

AN EXAMINATION OF FACTORS INFLUENCING AFRICAN-AMERICAN
STUDENTS' CHOICE TO ATTEND PREDOMINATELY
WHITE COLLEGES AND UNIVERSITIES

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VITA

Melvin C Norwood, son of Charlotte Norwood Cormick and the late Melvin Clements, was born November 9, 1982 in New Orleans, Louisiana. In the year 2000, he graduated from Mc Donogh #35 Senior High School, New Orleans' first high school that admitted African Americans. He went on to earn a Bachelor of Science degree in Business Education, *cum laude*, from The Alabama State University in 2005. He currently teaches in the Auburn City School District. He received the Master of Education degree in Educational Administration from The Alabama State University in 2006.

DISSERTATION ABSTRACT

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Melvin C Norwood

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The purpose of this study was to examine the factors that influence African American college students' decisions to attend an HBCU or a PWI 4-year institution. Differences among African Americans in factors influencing the college choice process were examined by gender and parents' level of education. The study was designed to gain a better understanding of how African Americans make decisions about higher education. Moreover, this study was meant to increase understanding of the influences on African American students' choice to attend HBCUs or PWIs. The data analyzed in the study were collected by the Cooperative Institutional Research Program (CIRP). Students who completed the Freshman Survey, but were not African-American students were excluded from this study.

The top factor was the academic reputation of the school, followed by indications that graduates of the school get good jobs. Social reputation and low tuition were also important factors. The least important factor was being advised by a private counselor.

The three least important factors were probably rated as such because they did not apply to a large percentage of the students. Specifically, only a small number of students received the advice of a private guidance counselor, so most students rated this factor as unimportant.

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Computer software used: SPSS 16.0, Windows XP, Microsoft Word 2007, and Microsoft Excel 2007.

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CHAPTER I

INTRODUCTION

Historically Black Colleges and Universities (HBCUs) have been forced to reduce workforce and programs due to declines in enrollment. Dewan (2009) reports that Tennessee State University has seen a 10 percent reduction in enrollment from the previous year, which has caused the institution to cut 52 faculty and staff positions. Currently there are 103 HBCUs (53 private and 50 public institutions), representing approximately 3 percent of the total U.S. institutions of higher education and about 2 percent of the total U.S. college enrollment (National Center for Education Statistics, 1996). Sissoko & Shiau (2005) pointed out that “these institutions have also been undergoing, over the past three decades, a declining share of African American high school graduates’ enrollment in higher educational institutions” (p. 181). Why are increasing numbers of African American students choosing not to attend HBCUs?

Though the number of African American students who choose to go to HBCUs has slowly declined over the last few decades, Dewan (2009) notes that the institutions’ defenders say they provide environments in which African American college students who might otherwise have trouble graduating can flourish. This positive environment is evident when considering that fewer than 12 percent of all African American college students today choose to attend HBCUs, yet those institutions grant almost 20 percent of the bachelor’s degrees earned by African American students (Dewan, 2009, p. A13). Obviously, the survival and growth of many HBCUs depends on their ability to recruit

and retain their share of African American college students. This study investigates the factors that influence African American students' college choice.

A majority of African American students choose to attend Predominately White Institutions (PWIs). Though HBCUs have seen slight enrollment increases over the past three decades, their share of the national enrollment has not increased and has declined more recently. Enrollment has been stagnate or declined because of two factors: the growth of community colleges and the Adams court decisions desegregating higher education in the south (Hauptman & Smith, 1994).

Two major studies by Hossler, Braxton, and Coopersmith (1989) and Paulsen (1990) established the foundation and development of various concepts and models of the college choice process. According to Hossler et al., (1989), the demand for college education is influenced by the expected stream of benefits, including the additional lifetime income resulting from higher education and the additional social and intellectual amenities an individual might expect to gain from attending college. Moreover, Paulsen (1990) asserted that high school graduates applying for college education are affected by their perceptions of barriers to participate in higher education, including the level of congruence between the academic environment of a college and their needs and goals.

