced the development of this guideline. His study reinforced the concept that students decided to choose a college or university that meet their personal aspirations, goals and

that satisfies the expectations of their peers, families, teachers and counselors.[87]

Guideline Strategy 10: Create a pamphlet which includes information about financial aid programs available to white students attending predominantly black universities, highlighting special programs on campus and listing key people for contact. Copies of this pamphlet should be distributed at work sites employing white students.

This strategy was developed utilizing information from the demographic survey forms. Thirty-eight percent of the sampled white students at the predominantly black universities indicated that financial aid was a determinant of college choice. Thirty-one percent indicated that special curriculum was a determinant of college choice. Seventy-one percent of these students learned about the financial program or the special curriculum via reading materials. These statistics were utilized to create this strategy.

---

[87]Astin, College, p. 55

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

Chapter 4 presents the descriptive data from the demographic forms, motivational instruments, personality inventories and the admission counselors' surveys. The statistical tests used are presented along with the null hypotheses relating to each statistical treatment. The various internal and external factors of college choice are labeled subfactors. All tests, charts and discussions are presented following the treatment of each subfactor.

Subfactors from Demographic Forms, Motivational Instruments, and Personality Inventories Relating to White Students Attending Predominantly Black University (WAPB) and White Students Attending Predominantly White University (WAPW).

Subfactor 1: Career Choice and Choice of College

Does "career choice" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "career choice" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "career choice" being a determinant of college choice.

TABLE 1

CAREER CHOICE

RACE AND SCHOOL OF RESPONDENTS	SCIENCE	NON-SCIENCE
WAPB	0 = 20 E = 47.6	0 = 22 E = 52.4
WAPW	0 = 22 E = 26.2	0 = 20 E = 23.8

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "career choice" for sampled students.

Since the chi square value .048 is less than 3.84 for 1 degree of freedom required for significance at the 0.05 level, the H_0 is accepted. In other words, WAPB and WAPW show no significant difference in relations to "career choice" being a determinant of college choice. The Phi Coefficient of .05 indicates a negligible relationship between race/school of respondents and "career choice".

Subfactor 2: Class Rank and Choice of College

Does "class rank" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "class rank" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "class rank" being a determinant of college choice.

TABLE 2

CLASS RANK

RACE AND SCHOOL OF RESPONDENTS	HIGHEST THIRD	MIDDLE/LOWEST THIRD
WAPB	0 = 16 E = 19.0	0 = 26 E = 31.0
WAPW	0 = 30 E = 35.7	0 = 12 E = 14.3

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "class rank" of sampled students.

Since the chi square value 8.12 is greater then 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is rejected. In other words, WAPB and WAPW show a significant difference in relations to "class rank" being a determinant of college choice. The Phi Coefficient of .34 indicates a slight relationship between race/school of respondents and "class rank".

Subfactor 3: Family Income and Choice of College

Does "family income" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "family income" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "family income" being a determinant of college choice.

TABLE 3

FAMILY INCOME

RACE AND SCHOOL OF RESPONDENTS	$15,000-$34,999	$40,000-$80,000
WAPB	O = 34 E = 40.5	O = 8 E = 9.5
WAPW	O = 22 E = 26.2	O = 20 E = 23.8

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "family income" for sampled students.

Since the chi square value 6.48 is greater than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is rejected. In other words, WAPB and WAPW show a significant difference in relations to "family income" being a determinant of college choice. The Phi Coefficient of .30 indicates a slight relationship between race/school of respondents and "family income".

Subfactor 4: Father's Type of Occupation and Choice of College

Does "father's type of occupation" influence the choice of college of white students attending predominantly black universities and white students

attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "father's type of occupation" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "father's type of occupation" being a determinant of college choice.

TABLE 4

FATHER'S TYPE OF OCCUPATION

RACE AND SCHOOL OF RESPONDENTS	WHITE COLLAR	BLUE COLLAR
WAPB	0 = 20 E = 28.8	0 = 22 E = 26.2
WAPW	0 = 30 E = 35.7	0 = 12 E = 14.3

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "father's type of occupation" for sampled students.

Since the chi square value 4.00 is greater 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is rejected. In other words, WAPB and WAPW show a significant difference in relations to "father's type of occupation" being a determinant of college choice. The Phi Coefficient of .25 indicates a slight relationship between race/school of respondents and "father's type of occupation".

Subfactor 5: Financial Aid and Choice of College

Does "financial aid" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "financial aid" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "financial aid" being a determinant of college choice.

TABLE 5

FINANCIAL AID

RACE AND SCHOOL OF RESPONDENTS	YES	NO
WAPB	O = 31 E = 36.9	O = 11 E = 13.1
WAPW	O = 8 E = 9.5	O = 34 E = 40.5

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "financial aid" for sampled students.

Since the chi square value twenty three point seventeen is greater than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is rejected. In other words, WAPB and WAPW show a significant difference in relations to "financial aid" being a determinant of college choice. The Phi

Coefficient of .55 indicates a fair degree of relationship between race/school of respondents and "financial aid".

Subfactor 6: Guidance of High School Officials and Choice of College

Does "guidance of high school officials" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "guidance of high school officials" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "guidance of high school officials" being a determinant of college choice.

TABLE 6

GUIDANCE OF HIGH SCHOOL OFFICIALS
(COUNSELORS, TEACHERS AND PRINCIPALS)

RACE AND SCHOOL OF RESPONDENTS	YES	NO
WAPB	O = 11 E = 13.1	O = 31 E = 36.9
WAPW	O = 30 E = 35.7	O = 12 E = 14.3

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "guidance of high school officials" for sampled students.

Since the chi square value fifteen point forty four is greater than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is

rejected. In other words, WAPB and WAPW show a significant difference in relations to "guidance of high school officials" being a determinant of college choice. The Phi Coefficient of .45 indicates a fair degree of relationship between race/school of respondents and "guidance of high school officials".

Subfactor 7: High School Class Size and Choice of College

Does "high school class size" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "high school class size" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "high school class size" being a determinant of college choice.

TABLE 7

HIGH SCHOOL CLASS SIZE

RACE AND SCHOOL OF RESPONDENTS	LESS THAN 300	GREATER THAN OR EQUAL TO 300
WAPB	O = 15 E = 17.9	O = 27 E = 32.1
WAPW	O = 19 E = 22.6	O = 23 E = 27.4

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "high school class size" for sampled students.

Since the chi square value .44 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, WAPB and WAPW show no significant difference in relations to "high school class size" being a determinant of college choice. The Phi Coefficient of .10 indicates a negligible relationship between race/school of respondents and "class size".

Subfactor 8: High School Grade Point Average and Choice of College

Does "high school grade point average" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "high school grade point average" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "high school grade point average" being a determinant of college choice.

TABLE 8

HIGH SCHOOL GRADE POINT AVERAGE

RACE AND SCHOOL OF RESPONDENTS	1.0 - 2.9	3.0 - 4.0
WAPB	O = 21 E = 25.0	O = 21 E = 25.0
WAPW	O = 18 E = 21.4	O = 24 E = 28.6

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "high school grade point average" of sampled students.

Since the chi square value .19 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, WAPB and WAPW show no significant difference in relations to "high school grade point average" being a determinant of college choice. The Phi Coefficient of .07 indicates a negligible relationship between race/school of respondents and "high school grade point average"

Subfactor 9: Location of College and Choice of College

Does "location of college (near home)" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "location of college (near home)" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "location of college (near home)" being a determinant of college choice.

TABLE 9

LOCATION OF COLLEGE (NEAR HOME)

RACE AND SCHOOL OF RESPONDENTS	YES	NO
WAPB	O = 7 E = 8.3	O = 35 E = 41.7
WAPW	O = 14 E = 22.6	O = 23 E = 27.4

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "location of college (near home)" for sampled students.

Since the chi square value 6.74 is greater than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is rejected. In other words, WAPB and WAPW show a significant difference in relations to "location of college (near home)" being a determinant of college choice. The Phi Coefficient of .31 indicates a negligible relationship between race/school of respondents and "location of college (near home)".

Subfactor 10: Location of High School and Choice of College

Does "location of high school" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "location of high school" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "location of high school" being a determinant of college choice.

TABLE 10

LOCATION OF HIGH SCHOOL

RACE AND SCHOOL OF RESPONDENTS	IN VIRGINIA	OUTSIDE VIRGINIA
WAPB	0 = 19 E = 22.6	0 = 23 E = 27.4
WAPW	0 = 34 E = 40.5	0 = 8 E = 9.5

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "location of high school" for sampled students.

Since the chi square value ten point zero two is greater than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is rejected. In other words, WAPB and WAPW show a significant difference in relations to "location of high school" being a determinant of college choice. The Phi Coefficient of .37 indicates a slight relationship between race/school of respondents and "location of high school".

Subfactor 11: Type of Major and Choice of College

Does "type of major" influence the choice of white students attending predominantly black universities and white students attending predominantly

white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "type of major" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "type of major" being a determinant of college choice.

TABLE 11

TYPE OF MAJOR

RACE AND SCHOOL OF RESPONDENTS	SCIENCE	NON-SCIENCE
WAPB	O = 21 E = 25.0	O = 21 E = 25.0
WAPW	O = 23 E = 27.4	O = 19 E = 22.6

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "type of major" for sampled students.

Since the chi square value .048 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, WAPB and WAPW show no significant difference in relations to "type of major" being a determinant of college choice. The Phi Coefficient of .05 indicates a negligible relationship between race/school of respondents and "type of major".

Subfactor 12: Mother's Type of Occupation and Choice of College

Does "mother's type of occupation" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "mother's type of occupation" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "mother's type of occupation" being a determinant of college choice.

TABLE 12

MOTHER'S TYPE OF OCCUPATION

RACE AND SCHOOL OF RESPONDENTS	WHITE COLLAR	BLUE COLLAR
WAPB	O = 15 E = 17.9	O = 27 E = 32.1
WAPW	O = 25 E = 29.8	O = 17 E = 20.2

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "mother's type of occupation" for sampled students.

Since the chi square value 3.87 is greater than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is rejected. In other words, WAPB and WAPW show a significant difference in relations to "mother's type of occupation" being a determinant of college choice. The Phi Coefficient

of .24 indicates a slight relationship between race/school of respondents and "mother's type of occupation".

Subfactor 13: Predominant Race of High School Student Body and Choice of College

Does "predominant race of high school student body" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "predominant race of high school student body" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "predominant race of high school student body" being a determinant of college choice.

TABLE 13

PREDOMINANT RACE OF HIGH SCHOOL

RACE AND SCHOOL OF RESPONDENTS	WHITE	BLACK
WAPB	0 = 8 E = 9.5	0 = 34 E = 40.5
WAPW	0 = 15 E = 17.9	0 = 27 E = 32.1

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "predominant race of high school student body" for sampled students.

Since the chi square value 2.16 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, WAPB and WAPW show no significant difference in relations to "predominant race of high school student body" being a determinant of college choice. The Phi Coefficient of .19 indicates a negligible relationship between race/school of respondents and "predominant race of high school student body".

Subfactor 14: Race of High School Counselor and Choice of College

Does "race of high school counselor" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "race of high school counselor" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "race of high school counselor" being a determinant of college choice.

TABLE 14

RACE OF HIGH SCHOOL COUNSELORS

RACE AND SCHOOL OF RESPONDENTS	BLACK	WHITE
WAPB	O = 6 E = 7.1	O = 36 E = 42.9
WAPW	O = 9 E = 10.7	O = 33 E = 39.3

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "race of high school counselors" for sampled students.

Since the chi square value .324 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, WAPB and WAPW show no significant difference in relations to "race of high school counselor" being a determinant of college choice. The Phi Coefficient of .09 indicates a negligible relationship between race/school of respondents and "race of high school counselors".

Subfactor 15: Schooling of Father and Choice of College

Does "schooling of father" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "schooling of father" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "schooling of father" being a determinant of college choice.

TABLE 15

SCHOOLING OF FATHER

RACE AND SCHOOL OF RESPONDENTS	HIGH SCHOOL & BELOW	ABOVE HIGH SCHOOL
WAPB	O = 20 E = 23.8	O = 22 E = 26.2
WAPW	O = 12 E = 14.3	O = 30 E = 35.7

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "schooling of father" for sampled students.

Since the chi square value 2.47 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, WAPB and WAPW show no significant difference in relations to "schooling of father" being a determinant of college choice. The Phi Coefficient of .19 indicates a slight relationship between race/school of respondents and "schooling of father".

Subfactor 16: Schooling of Mother and Choice of College

Does "schooling of mother" influence the choice of college of white students attending predominantly black universities and white students

attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "schooling of mother" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "schooling of mother" being a determinant of college choice.

TABLE 16

SCHOOLING OF MOTHER

RACE AND SCHOOL OF RESPONDENTS	HIGH SCHOOL & BELOW	ABOVE HIGH SCHOOL
WAPB	O = 22 E = 26.2	O = 20 E = 23.8
WAPW	O = 14 E = 16.7	O = 28 E = 33.3

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "schooling of mother" for sampled students.

Since the chi square value 2.38 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, WAPB and WAPW show no significant difference in relations to "schooling of mother" being a determinant of college choice. The Phi Coefficient of .19 indicates a slight relationship between race/school of respondents and "schooling of mother".

Subfactor 17: Sex and Choice of College

Does "sex" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "sex" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "sex" being a determinant of college choice.

TABLE 17

SEX OF RESPONDENTS

RACE AND SCHOOL OF RESPONDENTS	MALE	FEMALE
WAPB	0 = 13 E = 15.5	0 = 29 E = 34.5
WAPW	0 = 21 E = 25.0	0 = 21 E = 25.0

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "sex" for sampled students.

Since the chi square value 2.42 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, WAPB and WAPW show no significant difference in relations to "sex" being

a determinant of college choice. The Phi Coefficient of .19 indicates a negligible relationship between race/school of respondents and "sex".

Subfactor 18: Special Curriculum and Choice of College

Does "special curriculum" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "special curriculum" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "special curriculum" being a determinant of college choice.

TABLE 18

SPECIAL CURRICULUM

RACE AND SCHOOL OF RESPONDENTS	YES	NO
WAPB	O = 13 E = 15.5	O = 29 E = 34.5
WAPW	O = 10 E = 11.9	O = 22 E = 38.1

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "special curriculum" for sampled students.

Since the chi square value .239 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other

words, WAPB and WAPW show no significant difference in relations to "special curriculum" being a determinant of college choice. The Phi Coefficient of .08 indicates a negligible relationship between race/school of respondents and "special curriculum".

Subfactor 19: Visits With High School Counselor and Choice of College

Does "visits with high school counselor" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW in relations to "visits with high school counselor" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW in relations to "visits with high school counselor" being a determinant of college choice.

TABLE 19

VISITS WITH HIGH SCHOOL COUNSELOR

RACE AND SCHOOL OF RESPONDENTS	FREQUENTLY	SELDOMLY/NEVER
WAPB	O = 7 E = 8.3	O = 35 E = 41.7
WAPW	O = 18 E = 21.4	O = 24 E = 28.6

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "visits with high school counselor" for sampled students.

Since the chi square value 5.69 is greater than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is rejected. In other words, WAPB and WAPW show a significant difference in relations to "visits with high school counselor" being a determinant of college choice. The Phi Coefficient of .29 indicates a negligible relationship between race/school of respondents and "visits with high school counselor".

Subfactor 20: Type of Motivation and Choice of College

Does "type of motivation" influence the choice of college of white students attending predominantly black universities and white students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between WAPB and WAPW are homogeneous with respect to "type of motivation".

Alternative Hypothesis (H_1): There is a difference between WAPB and WAPW are not homogeneous with respect to "type of motivation".

TABLE 20

TYPE OF MOTIVATION

RACE AND SCHOOL OF RESPONDENTS	INTERNAL	EXTERNAL
WAPB	O = 26 E = 34.5	O = 16 E = 19.0
WAPW	O = 29 E = 34.5	O = 13 E = 15.5

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "type of motivation" for sampled students.

Since the chi square value .211 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, WAPB and WAPW show no significant difference in relations to "type of motivation" being a determinant of college choice. The Phi Coefficient of .09 indicates a negligible relationship between race/school of respondents and "type of motivation".

Subfactor 21: Personality Traits and Choice of College

Is there significant difference in the personality traits between white students attending predominantly white universities and white students attending predominantly black universities? The statistic used for this subfactor was the Two Sample t Test. The raw score for each personality scale was determined by the instructions provided in the California Psychological Inventory Manual (CPI). A conversion scale was utilized to convert each raw score to a standard score. Once the scores were generated for each person, the appropriate statistical procedures were employed to prepare the data for analysis. Table 21 and table 22 provide relevant statistics for this group in relations to personality traits and choice of college.