Throughout the late twentieth century in America, equal opportunity has been associated with access to college, which is equated with success (Hossler, Schmit, & Vesper, 1999; Heller, 2002). President Clinton affirmed this association of college providing opportunities for success, stating “education is the fault line, the great Continental Divide between those who will prosper and those who will not in the new economy” (Geske & Cohn, 1998, p. 22). Clark (1960) said “to deny access to college is

to deny equal opportunity” (p.574). Therefore, college access lies at the “most basic of our values that every child should have the opportunity to become all that he or she is capable of becoming” (Lewis, 2000, p. 576). Thomas Jefferson affirmed education’s value in this country for education for all types of students, writing that “democracy wouldn’t work unless poor but worthy students had access to a quality education” (Marklein, 2004, p.1). In twenty-first century America, a college education has become valued as a clearing house for equal opportunity, including career and personal success for all.

Until the 1960s, African Americans who were able to graduate high school and not fall victim to disproportional dropout rates typically attended HBCUs. However, this is no longer the case. Equal rights legislation and recruitment efforts by PWIs over several decades have afforded African Americans access to all higher education institutions. In 1999, only three percent of full-time undergraduates attending four year colleges and universities around the country attended HBCUs, but these institutions produced 28 percent of all African American college graduates (Swail, Redd & Perna, 2003). Unfortunately, according to Freeman (2005), the aspirations of African American students to attend higher education institutions have not always translated to matriculation and academic success.

African American students who do manage to attend college, despite all of the factors that may prevent them from getting there in the first place, often fail to graduate at the same rate as their White counterparts regardless of institution type. For example, Swail et al., (2003) reported that in 2000 only 17 percent of African American people in

the United States over the age of twenty-five had attained a bachelor's degree compared to 28 percent of Whites.

Institutions of higher education throughout the United States recognize the value of recruiting students from various ethnic and cultural backgrounds (Oesterreich, 2000). In order to attract students who represent the diversity of American society, these institutions have increased their recruitment efforts. The enrollment of Asian-Americans, Latinos, and African-Americans in higher education has increased in recent years; however, the increase has not been in proportion to the increase of these groups in the general population of the United States (Oesterreich, 2000). In 1980, African-Americans represented 9 percent of all students enrolled in colleges and universities and in 2000 they comprised 11 percent of the total enrollment (Hoffman, Llagas, & Snyder, 2003). In contrast in both of these years, African-Americans represented approximately 13 percent of the United States' general population. Likewise, the enrollment percentages of Hispanic and Asian/Pacific Islanders also increased in the same time span (Hoffman et al., 2003). Enrolling a diverse student body presents a challenge, as well as an opportunity, for universities. According to Spencer (2004), developing specific recruitment strategies to appeal to greater proportions of African-Americans is of paramount interest. This study gives insight to the factors African Americans consider when choosing a college.

Statement of the Problem

Education is needed for survival in the twenty first century; however, it is critical for African Americans who, according to Swail et al., (2003), face disproportionately high rates of underemployment, low self-esteem, drug dependency, illiteracy, teen

pregnancy, homicide, and imprisonment. Swail et al., (2003) revealed in *Retaining Minority Students in Higher Education: A Framework for Success* that 34 percent of African Americans age 25 or older who have not earned a high school diploma live below the poverty line compared to 3 percent who have earned a bachelor's degree. Furthermore, the need for higher education has resulted in enrollment increases nationwide since 1990 to over 14 million. However, the educational attainment levels for African Americans are considerably lower than for Whites (Swail et al., 2003). Before the 1960s, a majority of college bound African Americans attended HBCUs. However, over the past five decades, recruitment efforts and civil rights legislation have afforded African Americans access to all types of higher education institutions. Unfortunately, those who aspired to matriculate did not necessarily do so.

Education has always played an important role in the history of African American people in the United States. African Americans have sought educational opportunity as part of their broader quest for freedom and justice (Billingsley, 1992). History reveals that the fear of slave revolts resulted in laws prohibiting the education of slaves. Not until after the Civil War were African Americans given the opportunity to participate in higher education (Wharton, 1988). However, even after legislation such as *Brown v. The Board of Education* became law in 1954 (Russo, Harris, & Sandidge, 1994), the pursuit of equality of educational opportunity for African Americans was difficult (Wharton, 1998). While the *Brown* decision did ultimately help in increased enrollments, African American students still did not fare as well as White students in regards to academic achievement, social adjustment, and persistence to the baccalaureate (Lucas, 1994).

There exists limited research on the differences in the college choice process among various minority groups (e.g. African Americans, Hispanics). Therefore, it is important to study individual minority student groups because understanding the differences in choice factors can help college recruiters and enrollment managers amass a more diverse student body. This study investigates college choice among African American students.

Conceptual Framework Overview

Most models for understanding college choice were developed from studies of White high school students. Hossler and Gallegher's (1987) model of college choice is used in this study as a conceptual framework. Their three-stage model (Figure 1) consists of an initial stage of decision-making (Predisposition), linear progression to the second stage of recruitment (Search), and culmination in the selection (Choice) of a college. This study applies Hossler and Gallegher's (1987) model to African American students.

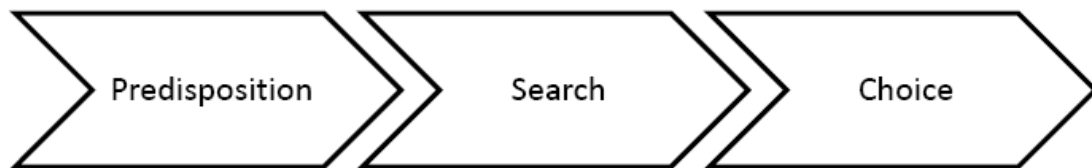


Figure 1. The Hossler and Gallagher Model (adapted from Hossler and Gallagher, 1987)

Predisposition—the earliest stage of the college choice process—is the stage in which some students develop aspirations for college attendance. The second stage of the college choice process, Search, is the point at which a student gains information that assists him or her in the evaluation of various characteristics of institutions for the purpose of identifying a good personal fit. The third and final stage of college choice,

Choice, is generally reached by a student who gains sufficient information on different colleges to eliminate alternatives from a choice set.

College choice research has focused primarily on models that study the “postsecondary aspirations of high school graduating classes” (Hossler et al, 1989, p. 248) by examining the college choice processing of high school students who attended college immediately after completing high school (Litten & Brodigan, 1982; Paulsen, 1990; Hossler, Schmit & Vesper, 1999; Murphy, 1981). Somers et al (2006) confirms this for “most of the research on college choice focuses on recent high school graduates who attend four-year college or universities” (p. 55). Past research (Freeman, 2005), has consisted primarily of empirical studies that focused on the development of the desire to attend college with examination of how school characteristics and student attributes of high school students influenced their choice to attend a college immediately after finishing high school. The focus in the research was on how “family background, academic performance, peers, and other high school experiences influence the development of post-high school educational plans” (Hossler, Schmit, & Vesper, 1999, p. 9).

Purpose of the Study

The purpose of this study is to examine the factors that influence African American college students’ decisions to attend HBCUs or PWIs. Differences among African American students in factors influencing the college choice process will be examined by gender, educational level of parents, and institution type. The study is designed to gain a better understanding of how African Americans make decisions about which type of college to attend. Specifically, this study is meant to increase

understanding of the influences on African American students' choice to attend HBCUs or PWIs. Findings from this study are intended to inform higher education policy makers and administrators, including enrollment managers. The data to be analyzed in the study were collected from entering freshmen at colleges and universities across the nation, using responses from *The Freshman Survey* (TFS) of the Cooperative Institutional Research Program (CIRP).

Research Questions

The study will examine the following research questions:

1. What are the factors that affect the college selection process of African American students?
2. What are the factors that affect the college selection process of African American college students depending on the type of institution (PWI vs. HBCU)?
3. What are the factors that affect the college selection process of African American students based on gender?
4. What are the factors that affect the college selection process of African American students based on parents' level of education?

Significance of the Study

This study contributes to the literature by relating Hossler and Gallegher's (1987) model of college choice to the African American student population. This information will be beneficial to college staff who are responsible for developing effective recruitment strategies for minority students, specifically African Americans. If the opportunities available to college graduates are to be made available to all U.S. citizens, then higher education institutions, both PWIs and HBCUs, need to do a better job of

recruiting African American students. Therefore, institutions need to know what factors influence African American students' college choice.

The research on minority college choice is thin. Most research on college choice focuses on the factors that influence majority students (Solmon & Wingard, 1991). Minorities are included as participants in some of the research, but results are not disaggregated by race. Therefore, information on the differences between White and minority students is limited (Martin & Dixon, 1991).