Null Hypothesis: There will be no significant differences on the "dominance" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "dominance" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "dominance" scale of whites attending predominantly white university. The t-value was calculated to be 1.91 at eighty two degrees

of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was rejected. There is significant differences between WAPB and WAPW on the scale, "dominance."

Null Hypothesis: There will be no significant differences on the "capacity for status" scale on the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "capacity for status" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "capacity for status" scale of whites attending predominantly white university. The t-value was calculated to be 2.32 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore for the null hypothesis was rejected. There is significant differences between WAPB and WAPW on the scale, "capacity for status".

Null Hypothesis: There will be no significant differences on the "sociability" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "sociability" scale of whites attending predominantly black universities and μ_{WAPW} is the mean score on the "sociability" scale of whites attending predominantly white

university. The t-value was calculated to be .71 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between WAPB and WAPW on the scale, "sociability".

Null Hypothesis: There will be no significant differences on the "social presence" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "social presence" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "social presence" scale of whites attending predominantly white university. The t-value was calculated to be -.14 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between WAPB and WAPW on the scale, "social presence".

Null Hypothesis: There will be no significant differences on the "self-acceptance" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "self-acceptance" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "self-acceptance" scale of whites attending predominantly white university. The t-value was calculated to be -.33 at eighty

two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between WAPB and WAPW on the scale, "self-acceptance".

Null Hypothesis: There will be no significant differences on the "well-being" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "well-being" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "well-being" scale of whites attending predominantly white university. The t-value was calculated to be 3.92 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was rejected. There is significant differences between WAPB and WAPW on the scale, "well-being".

Null Hypothesis: There will be no significant differences on the "responsibility" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "responsibility" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "responsibility" scale of whites attending predominantly white university. The t-value was calculated to be 2.50 at eight two degrees of freedom. The critical value at the .05

level of significance is 1.66 and therefore the null hypothesis was rejected. There is significant differences between WAPB and WAPW on the scale, "responsibility".

Null Hypothesis: There will be no significant differences on the "socialization" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "socialization" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "socialization" scale of whites attending predominantly white university. The t-value was calculated to be -.41 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between WAPB and WAPW on the scale, "socialization".

Null Hypothesis: There will be no significant differences on the "self-control" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "self-control" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "self-control" scale of whites attending predominantly white university. The t-value was calculated to be 2.54 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was

rejected. There is significant differences between WAPB and WAPW on the scale, "self-control".

Null Hypothesis: There will be no significant differences on the "tolerance" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "tolerance" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "tolerance" scale of whites attending predominantly white university. The t-value was calculated to be 2.23 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was rejected. There is significant differences between WAPB and WAPW on the scale, "tolerance".

Null Hypothesis: There will be no significant differences on the "good impression" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "good impression" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "good impression" scale of whites attending predominantly white university. The t-value was calculated to be 1.91 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was

rejected. There is significant differences between WAPB and WAPW on the scale, "good impression".

Null Hypothesis: There will be no significant differences on the "communality" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "communality" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "communality" scale of whites attending predominantly white university. The t-value was calculated to be .31 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between WAPB and WAPW on the scale, "communality".

Null Hypothesis: There will be no significant differences on the "achievement conformance" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "achievement conformance" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "achievement conformance" scale of whites attending predominantly white university. The t-value was calculated to be 2.40 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was rejected. There is significant

differences between WAPB and WAPW on the scale, "achievement conformance".

Null Hypothesis: There will be no significant differences on the "achievement independence" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "achievement independence" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "achievement independence" scale of whites attending predominantly white university. The t-value was calculated to be 1.01 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between WAPB and WAPW on the scale, "achievement independence".

Null Hypothesis: There will be no significant differences on the "intellectual efficiency" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "intellectual efficiency" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "intellectual efficiency" scale of whites attending predominantly white university. The t-value was calculated to be 2.25 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore

the null hypothesis was rejected. There is significant differences between WAPB and WAPW on the scale, "intellectual efficiency".

Null Hypothesis: There will be no significant differences on the "psychological mindedness" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "psychological mindedness" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "psychological mindedness" scale of whites attending predominantly white university. The t-value was calculated to be 2.12 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was rejected. There is significant differences between WAPB and WAPW on the scale, "psychological mindedness".

Null Hypothesis: There will be no significant differences on the "flexibility" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "flexibility" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "flexibility" scale of whites attending predominantly white university. The t-value was calculated to be .22 at eighty two degrees of freedom. The critical value at the .05 level of significance

is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between WAPB and WAPW on the scale, "flexibility".

Null Hypothesis: There will be no significant differences on the "femininity" scale of the CPI between WAPB and WAPW.

H_0: $\mu_{WAPB} = \mu_{WAPW}$

H_1: $\mu_{WAPB} \neq \mu_{WAPW}$ where μ_{WAPB} is the mean score on the "femininity" scale of whites attending predominantly black university and μ_{WAPW} is the mean score on the "femininity" scale of whites attending predominantly white university. The t-value was calculated to be .47 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between WAPB and WAPW on the scale, "femininity".

TABLE 21

MEANS AND STANDARD DEVIATIONS OF SCORES

ON THE CALIFORNIA PSYCHOLOGICAL INVENTORY

SCALES	WAPW		WAPB	
	M	SD	M	SD
	N = 42		N = 42	
DOMINANCE	50.8	10.8	55.3	10.4
CAPACITY FOR STATUS	44.9	10.6	50.6	11.5
SOCIABILITY	51.0	10.4	52.5	8.6
SOCIAL PRESENCE	54.7	9.6	54.4	10.2
SELF ACCEPTANCE	57.5	11.8	56.7	9.3
WELL BEING	38.7	11.3	47.5	9.1
RESPONSIBILITY	41.7	8.9	46.6	9.1
SOCIALIZATION	44.8	9.4	43.9	9.9
SELF CONTROL	40.2	10.8	46.3	11.4
TOLERANCE	42.5	10.5	47.7	10.9
GOOD IMPRESSION	41.5	10.0	45.5	9.2
COMMUNALITY	50.4	10.4	51.0	8.6
ACHIEVEMENT CONFORMANCE	45.1	10.1	50.2	9.6
ACHIEVEMENT INDEPENDENCE	48.6	10.4	50.9	10.7
INTELLECTUAL EFFICIENCY	43.8	10.6	48.8	9.3
PSYCHOLOGICAL MINDEDNESS	48.6	8.9	52.3	7.2
FLEXIBILITY	50.6	10.2	51.1	11.1
FEMININITY	48.8	9.3	49.7	8.7

TABLE 22

RESULTS OF SIGNIFICANT T-TESTS ON THE

CALIFORNIA PSYCHOLOGICAL INVENTORY

SCALES	WAPB VS WAPW
DOMINANCE	1.91 +
CAPACITY FOR STATUS	2.32 ***
SOCIABILITY	.71
SOCIAL PRESENCE	- .14
SELF ACCEPTANCE	- .33
WELL BEING	3.92 +
RESPONSIBILITY	2.50 **
SOCIALIZATION	- .41
SELF CONTROL	2.54 **
TOLERANCE	2.23 ***
GOOD IMPRESSION	1.91 +
COMMUNALITY	.31
ACHIEVEMENT CONFORMANCE	2.40 **
ACHIEVEMENT INDEPENDENCE	1.01
INTELLECTUAL EFFICIENCY	2.25 ***
PSYCHOLOGICAL MINDEDNESS	2.12 ***
FLEXIBILITY	.22
FEMININITY	.47

*p>.005 **p>.01 ***p>.025 +p>.05 ++p>.10 +++p>.25

Discriminant Function Analysis on Variables for White Students Attending Predominantly Black University (WAPB) and White Students Attending Predominantly White University (WAPW).

Subfactor 22: Discriminant Function Analysis

The Discriminant Function Analysis did not generate any more detailed information than the univariate statistical procedures outlined in previous pages of this chapter. A total of thirty-eight variables were tested for this group. These variables are designated as follows:

(1) Career Choice

(2) Class Rank

(3) Family Income

(4) Father's Type of Occupation

(5) Financial Aid

(6) Guidance of High School Officials

(7) High School Class Size

(8) High School Grade Point Average

(9) Location of College (near home)

(10) Location of High School

(11) Major

(12) Mother's Type of Occupation

(13) Predominant Race of High School Student Body

(14) Race of High School Counselor

(15) Schooling of Father

(16) Schooling of Mother

(17) Sex

(18) Special Curriculum

(19) Visits With High School Counselor

(20) Type of Motivation

(21) Dominance

(22) Capacity for Status

(23) Sociability

(24) Social Presence

(25) Self Acceptance

(26) Well-Being

(27) Responsibility

(28) Socialization

(29) Self Control

(30) Tolerance

(31) Good Impression

(32) Communality

(33) Achievement Conformance

(34) Achievement Independence

(35) Intellectual Efficiency

(36) Psychological Mindedness

(37) Flexibility

(38) Femininity

Further examination of the data generated via the Discriminant Function Analysis indicated that this group showed significant differences involving several variables. Each significant variable will be discussed and a summary

chart including all variables, means and discriminant weights are presented in table 23, table 24 and table 25.

Variable - Class Rank

The F-ratio ten point thirty six, relative to career choice, was significant at the .05 level. An examination of group means for this variable showed that the mean for class rank of WAPB was significantly higher than for WAPW. WAPB usually rank themselves in the middle or lowest third of their graduating high school class while WAPW rank themselves in the highest third. "Class rank" appears to be a determinant of college choice for WAPB.

Variable - Family Income

The F-ratio 8.29, relative to family income, was significant at the .05 level. An examination of group means for this variable showed that the mean for family income of WAPB was significantly higher than for WAPW. WAPB tend to come from households with family incomes less than $39,999 a year while WAPW come from households with incomes greater than $40,000 a year. "Family income" appears to be a determinant of college choice for WAPB.

Variable - Father's Type of Occupation

The F-ratio 5.13, relative to father's type of occupation, was significant at the .05 level. An examination of group means for this variable showed that the mean for father's type of occupation of WAPB was significantly higher than for WAPW. WAPB tend to have fathers employed as blue collar workers while WAPW are white collar workers. "Father's type of occupation" appears to be a determinant of college choice for WAPB.

Variable - Financial Aid

The F-ratio thirty five point thirty eight, relative to financial aid, was significant at the .05 level. An examination of group means for this variable showed that the mean for financial aid of WAPW was significantly higher than for WAPW. WAPB tend to receive more financial aid than WAPW. "Financial aid" appears to be a determinant of college choice for WAPB.

Variable - Guidance from high school officials

The F-ratio twenty one point eleven, relative to guidance from high school officials, was significant at the .05 level. An examination of group means for this variable showed that the mean for guidance from high school officials of WAPB was significantly higher than for WAPW. WAPB do not seek guidance from high school officials about college choice. This does not appear to be a determinant of college choice for WAPB. "Guidance from high school officials" must be influenced to direct more whites to predominantly black universities.

Variable - Location of College (near home)

The F-ratio 8.66, relative to location of college, was significant at the .05 level. An examination of group means for this variable showed that the mean for location of college of WAPB was significantly higher than WAPW. WAPW are more likely to attend a college because of location (near home) than WAPB. "Location of college (near home)" does not appear to be a determinant of college choice for WAPB.

Variable - Location of High School

The F-ratio thirteen point zero one, relative to location of high school, was significant at the .05 level. An examination of group means for this

variable showed that the mean for location of high school of WAPB was significantly higher than for WAPW. WAPB tend to graduate from high schools outside of Virginia while WAPW from high schools in Virginia. "Location of high school" appears to be a determinant of college choice for WAPB.

Variable - Mother's Type of Occupation

The F-ratio 4.94, relative to mother's type of occupation, was significant at the .05 level. An examination of group means for this variable showed that the mean for mother's type of occupation of WAPB was significantly higher than for WAPW. WAPB tend to have mothers who are employed as blue collar worker while WAPW are white collar workers. "Mother's type of occupation" appears to be a determinant of college choice for WAPB.

Variable - Visits With High School Counselor

The F-ratio 7.33, relative to visits with counselor, was significant at .05 level. An examination of group means for this variable showed that the mean for visits with counselor of WAPB was significantly higher than for WAPW. WAPB tend to seldomly or never visit counselors while WAPW frequently visit counselors. "Visits with high school counselor" does not appear to be a determinant of college choice for WAPB.

Variable - Dominance

The F-ratio 3.64, relative to dominance, was significant at the .06 level. An examination of group means for this variable showed that the mean for dominance of WAPB was significantly higher than for WAPW. "Dominance" appears to be a personality trait of WAPB.

Variable - Capacity for Status

The F-ratio 5.40, relative to capacity for status, was significant at the .05 level. An examination of group means for this variable showed that the mean for capacity of status of WAPB was significantly higher than for WAPW. "Capacity for status" appears to be a personality trait of WAPB.

Variable - Well-Being

The F-ratio fifteen point thirty eight, relative to well-being, was significant at the .05 level. An examination of group means for this variable showed that the mean for well-being of WAPB was significantly higher than for WAPW. "Well-Being" appears to be a personality trait of WAPB.

Variable - Responsibility

The F-ratio 6.24, relative to responsibility, was significant at the .05 level. An examination of group means for this variable showed that the mean for responsibility of WAPB was significantly higher than for WAPW. "Responsibility" appears to be a personality trait of WAPB.

Variable - Self-Control

The F-ratio 6.43, relative to self control, was significant at the .05 level. An examination of group means for this variable showed that the mean for self control of WAPB was significantly higher than for WAPW. "Self control" appears to be a personality trait of WAPB.

Variable - Tolerance

The F-ratio 4.99, relative to tolerance, was significant at the .05 level. An examination of group means for this variable showed that the mean for tolerance of WAPB was significantly higher than for WAPW. "Tolerance" appears to be a personality trait of WAPB.

Variable - Good Impression

The F-ratio 3.67, relative to good impression, was significant at the .06 level. An examination of group means for this variable showed that the mean for good impression of WAPB was significantly higher than for WAPW. "Good impression" appears to be a personality trait of WAPB.

Variable - Achievement Conformance

The F-ratio 5.76, relative to achievement conformance, was significant at the .05 level. An examination of group means for this variable showed that the mean for achievement conformance of WAPB was significantly higher than for WAPW. "Achievement conformance" appears to be a personality trait of WAPB.

Variable - Intellectual Efficiency

The F-ratio 5.04, relative to intellectual efficiency, was significant at the .05 level. An examination of group means for this variable showed that the mean for intellectual efficiency of WAPB was significantly higher than for WAPW. "Intellectual efficiency" appears to be a personality trait of WAPB.

Variable - Psychological Mindedness

The F-ratio 4.51, relative to psychological mindedness, was significant at the .05 level. An examination of group means for this variable showed that the mean for psychological mindedness of WAPB was significantly higher than for WAPW. "Psychological mindedness" appears to be a personality trait of WAPB.

TABLE 23

DISCRIMINANT ANALYSIS SUMMARY CHART

Variables	Groups	Means	Discriminant Weights
Career Choice	WAPB	1.52	.07982
	WAPW	1.48	
Class Rank	WAPB	1.62	.57900
	WAPW	1.29	
Family Income	WAPB	1.19	-.13391
	WAPW	1.48	
Father's Type of Occupation	WAPB	1.52	.26050
	WAPW	1.29	
Financial Aid	WAPB	1.26	-.66762
	WAPW	1.81	
Guidance of High School Officials	WAPB	1.74	.78789
	WAPW	1.29	
High School Class Size	WAPB	1.64	.35987
	WAPW	1.55	
High School Grade Point Average	WAPB	1.50	-.00951
	WAPW	1.57	
Location of College	WAPB	1.83	.41852
	WAPW	1.55	
Location of High School	WAPB	1.55	.64055
	WAPW	1.19	
Major	WAPB	1.50	.06726
	WAPW	1.45	
Mother's Type of Occupation	WAPB	1.64	.35116
	WAPW	1.40	
Predominant Race of High School Student Body	WAPB	1.81	.37864
	WAPW	1.64	
Race of High School Counselor	WAPB	1.86	.11118
	WAPW	1.79	

TABLE 23 CONTINUED

Variables	Groups	Means	Discriminant Weights
Schooling of Father	WAPB	1.52	-.30687
	WAPW	1.71	
Schooling of Mother	WAPB	1.48	-.15197
	WAPW	1.67	
Sex	WAPB	1.69	.32696
	WAPW	1.50	
Special Curriculum	WAPB	2.97	-.12719
	WAPW	2.95	
Visits with Counselor	WAPB	1.83	.21854
	WAPW	1.57	
Type of Motivation	WAPB	1.38	.12752
	WAPW	1.31	
Dominance	WAPB	55.26	.29183
	WAPW	50.83	
Capacity for Status	WAPB	50.60	.47073
	WAPW	44.98	
Sociability	WAPB	52.52	-.40805
	WAPW	51.05	
Social Presence	WAPB	54.40	-.38868
	WAPW	54.71	
Self Acceptance	WAPB	56.74	-.19937
	WAPW	57.50	
Well-Being	WAPB	47.55	1.12988
	WAPW	38.79	
Responsibility	WAPB	46.62	-.70708
	WAPW	41.71	
Socialization	WAPB	33.93	.29647
	WAPW	44.79	

TABLE 23 CONTINUED

Variables	Groups	Means	Discriminant Weights
Self Control	WAPB	46.33	-.37018
	WAPW	40.19	
Tolerance	WAPB	47.67	-.39589
	WAPW	42.45	
Good Impression	WAPB	45.48	-.01844
	WAPW	41.45	
Communality	WAPB	51.60	-.24690
	WAPW	50.36	
Achievement Conformance	WAPB	50.24	-.28564
	WAPW	45.07	
Achievement Independence	WAPB	50.98	.34350
	WAPW	48.64	
Intellectual Efficiency	WAPB	48.76	.30356
	WAPW	43.88	
Psychological Mindedness	WAPB	52.33	.30356
	WAPW	48.57	
Flexibility	WAPB	51.10	-.20914
	WAPW	50.60	
Femininity	WAPB	49.71	.34979
	WAPW	48.25	

Note: Variables, groups, means and discriminant weights for all variables used to compare WAPB and WAPW.