The decision to attend college is predicated by a variety of factors that affect a student's college choice. These factors have been studied in some detail and are beyond the scope of this study (Hossler et al 1989; Chapman 1981; Hearn 1984; Litten & Brodigan, 1982; Paulsen 1990; Cibik, 1982, Baksh & Hoyt, 2001). However, there exists little data for enrollment managers to use for developing recruitment strategies for college-bound African-American students.

Limitations of the Study

As with all research, there are some limitations associated with this study. The participants in this study will be African American students. Therefore, the results of this study will reveal only information about African American students at the participating institution and cannot be generalized to students at all institutions. The research instrument used to collect data was a quantitative survey, which limits the responses of the participants. Participants' opinions and feelings are not assessed in depth using quantitative surveys (Cohen & Manion, 1996).

Assumptions of the Study

The study was based on the following assumptions:

1. The students responded honestly and appropriately to the items on the TFS survey
2. The Freshman Survey (TFS) is a reliable and valid instrument for assessing the factors influencing the college choice process of African American students

Definitions of Terms

For the purpose of better understanding the study, the following terms are defined:

College Access – Is the process whereby educators, policymakers, and administrators attempt to ensure that all individuals eligible for and desirous of college admission, and eventually a college education, are able to attain it (McDonough, 1997).

College Choice – Is the process by which aspirants prepare for and apply to college (McDonough, Antonio, & Trent, 1997).

Historically Black Colleges and Universities (HBCUs) – Colleges and universities that are degree-granting institutions of higher learning and were established prior to 1964 with the primary mission of educating African Americans. To date, 119 HBCUs exist throughout the United States (Hurd, 2001).

Historically under-represented (HUR) students – For this study, HUR students are defined as low socioeconomic status (SES) (less than \$20,000), ethnic minorities (African Americans, Latinos, and American Indians), women, and older than 24 (Hossler, Schmit, & Vesper, 1999; Melendez & Suarez, 2001; Freeman, 2005; Gildersleeve, 2003; Advisory Committee on Student Financial Assistance, 2001; Schuetze & Slowey, 2006).

Predominately White Institutions (PWI) - An institution of higher learning composed mostly of white students.

Organization of the Study

The study is organized around five chapters. The first chapter discusses the background related to the topic, the purpose of the study, and the significance of the study. Chapter Two examines the literature related to the college selection process among African American college students. The third chapter describes the research method used in the study, including sampling techniques, instrumentation, data collection, and analysis procedures. Chapter Four provides the results of the study. The fifth chapter discusses those results in greater detail and examines their implications for future practice and research.

CHAPTER II

LITERATURE REVIEW

The purpose of this study is to examine the factors that influence African American college students' decisions to attend HBCUs or PWIs. Differences among African American students in factors influencing the college choice process will be examined by gender, educational level of parents, and institution type. The study is designed to gain a better understanding of how African Americans make decisions about which type of college to attend. Specifically, this study is meant to increase understanding of the influences on African American students' choice to attend HBCUs or PWIs. Findings from this study are intended to inform higher education policy makers and administrators, including enrollment managers. The data to be analyzed in the study were collected from entering freshmen at colleges and universities across the nation, using responses from *The Freshman Survey* (TFS) of the Cooperative Institutional Research Program (CIRP).

This chapter provides a literature review related to the factors that influence students' choice of a college or university. This research also attempts to describe the characteristics and behaviors of students and why they value certain factors over others. Earlier studies of college choice, many conducted within single institutions, provided theoretical models for understanding the phenomenon. Additionally, an overview of the history of higher education as it applies to African Americans is supplied.

African Americans and Higher Education

African American participation in higher education in America's Predominately White Institutions, in any substantial numbers, is a relatively recent phenomenon. As recently as two decades ago the majority of African Americans in college were in Historically Black Colleges and Universities (HBCUs). However, two revolutions in federal initiatives, Supreme Court actions, and congressional laws gave considerable impetus to African American and other minority participation in higher education that dramatically changed both the number of those participants and their geographic distribution throughout American higher education institutions.

The first wave of minority access to higher education occurred with the passage of the first GI Bill for educational benefits in 1945. That bill was followed by the Korean War and the Vietnam War GI bills. The first GI bill was passed primarily to keep millions of veterans from flooding the job market after the war in 1945 and seriously disrupting the national economy. Nevertheless, despite utilitarian intent, that GI bill enables hundreds of thousands of veterans, including thousands of African American and Hispanic veterans, many with families, to attend college in America.