TABLE 24

DISCRIMINANT ANALYSIS

Variables	F-ratio	Significance	WILK'S LAMBDA
Career Choice	.186	.6671	.99773
Class Rank	10.360	.0018*	.88787
Family Income	8.292	.0051*	.90816
Father's Type of Occupation	5.125	.0262*	.94118
Financial Aid	35.380	.0000*	.69850
Guidance of High School Officials	21.110	.0000*	.79524
High School Class Size	.779	.3800	.99059
High School Grade Point Average	.423	.5174	.99487
Location of College	8.657	.0042*	.90451
Location of High School	13.010	.0005*	.86306
Major	.187	.6667	.99773
Mother's Type of Occupation	4.940	.0290*	.94318
Predominant Race of High School Student Body	2.968	.0881	.96507
Race of High School Counselor	.719	.3988	.99130
Schooling of Father	3.280	.0738	.96154
Schooling of Mother	3.154	.0795	.96296

TABLE 24 CONTINUED

Variables	F-ratio	Significance	WILK'S LAMBDA
Sex	3.208	.0770	.96235
Special Curriculum	.0100	.9203	.99988
Visits with Counselor	7.328	.0083*	.91797
Type of Motivation	.465	.4971	.99436
Dominance	3.641	.0599*	.95749
Capacity for Status	5.400	.0226*	.93822
Sociability	.501	.4812	.99393
Social Presence	.021	.8864	.99975
Self Acceptance	.108	.7430	.99868
Well-Being	15.380	.0002*	.84203
Responsibility	6.235	.0145*	.92934
Socialization	.166	.6850	.99798
Self Control	6.432	.0131*	.92726
Tolerance	4.988	.0282*	.94266
Good Impression	3.666	.0590*	.95720
Communality	.095	.7587	.99884
Achievement Conformance	5.764	.0186*	.93432
Achievement Independence	1.022	.3150	.98769
Intellectual Efficiency	5.042	.0274*	.94207
Psychological Mindedness	4.512	.0367*	.94785

TABLE 24 CONTINUED

Variables	F-ratio	Significance	WILK'S LAMBDA
Flexibility	.046	.8299	.99943
Femininity	.224	.6371	.99727

Note: Complete F ratios for all variables concerning WAPB and WAPW with significant F ratios starred.

TABLE 25

GROUP MEANS

VARIABLES	GROUP I (WAPB)	GROUP II (WAPW)
Career Choice	1.52	1.48
Class Rank	1.62	1.29
Family Income	1.48	1.19
Father's Type of Occupation	1.52	1.29
Financial Aid	1.81	1.26
Guidance of High School Officials	1.74	1.29
High School Class Size	1.64	1.55
High School Grade Point Average	1.50	1.57
Location of College	1.83	1.55
Location of High School	1.55	1.19
Major	1.50	1.45
Mother's Type of Occupation	1.64	1.40
Predominant Race of High School Student Body	1.81	1.64
Race of High School Counselor	1.86	1.79
Schooling of Father	1.52	1.71
Schooling of Mother	1.48	1.67

TABLE 25 CONTINUED

VARIABLES	GROUP I (WAPB)	GROUP II (WAPW)
Sex	1.69	1.50
Special Curriculum	2.97	2.95
Visits with Counselor	1.83	1.57
Type of Motivation	1.38	1.31
Dominance	55.26	50.83
Capacity for Status	50.60	44.98
Sociability	52.52	51.05
Social Presence	54.40	54.71
Self Acceptance	56.74	57.50
Well-Being	47.55	38.79
Responsibility	46.62	41.71
Socialization	33.93	44.79
Self Control	46.33	40.19
Tolerance	47.67	42.45
Good Impression	45.48	41.45
Communality	51.00	50.36
Achievement Conformance	50.24	45.07
Achievement Independence	50.98	48.64
Intellectual Efficiency	48.76	43.88
Psychological Mindedness	52.33	48.57

TABLE 25 CONTINUED

VARIABLES	GROUP I (WAPB)	GROUP II (WAPW)
Flexibility	51.10	50.60
Femininity	49.71	48.25

Note: Intergroup comparisons for all variables concerning WAPB and WAPW based on difference in group means.

Subfactors from Demographic Forms, Motivational Instruments and Personality Inventories Relating to Black Students Attending Predominantly Black University (BAPB) and Black Students Attending Predominantly White University (BAPW).

Subfactor 1A: Career Choice and Choice of College

Does "career choice" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "career choice" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "career choice" being a determinant of college choice.

TABLE 26

CAREER CHOICE

RACE AND SCHOOL OF RESPONDENTS	SCIENCE	NON-SCIENCE
BAPB	O = 11 E = 13.1	O = 31 E = 36.9
BAPW	O = 23 E = 27.4	O = 19 E = 22.6

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "career choice" of sampled students.

Since the chi square value 5.98 is greater than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is rejected. In other words, BAPB and BAPW show a significant difference in relations to "career choice" being a determinant of college choice. The Phi Coefficient of .29 indicates a slight relationship between race/school of respondents and "career choice".

Subfactor 2A: Class Rank and Choice of College

Does "class rank" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "class rank" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "class rank" being a determinant of college choice.

TABLE 27

CLASS RANK

RACE AND SCHOOL OF RESPONDENTS	HIGHEST THIRD	MIDDLE THIRD/ LOWEST THIRD
BAPB	0 = 9 E = 10.7	0 = 33 E = 39.3
BAPW	0 = 23 E = 27.4	0 = 19 E = 22.6

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "class rank" of sampled students.

Since the chi square value 8.53 is greater than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is rejected. In other words, BAPB and BAPW show a significant difference in relations to "class rank" being a determinant of college choice. The Phi Coefficient of .34 indicates a slight relationship between race/school of respondents and "class rank".

Subfactor 3A: Family Income and Choice of College

Does "family income" influence the choice of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "family income" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "family income" being a determinant of college choice.

TABLE 28

FAMILY INCOME

RACE AND SCHOOL OF RESPONDENTS	LESS THAN $39,999	MORE THAN $40,000
BAPB	O = 34 E = 40.5	O = 8 E = 9.5
BAPW	O = 35 E = 41.7	O = 7 E = 8.3

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "family income" of sampled students.

Since the chi square value .0001 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, BAPB and BAPW show no significant difference in relations to "family income" being a determinant of college choice. The Phi Coefficient of .03 indicates a negligible relationship between race/school of respondents and "family income".

Subfactor 4A: Father's Type of Occupation and Choice of College

Does "father's type of occupation" influence the choice of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "father's type of occupation" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "father's type of occupation" being a determinant of college choice.

TABLE 29

FATHER'S TYPE OF OCCUPATION

RACE AND SCHOOL OF RESPONDENTS	WHITE COLLAR	BLUE COLLAR
BAPB	O = 9 E = 10.7	O = 33 E = 39.3
BAPW	O = 14 E = 16.7	O = 28 E = 33.3

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "father's type of occupation" of sampled students.

Since the chi square value .96 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, BAPB and BAPW show no significant difference in relations to "father's type of occupation" being a determinant of college choice. The Phi Coefficient of .13 indicates a negligible relationship between race/school of respondents and "father's type of occupation".

Subfactor 5A: Financial Aid and Choice of College

Does "financial aid" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "financial aid" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "financial aid" being a determinant of college choice.

TABLE 30

RESPONSE TO QUESTION

RACE AND SCHOOL OF RESPONDENTS	YES	NO
BAPB	O = 25 E = 29.8	O = 17 E = 20.2
BAPW	O = 29 E = 34.5	O = 13 E = 15.5

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "financial aid" of sampled students.

Since the chi square value .467 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, BAPB and BAPW show no significant difference in relations to "financial aid" being a determinant of college choice. The Phi Coefficient of .10 indicates a negligible relationship between race/school of respondents and "financial aid."

Subfactor 6A: Guidance from High School Officials and Choice of College

Does "guidance from high school officials" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "guidance of high school officials" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "guidance of high school officials" being a determinant of college choice.

TABLE 31

GUIDANCE FROM HIGH SCHOOL OFFICIALS
(COUNSELORS, TEACHERS, AND PRINCIPALS)

RACE AND SCHOOL OF RESPONDENTS	YES	NO
BAPB	0 = 27 E = 32.1	0 = 15 E = 17.9
BAPW	0 = 26 E = 31.0	0 = 16 E = 19.0

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "guidance from high school officials" of sampled students.

Since the chi square value .0001 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, BAPB and BAPW show no significant difference in relations to "guidance from high school officials" being a determinant of college choice. The Phi Coefficient of .02 indicates a negligible relationship between race/school of respondents and "guidance from high school officials".

Subfactor 7A: High School Class Size and Choice of College

Does "high school class size" influence the choice of college of black students attending predominantly black universities and black students attending

predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "high school class size" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "high school class size" being a determinant of college choice.

TABLE 32

HIGH SCHOOL CLASS SIZE

RACE AND SCHOOL OF RESPONDENTS	LESS THAN 300	GREATER THAN OR EQUAL TO 300
BAPB	0 = 17 E = 20.2	0 = 25 E = 29.8
BAPW	0 = 22 E = 26.2	0 = 20 E = 23.8

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "high school class size" of sampled students.

Since the chi square value .76 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, BAPB and BAPW show no significant difference in relations to "high school class size" being a determinant of college choice. The Phi Coefficient of .12 indicates a negligible relationship between race/school of respondents and "high school class size".

Subfactor 8A: High School Grade Point Average and Choice of College

Does "high school grade point average" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "high school grade point average" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "high school grade point average" being a determinant of college choice.

TABLE 33

HIGH SCHOOL GRADE POINT AVERAGE

RACE AND SCHOOL OF RESPONDENTS	3.0 - 4.0	1.0 - 2.9
BAPB	O = 10 E = 11.9	O = 32 E = 38.1
BAPW	O = 24 E = 28.6	O = 18 E = 21.4

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "high school grade point average" of sampled students.

Since the chi square value 8.35 is greater than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is rejected. In other words, BAPB and BAPW show a significant difference in relations to "high school grade point average" being a determinant of college choice. The Phi Coefficient of

.34 indicates a slight relationship between race/school of respondents and "high school grade point average".

Subfactor 9A: Location of College (Near Home) and Choice of College

Does "location of college (near home)" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "location of college (near home)" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "location of college (near home)" being a determinant of college choice.

TABLE 34

LOCATION OF COLLEGE

RACE AND SCHOOL OF RESPONDENTS	YES	NO
BAPB	O = 9 E = 10.7	O = 33 E = 39.3
BAPW	O = 17 E = 20.2	O = 25 E = 29.8

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "location of college (near home)" of sampled students.

Since the chi square value 2.73 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words,

BAPB and BAPW show no significant difference in relations to "location of college (near home)" being a determinant of college choice. The Phi Coefficient of .21 indicates a slight relationship between race/school of respondents and "location of college (near home)".

Subfactor 10A: Location of High School and Choice of College

Does "location of high school" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "location of high school" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "location of high school" being a determinant of college choice.

TABLE 35

LOCATION OF HIGH SCHOOL

RACE AND SCHOOL OF RESPONDENTS	IN VIRGINIA	OUTSIDE VIRGINIA
BAPB	O = 25 E = 29.8	O = 17 E = 20.2
BAPW	O = 35 E = 41.7	O = 7 E = 8.3

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "location of high school" of sampled students.

Since the chi square value 4.73 is greater than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is rejected. In other words, BAPB and BAPW show a significant difference in relations to "location of high school" being a determinant of college choice. The Phi Coefficient of .26 indicates a slight relationship between race/school of respondents and "location of high school".

Subfactor 11A: Major and Choice of College

Does "major" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "major" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "major" being a determinant of college choice.

TABLE 36

MAJOR

RACE AND SCHOOL OF RESPONDENTS	SCIENCE	NON-SCIENCE
BAPB	O = 12 E = 14.3	O = 30 E = 35.7
BAPW	O = 19 E = 22.6	O = 23 E = 27.4

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "major" of sampled students.

Since the chi square value 1.84 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, BAPB and BAPW show no significant difference in relations to "major" being a determinant of college choice. The Phi Coefficient of .17 indicates a negligible relationship between race/school of respondents and "major".

Subfactor 12A: Mother's Type of Occupation and Choice of College

Does "mother's type of occupation" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "mother's type of occupation" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "mother's type of occupation" being a determinant of college choice.

TABLE 37

MOTHER'S TYPE OF OCCUPATION

RACE AND SCHOOL OF RESPONDENTS	WHITE COLLAR	BLUE COLLAR
BAPB	O = 16 E = 14.0	O = 26 E = 31.0
BAPW	O = 14 E = 16.7	O = 28 E = 33.3

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "mother's type of occupation" of sampled students.

Since the chi square value .05 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, BAPB and BAPW show no significant difference in relations to "mother's type of occupation" being a determinant of college choice. The Phi Coefficient of .05 indicates a negligible relationship between race/school of respondents and "mother's type of occupation".

Subfactor 13A: Predominant Race of High School Student Body and Choice of College

Does "predominant race of high school student body" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "predominant race of high school student body" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "predominant race of high school student body" being a determinant of college choice.

TABLE 38

PREDOMINANT RACE OF HIGH SCHOOL

RACE AND SCHOOL OF RESPONDENTS	WHITE	BLACK
BAPB	O = 20 E = 23.8	O = 22 E = 26.2
BAPW	O = 36 E = 42.9	O = 6 E = 7.1

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "predominant race of high school student body" of sampled students.

Since the chi square value twelve point zero five is greater than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is rejected. In other words, BAPB and BAPW show a significant difference in relations to "predominant race of high school student body" being a determinant of college choice. The Phi Coefficient of .40 indicates a fair degree of relationship between race/school of respondents and "predominant race of high school student body".

Subfactor 14A: Race of High School Counselor and Choice of College

Does "race of high school counselor" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "race of high school counselor" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "race of high school counselor" being a determinant of college choice.

TABLE 39

RACE OF HIGH SCHOOL COUNSELOR

RACE AND SCHOOL OF RESPONDENTS	BLACK	WHITE
BAPB	O = 21 E = 25.0	O = 21 E = 25.0
BAPW	O = 14 E = 16.7	O = 28 E = 33.3

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "race of high school counselor" of sampled students.

Since the chi square value 1.76 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, BAPB and BAPW show no significant difference in relations to "race of high school counselor" being a determinant of college choice. The Phi Coefficient of .17 indicates a negligible relationship between race/school of respondents and "race of high school counselor".

Subfactor 15A: Schooling of Father and Choice of College

Does "schooling of father" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "schooling of father" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "schooling of father" being a determinant of college choice.

TABLE 40

SCHOOLING OF FATHER

RACE AND SCHOOL OF RESPONDENTS	HIGH SCHOOL & BELOW	ABOVE HIGH SCHOOL
BAPB	O = 28 E = 33.3	O = 14 E = 16.7
BAPW	O = 23 E = 27.4	O = 19 E = 22.6

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "schooling of father" of sampled students.

Since the chi square value .80 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, BAPB and BAPW show no significant difference in relations to "schooling of father" being a determinant of college choice. The Phi Coefficient of .12 indicates a negligible relationship between race/school of respondents and "schooling of father".

Subfactor 16A: Schooling of Mother and Choice of College

Does "schooling of mother" influence the choice of college of black students attending predominantly black universities and black students attending

predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "schooling of mother" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "schooling of mother" being a determinant of college choice.

TABLE 41

SCHOOLING OF MOTHER

RACE AND SCHOOL OF RESPONDENTS	HIGH SCHOOL & BELOW	ABOVE HIGH SCHOOL
BAPB	O = 21 E = 25.0	O = 21 E = 25.0
BAPW	O = 26 E = 31.0	O = 16 E = 19.0

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "schooling of mother" of sampled students.