For the first two hundred years of higher education in America, college students were socially and economically very much alike. College campuses were predominately populated by white men, who were drawn primarily from the privileged class. Very few African Americans were enrolled until the appearance of HBCUs.

College Access in the Beginning of the Twentieth Century

The concept of "open access" to college for all Americans began in the late 1800's and was fueled by the passage of the Morrill Land Grant Act in 1862, which "is a

significant example of the belief that a postsecondary education should be open to all classes and not just the wealthy elite” (Tierney, 1997, p. 173). The Morrill Act opened up college education and provided access to the general public. “Some historians hailed this legislation as the genesis of ‘democracy’s colleges’ – sources of affordable, practical higher education offered by state colleges and universities” (Thelin, 2004, p. 75). The second Morrill Act further deepened America’s commitment to provide equal opportunity through equal access to college for everyone regardless of race.

The Supreme court also “initiated the process of expanding access to higher education for students of color” (Kinzie et al, 2004, p. 40) in *Brown vs. Board of Education*. Various policies, reports, and court decisions in the mid 1900’s promoted strong recommendations for “open access” for all though some were not realized until the latter half of the 1900s, and began “moving American higher education from an elite to an egalitarian system” (Kinzie et al, 2004, p. 41).

College access began to expand for historically underrepresented (HUR) students in the second half of the twentieth century due to various reports and legislation. The Civil Rights Act of 1964 and the Higher Education Act of 1965 increased college access for HUR students by providing crucial governmental financial support to students through “broad-based, federally-funded financial aid programs...the Educational Opportunity Grant program (EOG), the Guaranteed Student Loan Program and the College Work-Study program” (Heller, 2002, p. 229). In 1972, the Basic Educational Opportunities Grant was established which also provided monies to HUR students for college. In addition, in 1971, the Newman Report, sponsored by the Department of Health, Education, and Welfare, concluded that higher education needed to change and

include features that would provide “equality for women [and] expanding minority access” (Thelin, 2004, p. 320). At this time, California also adopted the Master Plan for Higher Education which sought to ensure that “postsecondary education was a right for all high school graduates of California” (Tierney, 1997, p. 174). “This period was marked by significant expansion of postsecondary educational opportunities for women, students of color, and low-income students” (Kinzie et al, 2004, p. 41). With governmental support evidenced in reports and legislation, college access expanded for HUR students in the latter half of the twentieth century.

Models of College Choice

Models of college choice have emerged in the literature with most using multi-stage funnel frameworks; these are highlighted in Figure 2. For example, Ihlanfeldt (1980) described a conceptual funnel in which students pass through various stages when making their choices. In most models, the stages were developed from studies that focused on select groups of high school students and how they processed college choice, however none specifically addressed African Americans. In a longitudinal study, Hossler, Schmit, and Vesper (1999) used a three stage model which examined information sources influencing traditional high school students’ college choices in Indiana between 1986 and 1994 immediately after graduation. Hanson and Litten (1982) also employed a three-stage model which included overall decision to attend college, investigation of all alternatives, and application to specific institutions.

Theorist	Stages of the College Choice Model						
Hanson and Litten (1982)	Deciding to go to College			Investigating Colleges		Application, Admission, and Attendance	
Jackson (1986)	Preference			Exclusion		Evaluation	
Hossler and Gallagher (1987)	Predisposition			Search		Choice	
Chapman (1981)	Search			Choice			
Kotler and Fox (1985)	Generic Alternatives	Product Form Alternatives	Total College Set	Awareness of Set	Consideration of Set	Choice Set	Decision

Figure 2. Models of the Stages in College Choice

Note. From “Why understand research on college choice” by D. Hossler and M. Palmer, *Fundamentals of College Admission Counseling*. p. 42-53.

Expanding upon Hanson and Litten’s model, Chapman (1984) used a model with five stages consisting of presearch, search, applications, choice, and enrollment. As shown in Figure 3, Chapman (1981) posited that “college choice depends on student characteristics and external influences” (p. 499) as well as their relationship to each other, rather than set stages. He describes this relationship as framing students’ perceptions of whether they can attend college, and if so where. External influences included significant others, college characteristics, and recruitment effort. Chapman also asserted that the emphasis in research needed to be on students’ choices, which suggests a lack of applicability of this study to HUR students who generally did not have a college choice. Student characteristics include a student’s socioeconomic status (SES) and external influences include people significant to the student and the college cost. According to

Chapman, the factors in these two domains precede the student's college choice and entry to college.