Since the chi square value .77 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, BAPB and BAPW show no significant difference in relations to "schooling of mother" being a determinant of college choice. The Phi Coefficient of .12 indicates a negligible relationship between race/school of respondents and "schooling of mother".

Subfactor 17A: Sex and Choice of College

Does "sex" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "sex" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "sex" being a determinant of college choice.

TABLE 42

SEX OF RESPONDENTS

RACE AND SCHOOL OF RESPONDENTS	MALE	FEMALE
BAPB	O = 20 E = 23.8	O = 22 E = 26.2
BAPW	O = 14 E = 16.7	O = 28 E = 33.3

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "sex" of sampled students.

Since the chi square value 1.24 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, BAPB and BAPW show no significant difference in relations to sex being a determinant of college choice. The Phi Coefficient of .15 indicates a negligible relationship between race/school of respondents and "sex".

Subfactor 18A: Special Curriculum and Choice of College

Does "special curriculum" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "special curriculum" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "special curriculum" being a determinant of college choice.

TABLE 43

SPECIAL CURRICULUM

RACE AND SCHOOL OF RESPONDENTS	YES	NO
BAPB	O = 6 E = 7.1	O = 36 E = 42.9
BAPW	O = 7 E = 8.3	O = 35 E = 41.7

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "special curriculum" of sampled students.

Since the chi square value .0001 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words, BAPB and BAPW show no significant difference in relations to "special curriculum" being a determinant of college choice. The Phi Coefficient of .03

indicates a negligible relationship between race/school of respondents and "special curriculum".

Subfactor 19A: Visits with Counselor and Choice of College

Does "visits with counselor" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): There is no difference between BAPB and BAPW in relations to "visits with counselor" being a determinant of college choice.

Alternative Hypothesis (H_1): There is a difference between BAPB and BAPW in relations to "visits with counselor" being a determinant of college choice.

TABLE 44

VISITS WITH COUNSELOR

RACE AND SCHOOL OF RESPONDENTS	FREQUENTLY	SELDOMLY/NEVER
BAPB	O = 22 E = 26.2	O = 20 E = 23.8
BAPW	O = 29 E = 34.5	O = 13 E = 15.5

NOTE: A 2X2 contingency table for Chi-Square Test of Independence relative to the "visits with counselor" of sampled students.

Since the chi square value 1.80 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words,

BAPB and BAPW show no significant difference in relations to "visits with counselor" being a determinant of college choice. The Phi Coefficient of .17 indicates a negligible relationship between race/school of respondents and "visits with counselor".

Subfactor 20A: Type of Motivation and Choice of College

Does "type of motivation" influence the choice of college of black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this test was the Chi-Square Test of Independence with the following hypotheses:

Null Hypothesis (H_0): The BAPB and BAPW are homogeneous with respect to type of motivation.

Alternative Hypothesis (H_1): The BAPB and BAPW are not homogeneous with respect to type of motivation.

TABLE 45

TYPE OF MOTIVATION

RACE AND SCHOOL OF RESPONDENTS	INTERNAL	EXTERNAL
BAPB	O = 23 E = 27.4	O = 19 E = 22.6
BAPW	O = 16 E = 19.0	O = 26 E = 31.0

NOTE: A 2X2 contingency table for Chi-Square Test of Homogeniety relative to the "type of motivation" of sampled students.

Since the chi square value 1.72 is less than 3.84 for 1 degree of freedom required for significance at the .05 level, the H_0 is accepted. In other words,

BAPB and BAPW show no significant difference in relations to "type of motivation" being a determinant of college choice. The Phi Coefficient of .17 indicates a negligible relationship between race/school of respondents and "type of motivation".

Subfactor 21A: Personality Traits and Choice of College

Is there significant difference in the personality traits between black students attending predominantly black universities and black students attending predominantly white universities? The statistic used for this subfactor was the Two Sample t Test. The raw score for each personality scale was determined by instructions provided in the CPI manual. A conversion scale was utilized to convert each raw score to a standard score. Once the scores were generated for each person, the appropriate statistical procedures were employed to prepare the data for analysis. Table 46 and table 47 provide relevant statistics for this group in relations to personality traits and choice of college.

Null Hypothesis: There will be no significant differences on the "dominance" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "dominance" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "dominance" scale of blacks attending predominantly white university. The t-value was calculated to be -.01 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was

accepted. There is no significant differences between BAPB and BAPW on the scale, "dominance".

Null Hypothesis: There will be no significant differences on the "capacity for status" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "capacity for status" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "capacity for status" scale of black students attending predominantly white university. The t-value was calculated to be .79 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between BAPB and BAPW on the scale, "capacity for status".

Null Hypothesis: There will be no significant differences on the "sociability" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "sociability" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "sociability" scale of black students attending predominantly white university. The t-value was calculated to be -.31 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null

hypothesis was accepted. There is no significant differences between BAPB and BAPW on the scale, "sociability".

Null Hypothesis: There will be no significant differences on the "social presence" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "social presence" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "social presence" scale of black students attending predominantly white university. The t-value was calculated to be -.42 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between BAPB and BAPW on the scale, "social presence".

Null Hypothesis: There will be no significant differences on the "self-acceptance" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "self-acceptance scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "self-acceptance" scale of black students attending predominantly white university. The t-value was calculated to be 1.05 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the

null hypothesis was accepted. There is no significant differences between BAPB and BAPW on the scale, "self-acceptance".

Null Hypothesis: There will be no significant differences on the "well-being" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "well-being" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "well-being" scale of black students attending predominantly white university. The t-value was calculated to be -1.79 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was rejected. There is significant differences between BAPB and BAPW on the scale, "well-being".

Null Hypothesis: There will be no significant differences on the "responsibility" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "responsibilty" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "responsibility" scale of black students attending predominantly white university. The t-value was calculated to be -.83 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null

hypothesis was accepted. There is no significant differences between BAPB and BAPW on the scale, "responsibility".

Null Hypothesis: There will be no significant differences on the "socialization" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "socialization" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "socialization" scale of black students attending predominantly white university. The t-value was calculated to be -1.31 at eighty two degrees of freedom. The critical value at the .10 level of significance is 1.29 and therefore the null hypothesis was rejected. There is significant differences between BAPB and BAPW on the scale, "socialization".

Null Hypothesis: There will be no significant differences on the "self-control" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "self-control" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "self-control" scale of black students attending predominantly white university. The t-value was calculated to be 1.08 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was

accepted. There is no significant differences between BAPB and BAPW on the scale, "self-control".

Null Hypothesis: There will be no significant differences on the "tolerance" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "tolerance" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "tolerance" scale of black students attending predominantly white university. The t-value was calculated to be -.22 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between BAPB and BAPW on the scale, "tolerance".

Null Hypothesis: There will be no significant differences on the "good impression" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "good impression" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "good impression" scale of black students attending predominantly white university. The t-value was calculated to be -.05 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null

hypothesis was accepted. There is no significant differences between BAPB and BAPW on the scale, "good impression".

Null Hypothesis: There will be no significant differences on the "communality" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "communality" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "communality" scale of black students attending predominantly white university. The t-value was calculated to be -.19 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between BAPB and BAPW on the scale, "communality".

Null Hypothesis: There will be no significant differences on the "achievement conformance" scale on the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "acheivement conformance" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "achievement conformance" scale of black students attending predominantly white university. The t-value was calculated to be .79 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant

differences between BAPB and BAPW on the scale, "achievement conformance".

Null Hypothesis: There will be no significant differences on the "achievement independence" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "achievement independence" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "achievement independence" scale of black students attending predominantly white university. The t-value was calculated to be -.02 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between BAPB and BAPW on the scale, "achievement independence".

Null Hypothesis: There will be no significant differences on the "intellectual efficiency" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "intellectual efficiency" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "intellectual efficiency" scale of black students attending predominantly white university. The t-value was calculated to be -1.12 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and

therefore the null hypothesis was accepted. There is no significant differences between BAPB and BAPW on the scale, "intellectual efficiency".

Null Hypothesis: There will be no significant differences on the "psychological mindedness" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "psychological mindedness" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "psychological mindedness" scale of black students attending predominantly white university. The t-value was calculated to be -.07 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between BAPB and BAPW on the scale, "psychological mindedness".

Null Hypothesis: There will be no significant differences on the "flexibility" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "flexibility" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "flexibility" scale of black students attending predominantly white university. The t-value was calculated to be -.07 at eighty two degrees of freedom. The critical value at the .05

level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between BAPB and BAPW on the scale, "flexibility".

Null Hypothesis: There will be no significant differences on the "femininity" scale of the CPI between BAPB and BAPW.

H_0: $\mu_{BAPB} = \mu_{BAPW}$

H_1: $\mu_{BAPB} \neq \mu_{BAPW}$ where μ_{BAPB} is the mean score on the "femininity" scale of black students attending predominantly black university and μ_{BAPW} is the mean score on the "femininity" scale of black students attending predominantly white university. The t-value was calculated to be .53 at eighty two degrees of freedom. The critical value at the .05 level of significance is 1.66 and therefore the null hypothesis was accepted. There is no significant differences between BAPB and BAPW on the scale, "femininity".

TABLE 46

MEANS AND STANDARD DEVIATIONS OF SCORES ON THE

CALIFORNIA PSYCHOLOGICAL INVENTORY

SCALES	BAPB		BAPW	
	M	SD	M	SD
	N = 42		N = 42	
DOMINANCE	47.3	10.6	47.4	10.9
CAPACITY FOR STATUS	37.1	9.8	35.3	10.9
SOCIALABILITY	44.5	9.5	45.1	9.1
SOCIAL PRESENCE	46.0	8.7	47.0	12.6
SELF ACCEPTANCE	53.3	9.7	50.9	10.7
WELL BEING	29.9	11.0	33.9	9.2
RESPONSIBILITY	35.2	9.5	36.7	7.1
SOCIALIZATION	40.3	8.5	42.9	9.8
SELF CONTROL	41.2	8.5	39.2	8.5
TOLERANCE	32.4	9.5	32.9	10.3
GOOD IMPRESSION	42.4	9.1	42.5	9.7
COMMUNALITY	40.4	12.6	40.9	12.9
ACHIEVEMENT CONFORMANCE	40.6	11.3	38.9	9.4
ACHIEVEMENT INDEPENDENCE	39.4	8.9	39.5	9.7
INTELLECTUAL EFFICIENCY	31.9	9.8	34.5	11.3
PSYCHOLOGICAL MINDEDNESS	43.6	9.0	43.5	9.6
FLEXIBILITY	45.7	11.7	45.9	11.7
FEMININITY	52.7	11.0	51.5	8.9

TABLE 47

RESULTS OF SIGNIFICANT T-TESTS ON THE

CALIFORNIA PSYCHOLOGICAL INVENTORY

SCALES	BAPB VS BAPW
DOMINANCE	- .01
CAPACITY FOR STATUS	.79 +++
SOCIABILITY	- .31
SOCIAL PRESENCE	- .42
SELF ACCEPTANCE	1.05 +++
WELL-BEING	-1.79 +
RESPONSIBILITY	- .83 +++
SOCIALIZATION	-1.31 ++
SELF CONTROL	1.08 +++
TOLERANCE	- .22
GOOD IMPRESSION	- .05
COMMUNALITY	- .19
ACHIEVEMENT CONFORMANCE	.79 +++
ACHIEVEMENT INDEPENDENCE	- .02
INTELLECTUAL EFFICIENCY	-1.12 +++
PSYCHOLOGICAL MINDEDNESS	.07
FLEXIBILITY	- .07
FEMININITY	.53

*p>.005 **p>.01 ***p>.025 +p>.05 ++p>.10 +++p>.25

Discriminant Function Analysis on Variables for Black Students Attending Predominantly Black University (BAPB) and Black Students Attending Predominantly White University (BAPW).

Subfactor 22A: Discriminant Function Analysis

The Discriminant Function Analysis did not generate any more detailed information than the univariate statistical procedures outlined in previous pages of this chapter. A total of thirty-eight variables were tested for this group. These variables are designated as follows:

(1) Career Choice

(2) Class Rank

(3) Family Income

(4) Father's Type of Occupation

(5) Financial Aid

(6) Guidance of High School Officials

(7) High School Class Size

(8) High School Grade Point Average

(9) Location of College (near home)

(10) Location of High School

(11) Major

(12) Mother's Type of Occupation

(13) Predominant Race of High School Student Body

(14) Race of High School Counselor

(15) Schooling of Father

(16) Schooling of Mother

(17) Sex

(18) Special Curriculum

(19) Visits with High School Counselor

(20) Type of Motivation

(21) Dominance

(22) Capacity for Status

(23) Sociability

(24) Social Presence

(25) Self Acceptance

(26) Well-Being

(27) Responsibility

(28) Socialization

(29) Self Control

(30) Tolerance

(31) Good Impression

(32) Communality

(33) Achievement Conformance

(34) Achievement Independence

(35) Intellectual Efficiency

(36) Psychological Mindedness

(37) Flexibility

(38) Femininity

Further examination of the data generated via the Discriminant Function Analysis indicated that this group showed significant differences involving several variables. Each significant variable will be discussed and a summary chart including all variables, means and discriminant weights are presented in table 48, table 49, and table 50.

Variable - Career Choice

The F-ratio 7.59, relative to career plans, was significant at the .05 level. An examination of group means for this variable showed that the mean for career choice of BAPB was significantly higher than for BAPW. BAPW tend to have career choice relating to science field while BAPB in the non-science field. "Career choice" appears to be a determinant of college choice for BAPW.

Variable - Class Rank

The F-ratio ten point ninety five, for this group relative to class rank, was significant at the .05 level. An examination of group means for this variable showed that the mean for class rank of BAPB was significantly higher than for BAPW. BAPW tend to rank themselves in the highest third of their class while BAPB rank themselves in the middle/lowest third. "Class rank" appears to be a determinant of college choice for BAPW.

Variable - High School Grade Point Average

The F-ratio ten point sixty nine, relative to high school grade point average, was significant at the .05 level. As examination of group means for this variable showed that the mean for high school grade point average of BAPB was significantly higher than for BAPW. BAPW tend to have a higher school grade point average while BAPB lower. "High school grade point average" appears to be a determinant of college choice for BAPW.

Variable - Location of High School

The F-ratio 6.12, relative to location of high school, was significant at the .05 level. An examination of group means for this variable showed that the mean for location of high school of BAPW was significantly higher than for

BAPW. BAPW tend to graduate from high schools in Virginia while BAPB graduate from high schools outside of Virginia. "Location of high school" appears to be a determinant of college choice for WAPB.

Variable - Predominant Race of High School Student Body

The F-ratio sixteen point zero, relative to predominant race of high school student body, was significant at the .05 level. An examination of group means for this variable showed that the mean for predominant race of high school student body of BAPB was significantly higher than for BAPW. BAPW tend to graduate from predominantly white high schools while BAPB from predominantly black high schools. "Predominant race of high school student body" appear to be a determinant of college choice for BAPW.

Variable - Well-Being

The F-ratio 3.20, relative to well-being, was significant at the .08 level. An examination of group means for this variable showed that the mean for well-being of BAPW was significantly higher than for BAPB. "Well-Being" appears to be a personality trait of BAPW.

Variable - Socialization

The F-ratio 1.71, relative to socialization, was not significant at an acceptable level (.01 thru .10). An examination showed that the mean for this variable for BAPW was higher than the mean for BAPB but not significantly higher.

TABLE 48

DISCRIMINANT ANALYSIS SUMMARY CHART

Variables	Groups	Means	Discriminant Weights
Career Plans	BAPB	1.74	.72501
	BAPW	1.45	
Class Rank	BAPB	1.79	.71136
	BAPW	1.45	
Family Income	BAPB	1.19	-.08515
	BAPW	1.17	
Father's Type of Occupation	BAPB	1.79	.46246
	BAPW	1.67	
Financial Aid	BAPB	1.40	-.21151
	BAPW	1.31	
Guidance From High School Officials	BAPB	1.36	-.34385
	BAPW	1.38	
High School Class Size	BAPB	1.60	.22698
	BAPW	1.48	
High School Grade Point Average	BAPB	1.24	.74004
	BAPW	1.57	
Location of College	BAPB	2.50	.16159
	BAPW	2.40	
Location of High School	BAPB	1.40	.23848
	BAPW	1.17	
Major	BAPB	1.71	.29101
	BAPW	1.54	
Mother's Type of Occupation	BAPB	1.62	-.10463
	BAPW	1.67	
Predominant Race of High School Student Body	BAPB	1.52	.40885
	BAPW	1.14	
Race of High School Counselor	BAPB	1.50	.44388
	BAPW	1.67	

TABLE 48 CONTINUED

Variables	Groups	Means	Discriminant Weights
Schooling of Father	BAPB	1.33	.06653
	BAPW	1.45	
Schooling of Mother	BAPB	1.50	.05957
	BAPW	1.38	
Sex	BAPB	1.52	-.30246
	BAPW	1.67	
Special Curriculum	BAPB	1.79	-.36140
	BAPW	1.60	
Visits With Counselor	BAPB	1.48	.53008
	BAPW	1.31	
Type of Motivation	BAPB	1.45	.33465
	BAPW	1.62	
Dominance	BAPB	47.33	.294
	BAPW	47.36	
Capacity for Status	BAPB	37.10	.669
	BAPW	35.31	
Sociability	BAPB	44.50	.196
	BAPW	45.12	
Social Presence	BAPB	46.02	-.394
	BAPW	47.02	
Self Acceptance	BAPB	53.31	.710
	BAPW	50.98	
Well-Being	BAPB	29.90	-.811
	BAPW	33.86	
Responsibility	BAPB	35.17	-.187
	BAPW	36.69	
Socialization	BAPB	40.33	-.684
	BAPW	42.95	

TABLE 48 CONTINUED

Variables	Groups	Means	Discriminant Weights
Self Control	BAPB	41.19	1.312
	BAPW	39.19	
Tolerance	BAPB	32.40	.015
	BAPW	32.88	
Good Impression	BAPB	42.43	-.258
	BAPW	42.52	
Communality	BAPB	40.40	.467
	BAPW	40.93	
Achievement Conformance	BAPB	40.64	-.246
	BAPW	38.86	
Achievement Independence	BAPB	39.43	-.358
	BAPW	39.48	
Intellecual Efficiency	BAPB	31.88	-.120
	BAPW	34.45	
Psychological Mindedness	BAPB	43.62	.218
	BAPW	43.48	
Flexibility	BAPB	45.69	-.088
	BAPW	45.88	
Femininity	BAPB	52.71	-.0105
	BAPW	51.55	

Note: Variables, groups, means and discriminant weights for all variables used to compare BAPB and BAPW.

TABLE 49

DISCRIMINANT ANALYSIS

Variables	F-ratio	Significance	WILK'S LAMBDA
Career Choice	7.589	.0072*	.91529
Class Rank	10.950	.0014*	.88221
Family Income	0.793	.779	.99903
Father's Type of Occupation	1.488	.2261	.98218
Financial Aid	.818	.3684	.99012
Guidance of High School Officials	.050	.8237	.99939
High School Class Size	1.185	.2795	.98575
High School Grade Point Average	10.690	.0016*	.88471
Location of College	.267	.6071	.99676
Location of High School	6.119	.0154*	.93056
Major	2.521	.1162	.97018
Mother's Type of Occupation	.203	.6535	.99753
Predominant Race of High School Student Body	16.000	.0001*	.83673
Race of High School Counselor	2.412	.1243	.97143
Schooling of Father	1.236	.2694	.98515
Schooling of Mother	1.196	.2773	.98562
Sex	1.774	.1886	.97882
Special Curriculum	3.634	.0601	.95756

TABLE 49 CONTINUED

Variables	F-ratio	Significance	WILK'S LAMBDA
Visits With Counselor	2.459	.1207	.97089
Type of Motivation	2.355	.1287	.97208
Dominance	.000	.9919	1.00000
Capacity for Status	.628	.4305	.99240
Sociability	.093	.7609	.99886
Social Presence	.179	.6732	.99782
Self Acceptance	1.098	.2977	.98678
Well-being	3.198	.0774*	.96247
Responsibility	.692	.4079	.99163
Socialization	1.712	.1944	.97955
Self Control	1.172	.2821	.98590
Tolerance	.048	.8265	.99941
Good Impression	.002	.9632	.99997
Communality	.035	.8510	.99957
Achievement Conformance	.620	.4334	.99250
Achievement Independence	.001	.9184	.99999
Intellectual Efficiency	1.246	.2675	.98503
Psychological Mindedness	.005	.9443	.99994
Flexibility	.006	.9407	.99993
Femininity	.283	.5960	.99656

Note: Complete F ratios for all variables concerning BAPB and BAPW with significant F ratios starred.

TABLE 50

GROUP MEANS

VARIABLES	GROUP I (BAPB)	GROUP II (BAPW)
Career Choice	1.74	1.45
Class Rank	1.79	1.45
Family Income	1.19	1.17
Father's Type of Occupation	1.78	1.67
Financial Aid	1.40	1.31
Guidance of High School Officials	1.36	1.38
High School Class Size	1.60	1.48
High School Grade Point Average	1.24	1.57
Location of College	2.50	2.40
Location of High School	1.40	1.17
Major	1.71	1.55
Mother's Type of Occupation	1.62	1.67
Predominant Race of High School Student Body	1.52	1.14
Race of High School Counselor	1.50	1.67
Schooling of Father	1.33	1.45
Schooling of Mother	1.50	1.38
Sex	1.52	1.67

TABLE 50 CONTINUED

VARIABLES	GROUP I (BAPB)	GROUP II (BAPW)
Special Curriculum	1.79	1.60
Visits With Counselor	1.47	1.31
Type of Motivation	1.45	1.62
Dominance	47.33	47.36
Capacity for Status	37.10	35.31
Sociability	44.50	45.12
Social Presence	46.02	47.02
Self Acceptance	53.31	50.98
Well-Being	29.90	33.86
Responsibility	35.17	36.69
Socialization	40.33	42.95
Self Control	41.19	39.19
Tolerance	32.40	32.88
Good Impression	42.43	42.52
Communality	40.40	40.93
Achievement Conformance	40.64	38.86
Achievement Independence	39.43	39.48
Intellectual Efficiency	31.88	34.45
Psychological Mindedness	43.62	43.48
Flexibility	45.69	45.88
Femininity	52.71	51.55

Note: Intergroup comparisons for all variables concerning BAPB and BAPW based on differences in group means.

Subfactor 23A: Assessment of Recruiting Guideline Strategies

Table 51 is a frequency distribution which summarizes the responses submitted by the fifteen admission counselors. A 5 point Likart scale was used to indicate the degree of agreement by counselors in reacting to the 10 recruiting guideline strategies. The scale used for this study was:

1 = Strongly Disagree

2 = Disagree

3 = Undecided

4 = Agree

5 = Strongly Agree

The scale is a set of attitude items which are considered of approximately equal value. Each subject responds with degrees of agreement or disagreement. The scores of the items of such a scale are weighted according to the value of the scale and summed (total computed assessment points) to yield a general review of each strategy (see table 52). The range of responses has been divided into 5 categories. Seventy-five to sixty-one is designated strongly agree, sixty to forty-six agree, forty-five to thirty-one undecided, thirty to sixteen disagree and below fifteen strongly disagree.

The admission counselors, as a group, appeared highly agreeable to strategy 6 with forty percent indicating strongly agreeable, forty percent indicating agreeable, thirteen percent indicating undecided and seven percent indicating disagreeable; and strategy 7 with thirty-three percent indicating highly agreeable, forty-seven percent indicating agreeable and twenty percent indicating undecided. Counselors found strategies 1, 2, 5, 7, 8, 9 and 10 to be agreeable. They appeared to be undecided on strategies 3 and 4. Table 52 presents a

percentage distribution of the fifteen admission counselors' responses to the 10 recruiting guideline strategies.

TABLE 51

FREQUENCY DISTRIBUTION OF ADMISSION COUNSELORS' RESPONSES AND TOTAL COMPUTED ASSESSMENT POINTS

GUIDELINE STRATEGIES #	SCALES					TOTAL COMPUTED ASSESSMENT POINTS	GENERAL ASSESSMENT
	1 HIGHLY DISGREEABLE	2 DISAGREEABLE	3 UNDECIDED	4 AGREEABLE	5 HIGHLY AGREEABLE		
1	2	3	3	5	2	47	AGREEABLE
2	-	3	2	6	4	56	AGREEABLE
3	2	5	6	2	-	38	UNDECIDED
4	4	5	5	1	-	33	UNDECIDED
5	-	1	5	5	4	57	AGREEABLE
6	-	1	2	6	6	62	HIGHLY AGREEABLE
7	-	-	3	7	5	62	HIGHLY AGREEABLE
8	-	1	3	8	3	58	AGREEABLE
9	1	1	2	6	5	58	AGREEABLE
10	-	1	6	6	2	54	AGREEABLE

Note: A frequency distribution of the fifteen admission counselors' responses to the ten recruiting guideline strategies. Also, the computed assessment points and general assessments are provided.

TABLE 52

PERCENTAGE DISTRIBUTION OF ADMISSION COUNSELORS' RESPONSES

GUIDELINE STRATEGIES #	SCALES				
	1 HIGHLY DISGREEABLE	2 DISAGREEABLE	3 UNDECIDED	4 AGREEABLE	5 HIGHLY AGREEABLE
1	14%	20%	20%	33%	13%
2	-	20%	13%	40%	27%
3	14%	33%	40%	13%	-
4	27%	33%	33%	7%	-
5	-	7%	33%	33%	27%
6	-	7%	13%	40%	40%
7	-	-	20%	47%	33%
8	-	7%	20%	53%	20%
9	7%	7%	13%	40%	33%
10	-	7%	40%	40%	13%

CHAPTER V

SUMMARY, RECOMMENDATIONS AND AREAS FOR FUTURE RESEARCH

Introduction

This chapter presents the conclusions and recommendations germane to the descriptive data presented in Chapter 4. The implications of the data are explored in an effort to determine which kinds of strategies may be employed to increase minority students in predominantly black universities or predominantly white universities. Other areas of possible research, with the appropriate points of departure from this study, are provided.

This study is concerned with the establishment of baseline information related to differences existing between white students attending predominantly black universities versus white students attending predominantly white universities; and, black students attending predominantly black universities versus black students attending predominantly white universities. These comparisons are made to determine whether or not significant differences exist between comparable students who choose a specific university and to generate strategies which would encourage the recruitment of minority students. The higher education admission counselors are the individuals most likely to affect an increase in the enrollment of minority students. Therefore, it is important that the suggested guideline strategies be submitted to admission counselors for their responses. The summaries provided will be concerned with three dimensions of this study: (1)

the implications of the data gathered from the sampled students, (2) the implications of the data gathered from the sampled admission counselors, and, (3) the generalization of data gathered.

Primary Conclusions Pertaining to Sampled Students

White Students Attending Predominantly Black University Versus White Students Attending Predominantly White University (WAPB Versus WAPW)

1. The Chi-Square Test for Independence was apparently not powerful enough to detect significant differences for this group regarding "career choice" as a determinant of college choice. Career choices were categorized as careers in the science fields (e.g. physicians, nurses, chemists, engineers, medical technicians, etc) and careers in the non-science fields (e.g., teachers, lawyers, accountants, social workers, administrators, etc). Only a negligible relationship exists between this group and "career choice" as a determinant of college choice.

2. The result obtained by the Chi-Square Test for Independence supports the conclusion that there is a significant difference for WAPB versus WAPW regarding "class rank" as a determinant of college choice. Students sampled were asked to classify themselves into one of 2 groups, highest third or middle/lowest third, based on self evaluation of academic standing. It is assumed that white students ranking themselves in the highest third of their class attend white universities rather than black universities; and, whites who rank themselves in the middle or lower third are more likely to attend

predominantly black universities. In order for the black colleges to compete for the higher ranking white students, more money is needed to upgrade the programs and staffs. The Phi Coefficient indicated only a slight relationship between this group and "class rank" as a determinant of college choice.

The F ratio associated with Discriminant Function Analysis indicated (just as the Chi Square statistic) that class rank is significantly different for this group. Therefore, "class rank" appears to be a determinant of college choice for WAPB universities.

3. The descriptive result supports the conclusion that there is a significant difference for WAPB versus WAPW regarding "family income" as a determinant of college choice. Annual family income was categorized into 2 groups, less than $39,999 or greater than $40,000. It is, therefore, assumed that families of whites attending predominantly black universities have lower incomes than families of whites attending predominantly white universities. The Phi Coefficient indicated only a slight relationship between this group and "family income" as a determinant of college choice.

The F ratio associated with Discriminant Function Analysis indicated (just as the Chi Square statistic) that family income is significantly different for this group. Therefore, "family income" appears to be a determinant of college choice for WAPB.

4. The Chi Square Test for Independence detected significant differences for WAPB versus WAPW in relations to "father's type of occupation" being a determinant of college choice. The fathers' type of occupations were categorized as white collar (e.g., teachers, doctors, nurses, computer programmers, analysts, social workers, lawyers, engineers, chemists, etc.) or blue collar (e.g., mechanics, skilled tradesmen, electricians, firemen, policemen, sales clerks, etc.). It is, therefore, reasonable to conclude that the fathers of white students attending predominantly white universities are employed in white collar positions more often than fathers of white students attending predominantly black universities. The data gathered supports the conclusion that fathers in white collar jobs encourage their children to attend predominantly white universities. White students of fathers employed in blue collar jobs are more likely to attend predominantly black universities. The Phi Coefficient indicated only a slight relationship between this group and "father's type of occupation" as a determinant of college choice.

The F ratio associated with Discriminant Function Analysis indicated (just as the Chi Square statistic) that "father's type of occupation" is significantly different for this group. Therefore, "father's type of occupation" appears to be a determinant of college choice for WAPB universities.

5. The Chi Square Test for Independence detected significant differences for WAPB versus WAPW regarding "receiving financial aid" as

a determinant of college choice. The participants were asked to respond yes or no to the question asking if they are receiving some type of financial aid. The data shows that white students at predominantly black universities are experiencing more financial aid benefits than white students at predominantly white. This demonstrates that the financial aid incentive programs are effective in recruiting white minority students. The Phi Coefficient indicated a fair degree of relationship between this group and "receiving financial aid" as a determinant of college choice.

The F ratio associated with Discriminant Function Analysis indicated (just as the Chi Square statistic) that "receiving financial aid" is significantly different for this group. Therefore, "receiving financial aid" appears to be a determinant of college choice for WAPB universities.

6. The result obtained by the Chi Square Test for Independence supports the conclusion that there is a significant difference for WAPB versus WAPW regarding "guidance of high school officials" as a determinant of college choice. The participants were asked to respond yes or no to the question asking if high school officials (counselors, teachers, and principals) influence their college choice. Data gathered supports that white students are advised by high school officials to attend predominantly white universities. This reveals that counselors, teachers and principals must be retrained to encourage more white students to attend predominantly black universities. The

Phi Coefficient indicated a fair degree of relationship between this group and the influence of "high school officials" as a determinant of college choice.

The F ratio associated with Discriminant Function Analysis indicated (just as the Chi Square statistic) that guidance of high school officials is significantly different for this group. However, "guidance of high school officials" does appear to be a determinant of college choice for WAPW and not for WAPB universities.

7. The administration of the Chi Square Test for Independence failed to detect a significant difference for WAPB versus WAPW regarding "high school class size" as a determinant of college choice. High school class sizes were categorized as less than three hundred or greater than or equal to three hundred. There was only a negligible relationship indicated between this group and "high school class" size as a determinant of college choice.

8. The results of the administration of the Chi Square Test for Independence indicated no significant difference for WAPB versus WAPW regarding "high school grade point average" as a determinant of college choice. High school grade point averages were categorized as less than 3.0 or greater than or equal to 3.0. There was only a negligible relationship indicated between this group and "high school grade point average" as a determinant of college choice.

9. The result obtained by the Chi Square Test for Independence supports the conclusion that there is a significant difference for WAPB versus WAPW regarding "location of college (near home)" as a determinant of college choice. The participants were asked to respond yes or no to the question asking if location of college influenced their college choice. It is concluded that whites attending predominantly black universities are not influenced by location of college (near home). The Phi Coefficient indicated a slight relationship between this group and "location of college (near home) " as a determinant of college choice. "Location of college (near home)" does not appear to be a determinant of college choice for WAPB universities.

The F ratio associated with Discriminant Function Analysis indicated (just as the Chi Square statistic) that location of college (near home) is significantly different for this group. However, "location of college (near home)" is not a determinant of college choice for WAPB universities.

10. The results obtained by the Chi Square Test for Independence supports the conclusion that there is a significant difference WAPB versus WAPW regarding the influence of "location of high school" as a determinant of college choice. Locations of high schools were categorized as located in Virginia or located outside of Virginia. It is concluded that white students completing high schools in Virginia are most likely to attend predominantly white universities. White students completing high school outside of Virginia are most likely to

attend predominantly black universities. The Phi Coefficient indicated only a slight relationship between this group and "location of high school" as a determinant of college choice.

The F ratio associated with Discriminant Function Analysis indicated (just as the Chi Square statistic) that "location of high school" is significantly different for this group. Therefore, "location of high school" is a determinant of college choice for WAPB universities.

11. The Chi Square Test for Independence failed to detect significant differences for WAPB versus WAPW regarding "type of major" as a determinant of college choice. Types of majors were categorized as science (e.g., mathematics, biology, chemistry, computer science, physics, nursing, etc.) or non-science (e.g., business, administration, media, management information systems, accounting, english, etc.). The Phi Coefficient indicated a negligible relationship between this group and "type of major" as a determinant of college choice.

12. The result of the administration of the Chi Square Test for Independence indicated significant differences for WAPB versus WAPW regarding "mother's type of occupation" as a determinant of college choice. Mothers' types of occupations were categorized as white collar (e.g., teachers, doctors, nurses, computer programmers, analysts, social workers, lawyers, engineers, chemists, etc.) or blue collar (e.g., mechanics, skilled tradesmen, electricians, firemen, policemen,

sales clerks , etc.). It is concluded that the mothers of white students attending predominantly white universities are employed in white collar positions more often than mother's of white students attending predominantly black universities. It may also be reasonable to conclude that mothers in white collar jobs encourage their children to attend predominantly white universities. The Phi Coefficient indicated only a slight relationship between this group and mother's type of occupation as a determinant of college choice. White students of mother's employed in blue collar jobs are most likely to attend predominantly black universities.

The F ratio associated with Discriminant Function Analysis indicated (just as the Chi Square statistic) that "mother's type of occupation" is significantly different for this group. Therefore, "mother's type of occupation" is a determinant of college choice for WAPB universities.

13. The result obtained by the Chi Square Test for Independence failed to detect significant differences WAPB versus WAPW regarding "predominant races of high school student body" as a determinant of college choice. Races of high school student bodies were categorized as predominantly white or predominantly black. The Phi Coefficient indicated only a negligible relationship between this group and "predominant races of high school student body" as a determinant of college choice.

14. The result revealed by the Chi Square Test for Independence indicated no significant differences for WAPB versus WAPW regarding "race of high school counselor" as a determinant of college choice. The races of high school counselors were categorized as black or white. The Phi Coefficient indicated a negligible relationship between this group and "race of high school counselors" as being a determinant of college choice.

15. The result obtained by the Chi Square Test for Independence failed to detect significant differences for WAPB versus WAPW regarding "schooling of fathers" as a determinant of college choice. Schoolings of fathers were categorized as being high school and below or above high school. The Phi Coefficient indicated a negligible relationship between this group and "schooling of fathers" as a determinant of college choice.

16. The result of the administration of the Chi Square Test for Independence indicated no significant differences for WAPB versus WAPW regarding "schooling of mothers" as a determinant of college choice. Schoolings of mothers were categorized as being high school and below or above high school. Only a slight relationship exist between this group and "schooling of mothers" as a determinant of college choice.

17. The result revealed by the Chi Square Test for Independence failed to detect significant differences for WAPB versus WAPW regarding "sex" as a determinant of college choice. Only a slight relationship exists between this group and "sex" as a determinant of college choice.

18. The result obtained by the Chi Square Test for Independence indicated no significant differences for WAPB versus WAPW regarding "special curriculum" as a determinant of college choice. The participants were asked to respond yes or no to the question asking if special curriculum influenced their college choice. Only a negligible relationship exists between this group and "special curriculum" as a determinant of college choice.

19. The result obtained by the Chi Square Test for Independence supports the conclusion that there is a significant difference for WAPB versus WAPW regarding number of "visits with high school counselor" as a determinant of college choice. Visits to high school counselors were categorized as frequently or seldomly/never. It is concluded that whites attending predominantly black universities are not frequent visitors of high school counselors for counseling services. Frequent visits with the high school counselor does not influence whites to attend predominantly black universities. The Phi Coefficient indicated a slight relationship between this group and "visits with high school counselor" as a determinant of college choice.

The F ratio associated with Discriminant Function Analysis indicated (just as the Chi Square statistic) that number of "visits with high school counselor" is significantly different for this group. However, number of "visits with high school counselor" is not a determinant of college choice for WAPB universities.

20. The result support the conclusion that there is no significant differences in the type of motivation (internal or external) demonstrated by WAPB and WAPW. The proportion of WAPB that indicated being internally motivated equaled the proportion of WAPW internally motivated. It is reasonable to conclude that basic life styles and internal sources of motivation for both WAPB and WAPW are similar and that those differences responsible for the college choice process must be found elsewhere.

21. Ten of the eighteen scales on the CPI showed significant differences between white students attending predominantly black university and white students attending predominantly white university. These traits are dominance, capacity for status, well-being, responsibility, self-control, tolerance, good impression, achievement conformance, intellectual efficiency, and psychological mindedness with the white students attending predominantly black university tending to score higher.

Black Students Attending Predominantly Black University (BAPB) and Black Students Attending Predominantly White University (BAPW)

1. The result obtained by the Chi Square Test for Independence supports the conclusions that there is significant differences for this group regarding "career choice" as a determinant of college choice. Career choices were categorized as careers in the science fields (e.g., physicians, nurses, chemists, engineers, medical technicians, etc.) and careers in the non-science fields (e.g., teachers, lawyers,

accountants, social workers, administrators, etc.). It is assumed that black students interested in careers in the science field are more likely to enroll in predominantly white universities. Black colleges must secure additional federal funding to enhance science curricula and upgrade the faculty members in these areas. Only a slight relationship was indicated between this group and "career choice" as a determinant of college choice.

The F ratio associated with Discriminant Function Analysis indicated (just as the Chi Square statistic) that "career choice" is significantly different for BAPB and BAPW. Therefore, "career choice" is a determinant of college choice for BAPW.

2. The result obtained by the Chi Square Test for Independence is significantly different for BAPB versus BAPW regarding "class rank" as a determinant of college choice. Students sampled were asked to classify themselves into one of 2 groups, highest third or middle/lowest third, based on self evaluation of academic standing. It is assumed that most higher ranking students attend white universities rather than black universities. The Phi Coefficient indicated only a slight relationship between this group and "class rank" as a determinant of college choice. Blacks who ranked themselves in the middle and lower third are more likely to attend predominantly black universities.

The F ratio associated with Discriminant Function Analysis indicated (just as the Chi Square statistic) that "class rank" is

significantly different for BAPB and BAPW. Therefore, "class rank" is a determinant of college choice for BAPW.

3. The descriptive result obtained does not support the conclusion that there is significant differences for BAPB versus BAPW regarding "family income" as a determinant of college choice. Annual family incomes were categorized into 2 groups, less than $39,999 and greater than $40,000. Only a negligible relationship was indicated between this group and "family income" as a determinant of college choice.

4. The Chi Square Test for Independence indicated no significant differences for fathers' types of occupation as white collar (e.g., teachers, doctors, nurses, computer programmers, analysts, social workers, lawyers, engineers, chemists, etc.) and blue collar (e.g., mechanics, skilled tradesmen, electricians, firemen, policemen, sales clerks, etc.) Only a negligible relationship was indicated between this group and "father's type of occupation" as a determinant of college choice.

5. The result obtained by the Chi Square Test for Independence failed to detect significant differences for BAPB versus BAPW regarding "receiving financial aid" as a determinant of college choice. The participants were asked to respond yes or no to the question dealing with receiving financial aid. The Phi Coefficient indicated a negligible relationship between this group and "receiving financial aid" as a determinant of college choice.

6. The result obtained by the Chi Square Test for Independence does not support the conclusion that there is significant differences for BAPB versus BAPW regarding the "guidance of high school officials" as a determinant of college choice. The participants were asked to respond yes or no to the question dealing with the influence of high school officials (counselors, teachers and principals). The Phi Coefficient indicated a negligible relationship between this group and the "guidance of high school officials" as a determinant of college choice.

7. The Chi Square Test for Independence failed to detect significant differences BAPB versus baPW regarding "high school class size" as a determinant of college choice. High school class sizes were categorized as less than three hundred or greater than or equal to three hundred. There was only a negligible relationship indicated between this group and "high school class size" as a determinant of college choice.

8. The result obtained by the Chi Square Test for Independence detected significant differences BAPB versus BAPW regarding "high school grade point average" as a determinant of college choice. High school grade point averages were categorized as less than 3.0 or greater than or equal to 3.0. It is concluded that black students with grade point averages greater than 3.0 are more than likely to attend a predominantly white university rather than a black university. The Phi

Coefficient indicated a slight relationship between this group and "high school grade point average" as a determinant of college choice.

The F ratio associated with Discriminant Function Analysis indicated (just as the Chi Square statistic) that high school grade point average is significantly different for BAPB and BAPW. Therefore, "high school grade point average" is a determinant of college choice for BAPW.

9. The result obtained by the Chi Square Test for Independence does not support the conclusion that there is significant differences for BAPB versus BAPW regarding "location of college (near home)" as a determinant of college choice. The participants were asked to respond yes or no to the question dealing with location of college (near home). The Phi Coefficient indicated a slight relationship between this group and "location of college (near home)" as a determinant of college choice.

10. The results obtained by the Chi Square Test for Independence supports the conclusion that there are significant differences for BAPB versus BAPW regarding the influence of "location of high school" as a determinant of college choice. Locations of high schools were categorized as located in Virginia or located outside of Virginia. It is concluded that black students completing high schools in Virginia are more likely to attend predominantly white universities. Black students completing high schools outside of Virginia are more likely to attend predominantly black universities. The Phi Coefficient indicated only a

slight relationship between this group and "location of high school" as a determinant of college choice.

The F ratio associated with Discriminant Function Analysis indicated (just as the Chi Square statistic) that location of high school is significantly different for BAPB and BAPW. Therefore, "location of high school" is a determinant of college choice for BAPW.

11. The result of the Chi Square Test for Independence failed to detect significant differences for BAPB versus BAPW regarding "major" as a determinant of college choice. Majors were categorized as science (e.g., mathematics, biology, chemistry, computer science, physics, nursing, etc.) and non-science (e.g., business administration, media, management information systems, accounting, english, etc.). The Phi Coefficient indicated only a negligible relationship between this group and "majors" as a determinant of college choice.

12. The result revealed by the Chi Square Test for Independence indicated no significant differences for BAPB versus BAPW regarding "mother's type of occupation" as a determinant of college choice. The mothers' types of occupations were categorized as white collar (e.g., teachers, doctors, nurses, computer programmers, analysts, social workers, lawyers, engineers, chemists, etc.) and blue collar (e.g., mechanics, skilled tradesmen, electricians, firemen, policemen, sales clerks, etc). The Phi Coefficient indicated only a negligible

relationship between this group and "mother's type of occupation" as a determinant of college choice.

13. The Chi Square Test for Independence detected significant differences for BAPB versus BAPW regarding "predominant races of high school student body" as a determinant of college choice. Races of high school student bodies were categorized as predominantly white or predominantly black. It is assumed that black students who attend predominantly white high schools will more than likely attend predominantly white universities. The Phi Coefficient indicated a fair degree of relationship between this group and "predominant races of high school student body" as a determinant of college choice.

14. The Chi Square Test for Independence failed to detect significant differences for BAPB versus BAPW regarding "race of high school counselor" as a determinant of college choice. The races of high school counselors were categorized as black or white. The Phi Coefficient indicated a negligible relationship between this group and "race of high school counselors" as a determinant of college choice.

15. The result of the Chi Square Test for Independence indicated no significant differences for BAPB versus BAPW regarding "schooling of father" as a determinant of college choice. Schoolings of fathers were categorized as high school and below or above high school. The Phi Coefficient indicated a negligible relationship betwen this group and "schooling of father" as a determinant of college choice.

16. The Chi Square Test for Independence failed to detect significant differences for BAPB versus BAPW regarding "schoolings of mother" as a determinant of college choice. Schoolings of mothers were categorized as high school and below or above high school. Only a negligible relationship was indicated between this group and "schoolings of mother" as a determinant of college choice.

17. The result of the Chi Square Test for Independence failed to detect significant differences for BAPB versus BAPW regarding "sex" as a determinant of college choice. Only a negligible relationship was indicated between this group and "sex" as a determinant of college choice.

18. The result of the Chi Square Test for Independence indicated no significant differences for BAPB versus BAPW regarding "special curriculum" as a determinant of college choice. The participants were asked to respond yes or no to the question dealing with the influence of special curriculum on their college choice. Only a negligible relationship was indicated between this group and "special curriculum" as a determinant of college choice.

19. The result obtained by the Chi Square Test for Independence does not support the conclusion that there is a significant difference for BAPB versus BAPW regarding number of "visits with high school counselor" as a determinant of college choice. Visits to high school counselors were categorized as frequently or seldomly/never. The Phi Coefficient indicates a negligible relationship between this group and

"visits with high school counselors" as a determinant of college choice.

20. The result supports the conclusion that there is no significant difference in the type of motivation (internal or external) demonstrated by BAPB and BAPW. The proportion of BAPB with internal motivation equaled the proportion of BAPW with internal motivation. It is reasonable to conclude that basic life styles and internal sources of motivation for both BAPB and BAPW are similar and that those differences responsible for the college choice process must be found elsewhere.

21. Two of the eighteen scales on the CPI showed significant differences between BAPB and BAPW. These traits are well-being and socialization with the BAPW university tending to score higher on all except capacity for status, self acceptance and self control.

Primary Conclusions Pertaining to Sampled Admission Counselors Assessment of the 10 Recruiting Guideline Strategies

1. The general agreement generated from the assessment of "guideline strategy 1" supports the conclusion that the establishment of a summer internship program for high school counselors will probably help to increase the number of minority student applicants (white students to predominantly black universities and black students to predominantly white universities).

2. The general agreement with " guideline strategy 2" supports the conclusion that a university's mobile admission unit will probably increase minority applications (white students to predominantly black universities and black students to predominantly white universities).

3. The general undecided response generated from the assessment of "guideline strategy 3" indicates that admission counselors are unclear as to the influence of the black church in the recruitment of black students to predominantly white universities.

4. The general undecided response generated from the assessment of "guideline strategy 4" indicates that admission counselors are unclear as to the impact of the development of an academic training program for high school students and adults on recruiting white students to predominantly black universities.

5. The general response generated relative to "guideline strategy 5" indicated an agreement that the departments of music, art, and drama, or the division of fine arts should recruit minority faculty members to provide for the creative expression of black culture.

6. The strong agreement with "guideline strategy 6" supports the conclusion that those departments or schools which have contributed to the recognition of the university should prepare a special pamphlet for public distribution on successfully employed graduates. This has a high probability of increasing the perception in the community that

minority students (white students attending predominantly black universities and black students attending predominantly white universities) succeed academically, graduate and are decidedly employable.

7. The strong agreement with "guideline strategy 7" supports the conclusion that establishment of a semi-annual forum among minority graduates, minority college seniors, and high school students interested in becoming minority freshmen will help reinforce a positive perception in the community of the predominantly white or black university.

8. The general agreement with "guideline strategy 8" supports the conclusion that special recruitment efforts should be directed to those high schools with a substantial proportion of minority enrolled students (white students attending predominantly black high schools and black students attending predominantly white high schools).

9. The general agreement with "guideline strategy 9" supports the conclusion that the predominantly white or predominantly black university should actively seek out and interface with local minority professional organizations. Special efforts should be made to incorporate these organizations into programs of the university. This has a good probability of increasing the perception that blacks are welcome on predominantly white universities and whites on predominantly black universities.

10. The general agreement with "guideline strategy 10" leads to the conclusion that special information pamphlets will help to increase

the perception that white students are welcome at predominantly black universities. The pamphlets should contain relevant university information pertaining to white students attending predominantly black universities.

Generalization of Data

As cited in the preliminary discussion of Discriminant Function Analysis (Chapter 3), one of the purposes of such a treatment is to generate criteria which can be used to predict the condition which is under investigation. In the case of this research, the conditions under investigation are the internal and external factors of college choice for white students attending predominantly black universities and black students attending predominantly white universities. The data indicated that the potential white student choosing to attend a predominantly black university usually:

(1) ranks in the middle/lower third of his/her high school class,
(2) has annual family income less than $39,999 a year,
(3) has a father employed as blue collar worker,
(4) meets basic qualifications for receiving financial aid in college,
(5) is not influenced to attend a particular college simply because it is near home,
(6) most likely attended high school outside of Virginia,
(7) has a mother employed as blue collar worker,

(8) does not seek advice from high school officials, and

(9) possesses a cluster of distinguishing personality traits which reflect the characteristics of relatively more dominant influential, self-confidence, intrapersonal adjustments, self-discipline, intellectual and personal effectiveness, and openness to experience.

The data indicated that the potential black student choosing to attend a predominantly white university usually:

(1) has career plans directed in the science area,

(2) ranks in the upper third of his/her high school class,

(3) possesses a high school grade point average greater than 3.0 on a 4.0 scale,

(4) most likely attended a high school in Virginia, and

(5) possesses a cluster of distinguishing personality traits which reflect the characteristics of relatively more intrapersonal adjustments, and social maturity and integrity.

Recommendations

This study has touched on many factors which the researcher feels are germane to the development of strategies to increase minority enrollment at predominantly white and predominantly black institutions. The following recommendations are not intended to be "either/or" mandates but possible approaches to rectifying the existing problem.

1. As this study indicates, white students at predominantly black institutions are older, more economically independent, and more concerned with career preparation and occupational upward mobility. They select an institution for a college education on the basis of a number of factors; the institution's geographic proximity to their place of residence, the availability of special types of financial assistance, the offering of special programs, and the flexibility of course scheduling. The experiences already being provided should be strengthened, enriched, and expanded for all students. These experiences can improve the quality of human relations in the college environment and positively influence the recruitment of minority students.

2. It is recommended that high school counselors become more involved in the recruiting process of minority students to predominantly white and predominantly black institutions. Students seek advice of counselors, and it appears prudent to direct and encourage counselors to guide appropriate students in this direction.

3. Clearly, the data for this study do not include all the solutions to the problems of recruiting minority students. What the data can do is provide additional insight into the personality, motivational level, and personal demographics of minority students at predominantly white and black institutions. For example, the data revealed that the potential white student choosing to attend a predominantly black university usually has a father employed as a blue

collar worker, does not seek advice from high school officials concerning the selection of a college and probably attended high school outside of Virginia. In the process, the data can form a basis for additional study and analysis for the institutions seeking to develop programs and policies that will assist in meeting the minority student recruitment goals.

4. This study suggests that colleges and universities must institute strategies and programs not within the past experiences to recruit minority students. For example, college or universities may need to establish and utilize a mobile admission unit which permits a prospective student to complete enrollment obligations on site.

5. The results from this study reinforce the premise that students' college choice is a critical issue requiring detailed and systematic analysis.

6. It is suggested that students and their parents need to obtain an earlier and better understanding of the diverse and complex nature of post secondary education and the different requirements for admission to various types of colleges.

7. A more subtle implication suggests that the ability of black colleges to compete with predominantly white colleges depends on their success in recruiting black students from predominantly white high schools. Obviously, implementing such strategies successfully will largely depend on the future level of state and federal support that black colleges receive and their ability to offer more attractive

financial packages to students. In addition, the quality of these institutions must be improved so that they can more effectively compete with highly selective institutions for students.

8. This study suggests that the increased use of minority students and faculty in recruiting will attract more minority students to predominantly white or predominantly black institutions.

Areas for Future Research

The following list represents areas or points of departure for additional research projects:

1. The variables in this research model are primarily student level measures. Institutional level measures and other variables that are not in this analysis, may be important in further understanding students' college choices.

2. College admissions process and the behavior of college admissions officers are important in understanding students' college choices. Also, information on the type and amount of financial aid that entering college students receive might be useful.

3. Future investigations should examine the influence of the college admissions process and student financial aid on students' college choices.

4. More detailed information on students' perceptions and motivations for their college choices may also prove useful.

5. More extensive information on the impact of high school officials, parents, and peers on students' college choice also may be needed.

6. It is important to examine the consequences of students' choices for their subsequent higher educational achievement and occupational attainment.

7. Further investigation could obtain personality profiles and differences among black students attending technical colleges, four year universities, junior college, etc., all of which could be analyzed against the relative racial composition of the student body. The results of such a study could assist black students with their parents and counselors in the decision as to what kind of college to attend.

8. The California Psychological Test could be utilized to gather descriptive data on minority students in certain kinds of colleges from many geographic regions. These results could be correlated with various demographic variables providing meaningful profiles.

9. A study could be developed producing discriminating items between blacks attending predominantly black and blacks attending predominantly white; between whites attending predominantly white and whites attending predominantly black. These results could be administered to white and black college bound high school seniors and predictions made. A follow up study of these students after a year in college would determine the predictive validity of the scale.

10. More detailed information on students' perceptions and motivations for their college choices may also prove useful. Retrospective data from students currently enrolled in various colleges would be helpful as well as data from prospective entering freshmen.

11. A review of the literature on black high schools and college students yields inadequate information on the high school, family and community experiences of black students and their values and orientations toward higher education.

BIBLIOGRAPHY

BIBLIOGRAPHY

1983 Amendments Virginia Plan For Equal Opportunity in State-Supported Institutions of Higher Education by Norfolk State University, Norfolk, Virginia: 1983.

1983 Amendments Virginia Plan For Equal Opportunity in State-Supported Institutions of Higher Education by Old Dominion University, Norfolk, Virginia: 1983.

Astin, Alexander W., Who Goes Where to College? Chicago: Science Research Associates, 1965.

Astin, Helen and Cross, Patricia., Characteristics of Entering Black Freshmen in Predominantly Black and Predominantly White Institutions: A Normative Report, Washington, D. C.: Higher Education Research Institute, 1977.

Beezer, Robert H. and Hjelm, How F., Factor Related to College Attendance, United States Office of Education, Research Monograph No. 8 Washington, DC: Government Printing Office, 1961.

Berdie, Ralph F. and Hood, Albert B., "Personal Values and Attitudes as Determinants of Post-High School Plans," Personnel and Guidance Journal, Vol. 42, No. 8, 1964.

Berdie, Ralph F. and Hood, Albert B., "How Effectively Do We Predict Plans for College Attendance?", Personnel and Guidance Journal, Vol. 44, No. 5, 1966.

Braddock, Jomills H., "Desegregation and Black Student Attrition," Urban Education, Vol. 15, 1981.

Brazziel, William and Brazziel, Marian. Recent College and University Enrollment Patterns of Black Students in States Affected by Adam-Califano Litigation, Atlanta: Southern Education Foundation, 1980.

Brown, Nina W., "An Investigation of Personality Characteristics of Negroes Attending a Predominantly White University and Negroes Attending a Predominantly Black College," Dissertation Abstracts, Vol. 33, 1973.

Campi, Florence, "Educational Attainment and Family Background," New Directions in Health, Education and Welfare, United States Office of Education, Department of Health, Education, and Welfare (Washington, DC: Government Printing Office, June 1961.

Caro, Francis G., "A Social Class Comparison of Attitudes of Male High School Students Toward College and Dominant Occupational Goals," Dissertation Abstracts, Vol. 23, 1962

Coureland, Aaron V. C. and Kitsuse, John I., The Educational Decision Makers New York: Bobs-Merrill Company, 1963.

Davis, James, Undergraduate Career Decisions, Chicago: Aldine Publishing Co., 1965.

Dembowski, Frederick L., "A Model For Predicting Student College Choice," College and University, Vol. 55, 1980.

Dobbins, Charles, The University; The City and Urban Renewal, Washington, DC: American Council on Education, 1964.

Dole, Arthur A., A Study of Values as Determinants of Educational and Vocational Choices in Hawaii, United States Office of Education, Department of Health, Education and Welfare, Cooperative Research Project No. 757, Washington, DC: Government Printing Office, 1961.

Douvan, Elizabeth and Kaye. Carol, "Motivational Factors in College Entrance," The American College: A Psychological and Social Interpretation of the Higher Learning, Vol. 42, No. 6, 1965.

Ellis, Betty W., "To Attend or Not To Attend College: Some Factors in the Decision of Qualified High School Graduates," Dissertation Abstracts, Vol. 23, 1962.

Forrest, Aubrey, "Counseling Talented Students on College Choice," Personnel and Guidance Journal, Vol. 40, No. 1, 1961.

Gough, Harrison G., Manual For the California Psychological Inventory Palo Alto, California: Consulting Psychologists Press, Inc., 1975.

Green, Kenneth C., Government Support For Minority Participation in Higher Education, Washington, DC, America Association for Higher Education, 1983.

Green, Kenneth C., Government Support For Minority Participation in Higher Education, Washington, D.C.: Clearinghouse on Higher Education, 1982.

Gurin, Patricia, Motivation and Aspiration in the Negro College, Ann Arbor, Michigan: Survey Research Center, 1969.

Holland, John L., "Determinants of College Choice," College and University, Vol. 35, No. 1, 1959.

Jones, Larry G., Black Students Enrolled in White Colleges and Universities: Their Attitudes and Perceptions, Atlanta, Georgia: Southern Regional Education Board, 1979.

Kerlinger, Fred N., Foundation of Behavioral Research New York: Holt, Rinehart and Winston, 1973.

Klotsche, J. Martin, The Urban University and the Future of Our Cities New York: Harper and Row Publishers, 1966.

Larsen, Richard and Marx, Morris, An Introduction to Mathematical Statistics and its Applications, New Jersey: Prentice Hall, Inc., 1981.

Myers, Michael M., Total, Black and Hispanic Enrollment in Higher Education, 1980: Trends in the Nation and the South Georgia: Southern Regional Education Board 1982.

Porter, J. N., "Race, Socialization and Mobility in Educational and Early Occupational Attainment," American Sociological Review, Vol. 39, 1974.

Portes, Alejandro and Wilson, Kenneth., "Black-White Differences in Educational Attainment," American Sociological Review, Vol. 41, 1976.

Richmond, Mossie J., "Strategies for Recruiting Minority Students," College Student Journal, Vol. 13, 1979.

Rossi, Peter and Coleman, James S., Determinants and Consequences of College Choice (Chicago: University of Chicago: National Opinion Research (Enter, September, 1964). pp. 1-135.

Smith, Donald H., Admission and Retention Problems of Black Students at Seven Predominantly White Universities, Washington, DC: National Advisory Committee on Black Higher Education and Black Colleges and Universities, 1980.

Standley, Nancy V., White Students Enrolled in Black Colleges and Universities: Their Attitudes and Perceptions, Atlanta, Georgia: Southern Regional Education Board, 1978.

Tatsuoka, Melvin and Tiedman, David, "Statistics as an Aspect of Scientific Method in Research on Teaching," in N. L. Gage's Handbook for Research on Teaching, Chicago: Rand McNally, 1970.

Thomas, Gail E., "The Influence of Ascription, Achievement and Educational Expectations on Black-White Postsecondary Enrollment," The Sociological Quarterly, Vol. 20, 1979.

Thomas, Gail E. and Braddock, II, Jomells, Determining the College Destination of Black Students, Maryland: Center for Social Organization of Schools, John Hopkins University, 1981.

Tuckman, B. W., Conducting Educational Research New York: Harcourt, Brace, Jovanovich, 1972.

U. S. Department of Health, Education and Welfare, Federal Register, Vol. 43, No. 32, 15 February 1978.

U. S. Department of Health, Education and Welfare, Federal Register, Vol. 43, No. 32, 15 February 1978.

Weiss, Neil and Hassett, Matthew, Introductory Statistics United States: Addison-Wesley, 1982.

Wildman, Terry, State Plans for Equalizing Educational Opportunity: A Progress Report in Perspective on Opportunity in Higher Education Lincoln, Nebraska: Nebraska Curriculum Development Center, 1977.

Young H. A. and Young B. H., Scientists in the Black Perspective, Louisville, Kentucky: The Lincoln Foundation, 1974.

APPENDIX A.1.

LETTER FROM HUMAN SUBJECTS BOARD ODU

OLD DOMINION UNIVERSITY

Office of the Vice President for Academic Affairs
(804) 440-3070 • Norfolk, VA 23508-8506

October 14, 1983

Ms. Linda B. McCluney
120 Dupont Circle
Norfolk, Virginia 23509

Dear Ms. McCluney:

On September 23, 1983, a determination was made on behalf of the Old Dominion University Institutional Review Board for the Protection of Human Subjects concerning your project titled "Development and Assessment of Recruitment Guidelines for Desegregation of Urban Universities in Virginia".

It is the finding of the Board that your project:

XXXX Falls within the categories of research which are exempted from review under Federal and University regulation for the protection of human subjects.

The Board does ask that you provide each subject with a letter informing them of the purpose and nature of your proposed research, and advising them that they are under no obligation to answer if they chose not to. Further, the letter should enable the subjects to contact you if they desire further information.

Thank you for your cooperation and may I wish you every success with your research.

Sincerely,

Lindsay M. Rettie

Lindsay M. Rettie
Chairperson
Institutional Review Board for the
Protection of Human Subjects.

cc: IRB Members
Ms. Griffin
Dr. Snowden

APPENDIX A.2.

LETTER TO FACULTY MEMBERS NSU

TO: _____

_____

NORFOLK STATE UNIVERSITY

DEAR FACULTY MEMBER:

I AM A DOCTORAL STUDENT AT OLD DOMINION UNIVERSITY IN THE URBAN SERVICES PROGRAM. I HAVE ASKED FOR AND RECEIVED PERMISSION FROM DR. PAUL MOHR AND DR. HOLLIE BAKER TO CONDUCT MY DISSERTATION RESEARCH AT NORFOLK STATE UNIVERSITY.

MY RESEARCH PROBLEM DEALS WITH INTERNAL AND EXTERNAL FACTORS OF COLLEGE CHOICE AND THEIR IMPLICATIONS FOR RECRUITMENT OF MINORITY STUDENTS. I HAVE DEVELOPED A DEMOGRAPHIC FORM WITH THE ABLE ASSISTANCE OF NORFOLK STATE UNIVERSITY'S CENSUS SERVICE, AND WOULD LIKE TO ADMINISTER THIS QUESTIONNAIRE AND TWO OTHER INSTRUMENTS TO SELECTED STUDENTS IN YOUR _____ (CLASS TIME AND DAY) CLASS.

YOUR STUDENTS HAVE BEEN SCHEDULED FOR _____ SEPT, 1983. IF THERE ARE QUESTIONS OR CONFLICTS CREATED BY THE PROPOSED SCHEDULE, PLEASE CONTACT ME AT 625-5468 (AFTER 5:00 P.M.) OR 444-4300 (BEFORE 3:00 P.M.).

SINCERELY,

LINDA B. MCCLUNEY

APPENDIX A.3.

LETTER TO FACULTY MEMBER ODU

TO: _____

_____

OLD DOMINION UNIVERSITY

DEAR FACULTY MEMBER:

I AM A DOCTORAL STUDENT AT OLD DOMINION UNIVERSITY IN THE URBAN SERVICES PROGRAM. I HAVE ASKED FOR AND RECEIVED PERMISSION FROM DR. CONRAD FESTA TO CONDUCT MY DISSERTATION RESEARCH AT OLD DOMINION UNIVERSITY.

MY RESEARCH PROBLEM DEALS WITH INTERNAL AND EXTERNAL FACTORS OF COLLEGE CHOICE AND THEIR IMPLICATIONS FOR RECRUITMENT OF MINORITY STUDENTS. I HAVE DEVELOPED A DEMOGRAPHIC FORM WITH THE ABLE ASSISTANCE OF NORFOLK STATE UNIVERSITY'S CENSUS SERVICE, AND WOULD LIKE TO ADMINISTER THIS QUESTIONNAIRE AND TWO OTHER INSTRUMENTS TO SELECTED STUDENTS IN YOUR _____ CLASS.
(CLASS TIME AND DAY)

YOUR STUDENTS HAVE BEEN SCHEDULED FOR _____ OCT, 1983. IF THERE ARE QUESTIONS OR CONFLICTS CREATED BY THE PROPOSED SCHEDULE, PLEASE CONTACT ME AT 625-5468 (AFTER 5:00 P.M.) OR 444-4300 (BEFORE 3:00 P.M.).

SINCERELY,

LINDA B. MCCLUNEY

APPENDIX A.4.

LETTER FROM OFFICE OF VICE PRESIDENT NSU

NORFOLK STATE UNIVERSITY
2401 Corprew Avenue
Norfolk, Virginia 23504

Office Of The
Vice President For Academic Affairs

(804) 623-8408/8409

M E M O R A N D U M

TO: Dr. Hollie Baker
Department of Mathematics

FROM: Paul B. Mohr, Sr.
Vice President for Academic Affairs

DATE: October 6, 1983

RE: McCluney Dissertation

Please assist Mrs. Linda McCluney with the collection of data for her dissertation.

adh/

cc Mrs. Linda B. McCluney
Dr. Lucy Wilson

APPENDIX A.5.

LETTER TO STUDENTS (NSU AND ODU)

DEAR STUDENT,

YOUR HAVE BEEN SELECTED TO PARTICIPATE IN A RESEARCH STUDY DESIGNED TO DEVELOP A MINORITY RECRUITMENT GUIDELINE FOR STATE UNIVERSITIES. THIS GUIDELINE WILL BE BASED ON THE PERSONALITY TRAITS, MOTIVATIONAL LEVELS AND PERSONAL DEMOGRAPHIC INFORMATION OF FRESHMEN STUDENTS. THEREFORE, I AM ASKING THAT YOU COMPLETE THE THREE ENCLOSED DATA GATHERING INSTRUMENTS AS THOROUGHLY AND TRUTHFULLY AS POSSIBLE. PLEASE READ AND ADHERE TO ALL PRINTED DIRECTIONS.

YOUR ASSISTANCE IN THIS ENDEAVOR IS GREATLY APPRECIATED. IF FOR ANY REASON YOU DO NOT WANT TO PARTICIPATE, PLEASE RETURN THE COMPLETE SURVEY PACKAGE.

THANK YOU,

LINDA B. MCCLUNEY

APPENDIX A.6.

LETTER TO VICE PRESIDENT NSU

Sept. 12, 1983

Dr. Paul B. Mohr, Jr.
Vice President of Academic Affair
Norfolk State University
Corprew & Park Avenues
Norfolk, Virginia 23504

Dear Doctor Mohr:

I am a graduate and former assistant professor of Norfolk State University presently pursuing a PH.D in Urban Education at Old Dominion University (concentration; Research & Statistics). Therefore, I am seeking the University's permission to administer the two enclosed data gathering instruments to 100 freshmen as soon as possible (50 blacks and 50 whites).

This data will assist me in completing a very timely study to generate and assess recruitment guidelines for desegregation of urban universities. The intent will be to survey current enrolled freshmen at Norfolk State and Old Dominion to determine those considerations influential in college choice. The information will be used to design recruitment guidelines to direct more blacks to the predominantly white urban universities and more whites to the predominantly black urban universities.

Dr. Janie Jordan, Dr. Barbara Wilson, Dr. Sandra Deloatch and Dr. Hollie Baker are willing to coordinate with me in completing this task.

Your immediate response will be greatly appreciated. Upon completion, a copy of my dissertation will be forwarded to your office.

Sincerely,

(Mrs.) L. B. MCCluney

APPENDIX B

SURVEY PACKAGE SENT TO ADMISSION COUNSELOR

DEAR ADMISSION COUNSELOR,

ALL PERSONS IN THE EDUCATIONAL COMMUNITY MUST SHARE THE RESPONSIBILITY OF ASSISTING OUR STATE UNIVERSITITES IN MEETING THEIR OBLIGATIONS. IN THIS SPIRIT OF COOPERATION EFFORT, I APPEAL TO YOU FOR YOUR HELP IN ADDRESSING THE OBLIGATION OF MINORITY STUDENT RECRUITMENT.

I AM A DOCTORAL STUDENT AT OLD DOMINION UNIVERSITY AND PRESENTLY ENGAGED IN MY DISSERTATION RESEARCH. AN ANALYSIS OF MY PRELIMINARY DATA INDICATES THAT ADMISSION COUNSELORS MIGHT PROVIDE VALUABLE INFORMATION AND INSIGHT RELATIVE TO THIS AREA. I AM, THEREFORE, SOLICITING YOUR HELP IN ASKING YOU TO REACT TO THE ENCLOSED FORMAT. THE SIMPLE FORMAT OF THE ENCLOSED LIST OF RECRUITING STATEGIES HAS BEEN ADOPTED TO FACILITATE ITS COMPLETION AND TO CAUSE YOU THE LEAST INCONVENIENCE. PLEASE HELP ME IN THIS MATTER!!!

IF YOU HAVE QUESTIONS, PLEASE CALL ME COLLECT AT (804) 625-5468.

SINCERELY,

LINDA B. MCCLUNEY

PURPOSE OF THE MINORITY RECRUITING GUIDELINE

THE GUIDELINE STRATEGIES HAVE BEEN DEVELOPED TO PROVIDE DIRECTIONS TO THE ADMISSION COUNSELORS OF STATE UNIVERSITIES WHO HAVE NOT MET THEIR MINORITY STUDENT RECRUITMENT GOALS. THE ADMISSION COUNSELORS OF UNIVERSITIES WHICH HAVE MET THEIR GOALS FOR THE 1983-84 SCHOOL YEAR, SHOULD VIEW THESE GUIDELINE STRATEGIES AS A POSSIBLE VEHICLE FOR FUTURE RECRUITMENT EFFORTS.

RECRUITING GUIDELINE STRATEGIES

STRATEGIES DEVELOPED FOR RECRUITMENT OF MINORITY STUDENTS

Directions: Rate the guideline strategies presented below on the basis of your agreement or disagreement. Using the scale 5-4-3-2-1 where 5 means strongly agree down through 1 meaning strongly disagree, give your opinion of the guideline strategy in light of your position as an admission counselor. Circle only one response for each strategy.

I. GOAL: To obtain the numerical goals established by the "1983 Amendments to The Virginia Plan for Equal Opportunity in State Supported Institutions of Higher Education" for undergraduates.

OBJECTIVE A: Increase the number of minorities who apply to predominantly white or black universities.

GUIDELINE STRATEGY 1: Establish a summer internship program for high school counselors. Counselors should participate in such a program at state universities where they would be in the minority. This program should provide counselors with a chance to work with minority students in a minority environment. This type of exposure will hopefully help counselors to encourage high school students to attend universities where they would be in the minority.

SCALE 5 4 3 2 1

GUIDELINE STRATEGY 2: A university's mobile admission unit should be established. This unit should be equipped with complete information related to student recruitment, admission requirements, financial aid, housing, student life, academic programs, etc. The most significant advantage to the mobile admissions unit is that it permits a prospective student to complete his or her college enrollment on site (churches, schools, banks, libraries, etc).

SCALE 5 4 3 2 1

OBJECTIVE B: Increase awareness in the black community regarding educational opportunities at predominantly white universities.

GUIDELINE STRATEGY 3: The black church should become an integral part of any significant search for black students. Volunteer participation (supplemented by college work study) can result in the development of a minority collegiate choral organization. This group can present gospel and spiritual programs in churches on a regular basis. The students participating will become on-site recruiters of minority students.

SCALE 5 4 3 2 1

OBJECTIVE C: Increase awareness in the white community regarding educational opportunities at predominantly black universities.

GUIDELINE STRATEGY 4: Develop an academic training program for high school students and adults interested in attending college. This program would present weekend workshops on such topics as preparing for the SAT, studying in college, selecting appropriate majors, etc. Special efforts should be made to advertise these workshops at predominantly white chuches, private enterprises, high schools, military bases, etc.

SCALE 5 4 3 2 1

OBJECTIVE D: Increase campus sensitivity to the needs of black students on predominantly white campuses in order to create a campus environment conducive to enrolling increased number of students.

GUIDELINE STRATEGY 5: The departments of music, art, drama or the division of fine arts should take special efforts to employ minority faculty members in order to provide for the creative expression of the black culture.

SCALE 5 4 3 2 1

OBJECTIVE E: Increase the perception in the community that minority students who attend predominantly white or black universities succeed academically, graduate and are highly employable.

GUIDELINE STRATEGY 6: Those departments or schools which have contributed to the recognition of the university should prepare a special pamphlet on successfully employed graduates. This pamphlet should include autobiographies, pictures, and personal interviews on these graduates. Pertinent information about the department or school should be included.

SCALE 5 4 3 2 1

GUIDELINE STRATEGY 7: Establish a semi-annual forum among minority graduates, minority seniors and high school students interested in becoming minority freshmen. Issues influencing the minority student on campus should be discussed.

SCALE 5 4 3 2 1

OBJECTIVE F: Increase the number of minorities who enroll at predominantly white universities or black universities.

GUIDELINE STRATEGY 8: Special recruitment efforts should be directed to those high schools with a substantial proportion of minority enrolled students. On site recruitment workshops should be presented at these schools semi-annually for all grade levels.

SCALE 5 4 3 2 1

OBJECTIVE G: Increase the perception that minorities are welcome at predominantly white or black universities.

GUIDELINE STRATEGY 9: Seek to find out about majority race professional organizations existing in the area. Encourage these organizations to utilize college facilities for meetings, faculty members for developing and presenting seminars, among others. These organizations should be encouraged to participate in campus activities.

SCALE 5 4 3 2 1

GUIDELINE STRATEGY 10: Create a pamphlet which includes information about financial aid programs available to white students attending predominantly black universities, highlighting special programs on campus and listing key people for contact. Copies of this pamphlet should be disseminated at work sites employing large numbers of white adults.

SCALE 5 4 3 2 1

APPENDIX C

DEMOGRAPHIC FORM AND MOTIVATIONAL INSTRUMENT

Instructions: The data you give is CONFIDENTIAL and will be seen only by the investigator. Fill in the requested information as completely and accurately as possible, for all of it will be needed for analyses.

COLLEGE STUDENT PERSONAL DATA

1. University _____ 2. Age _____

3. Race (Check One) |___| Black |___| White |___| Other

4. Sex (Check One) |___| Male |___| Female

5. Name of High School Attended _____
   Location _____
   (City) (State)

6. Check the race of your high school counselor.

   |___| Black |___| White |___| Other

7. What is your intended college major? _____

8. Check the highest level of schooling reached by your parents.

FATHER	MOTHER
|___| Some elementary school	|___| Some elementary school
|___| Finished elementary school	|___| Finished elementary school
|___| Some College	|___| Some College
|___| Some High School	|___| Some High School
|___| Finished High School	|___| Finished High School

☐ Finished 2-year degree program	☐ Finished 2-year degree program
☐ Finished college	☐ Finished college
☐ Some graduate work after college	☐ Some graduate work after college
☐ Finished professional school	☐ Finished professional school

9. What is your father's occupation? (i.e. What job does he have? If, deceased, what did he do?) _____

10. What is your mother's occupation? (i.e. What job does she have? If, deceased, what did she do?) _____

11. In what third of your high school class did you stand on the basis of your grades? (Check one)

☐ Highest third ☐ Middle third ☐ Lowest third

12. Which high school subject did you like most? _____

13. Which high school subject did you like least? _____

14. In which high school subject did you get your best grades? _____

15. In which high school subject did you get your lowest grades? _____

16. What science course did you take in high school? (Specify the number of years. If only one semester specify 1/2 year.)

General Science _____yr(s)
Biology _____yr(s)
Chemistry _____yr(s)
Physics _____yr(s)
Other (specify) _____ _____yr(s)

17. What mathematics course did you take in high school? (Specify the number of years. If only one semester, specify 1/2 year.)

General math _____yr(s)
Business math _____yr(s)
Algebra 1 _____yr(s)
Algebra 2 _____yr(s)
Plane Geometry _____yr(s)
Solid Geometry _____yr(s)
Trigonometry _____
Calculus _____yr(s)
Other (specify) _____yr(s)

18. Indicate your first, second, and third choices for the occupation you like to enter (Place 1, 2, or 3 in the appropriate space.)

☐ Physician	☐ Medical Technician	☐ Biologist
☐ Nurse	☐ Secretary	☐ Entertainer
☐ Chemist	☐ Skilled Tradesman	☐ Professional Sports Player
☐ Electrical Engineer	☐ Psychologist	☐ Community Service Worker (i.e. Social or recreation worker)
☐ Teacher (Specify) _____	☐ Scientist	☐ Other (Specify) _____
☐ Mechanic	☐ Lawyer	_____
☐ Sales Clerk	☐ Business Administration	
	☐ Computer Scientist	

19. When you decided on your choice of college, who or what influenced your choice of college? (For example, a teacher, parent, something you read) _____

_____

20. When you were making a major decision concerning your college choice, whom did you speak with at your high school? (Check one)

|___| Counselor |___| Teacher |___| Friend |___| Principal

|___| No one

21. How often did you visit your counselor during your senior year in high school? (Check one)

|___| Frequently |___| Seldomly |___| Never

22. Did your counselor encourage you to consider a college where you would have been of the minority group? (i. e. If black, a predominantly white university of white, a predominantly black university). (Check one)

|___| Yes |___| No

23. Did your father attend this university? (Check one)

|___| Yes |___| No

24. How many students were in your graduating senior class? (Check one)

|___| Less than 50 |___| 50-100 |___| 100-200 |___| 200-300

|___| 300-400 |___| 400-500 |___| Greater than 50

25. Being white, if a predominantly black university offered you a scholarship, would you have attended the university? (Check one)

|___| Yes |___| No |___| Maybe |___| Not Applicable

26. Being black, if a predominantly white university offered you a scholarship, would you have attended the university? (Check one)

|___| Yes |___| No |___| Maybe |___| Not applicable

27. What is your family's religious background?

|___| Baptist |___| Catholic |___| Protestant |___| Jewish

|___| Methodist |___| Episcopal |___| Other

28. What is you total family's income (yearly)? (Check one)

|___| Under $15,000 |___| $25,000-$39,000 |___| $60,000-$80,000

|___| $15,000-$24,999 |___| $40,000-$59,000 |___| Over $80,000

29. If you are living at home during your freshman year, how many miles are you from this university? (Check one)

|___| 3 miles or less |___| 4-6 miles |___| 7-9 miles

|___| 10-12 miles |___| 13 miles or greater |___| Not applicable

30. Did your church influence your choice of college? (Check one)

|___| Yes |___| No

31. Based on a 4.0 being an "A" average, what was your overall high school grade point average? (Check one)

|___| 1.0 or less

|___| 2.0 - 2.9

|___| 3.0 - 3.9

|___| 4.0

32. What socioeconomic class would best describe your family? (Check one)

|___| Upper |___| Middle |___| Lower

33. Did you receive any type of financial assistance (including scholarships) from this university? (Check one)

|___| Yes |___| No

34. Why did you decide to attend this university? (Check one)

|___| Parent's Choice |___| Friends |___| Scholarships

|___| Counselor's Choice |___| Teacher's Choice |___| Church guidance

|___| Location |___| Special Curriculum (i.e. engineering, nursing, etc)

|___| Sports |___| Financial aid available

|___| Other (Specify) _____

35. Did your mother attend this university? (Check one)

|___| Yes |___| No

36. What was the majority race of the student body of your high school? (Check one)

|___| Black |___| White |___| Other

Following are ten pairs of statements. Read each item carefully and decide which statement out of the pair most closely describe your feelings on a particular subject. Then circle the letter of the statement you choose. Do the same for each pair of statements. Remember, circle only one statement per numbered item.

1. A. I have often found that what is going to happen will happen.

   B. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

A. When I make plans, I am almost certain that I can make them work.

2.

B. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

A. Many times I feel that I have little influence over the things that happen to me.

3.

B. It is impossible for me to believe that chance or luck play an important role in my life.

A. Who gets to be the boss depends on who has the skill and ability, luck has little or nothing to do with it.

4.

B. Who gets to be the boss often depends on who is lucky enough to be in the right place first.

A. Most people don't realize the extent to which their lives are controlled by accidental happenings.

5.

B. There really is no such thing as "luck."

A. Knowing the right people is important in deciding whether a person will get ahead.

6.

B. People will get ahead in life if they have the goods and do a good job; knowing the right person has nothing to do with it.

A. It is the lack of skill and abilities that keep many people from getting good paying jobs.

7.

B. People will get ahead in life if they have the good and do a good job; knowing the right person has nothing to do with it.

8.

A. Many people who don't do well in a job do have good training, but the opportunities just always go to someone else.

B. Some people may not have same opportunity but many people haven't prepared themselves enough to make use of the opportunities that come their way.

9.

A. Many people have only themselves to blame for not doing better in life. If they tried harder, they'd do better.

B. When two qualified, one minority and one majority, are considered for the same job, the minority won't get the job no matter how hard he tries.

10.

A. The attempt to "fit in" and do what's proper hasn't paid off for minorities. It doesn't matter how "proper" you are, you'll still meet serious discrimination if you're a minority.

B. The problem for many minorities is that they aren't really accepted by American standards. Any minority who is educated and does what is considered proper will be accepted and get ahead.

AUTOBIOGRAPHICAL STATEMENT

Born in Norfolk, Virginia to Mr. and Mrs. Milton Blount Sr., the researcher is the wife of Charles H. McCluney and the mother of Charles H. McCluney II of Norfolk. Attending Norfolk State College, Old Dominion University and William and Mary College, the researcher has earned a B. S. in Mathematics Education, M. S. in Mathematics Education and participated in a program of study in the Higher Education and Computer Science, respectively. The researcher has also earned a certificate in Secondary Administration from Old Dominion University. These educational endeavors have provided the researcher with the opportunity to occupy jobs as Mathematical Consultant in Suffolk City Schools, Assistant Professor of Mathematics at Norfolk State University, Mathematical Statistician for Naval Safety Center in Norfolk, Statistician for Commander Naval Air Force in Norfolk and presently, Operations Analyst for the Navy's Management Engineering Center, Norfolk. The educational experiences as well as the job exposures have presented the researcher with the privileges to become a member of Beta Kappa Chi (National Scientific Honor Society), Alpha Mu Gamma (National Collegiate Foreign Language Honor Society), Alpha Kappa Mu (National Collegiate Honor Society) and to receive recognition as a nominee for Teacher of the Year 1977 (Norfolk City Schools), Outstanding Young Women of America 1981 and Outstanding Federal Women's Program Manager in 1983 (U. S. Navy).