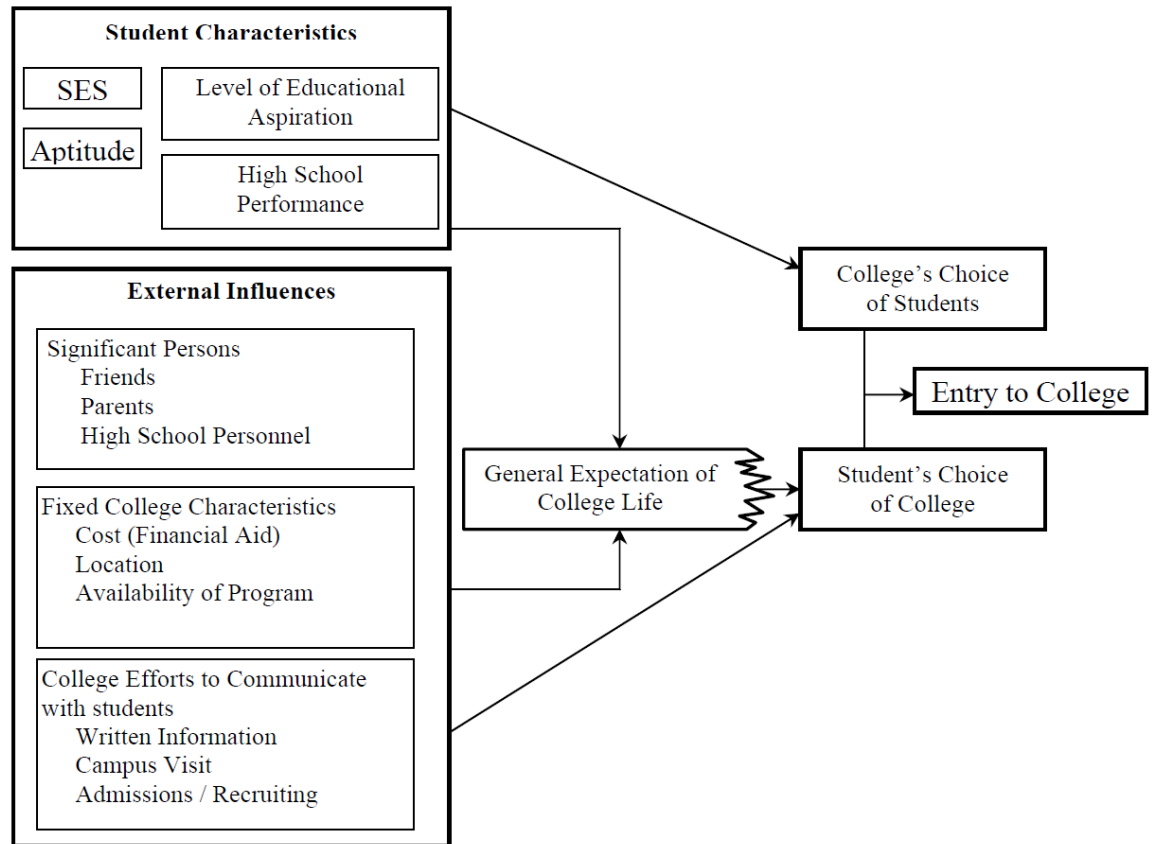


Figure 3. Chapman's Model of Influences on Student College Choice (Chapman, 1981).

Jackson (1982) produced a three-stage model composed of variables labeled preference, exclusion, and evaluation. He examined the strength of the relationship of these variables and how they influenced college choice processing. Jackson found that high school achievement had the greatest correlation to a student's expectations of what colleges he can attend, followed in importance by context and family background. Of course, all of these variables were affected by others, as well as influencing the student's perception of accessibility, which may act as a constraint on a student's choice processing. The various models described thus far have many similarities; however, it

was the three-stage model of Hossler and Gallagher (1987) that has been most widely accepted and used in higher education research.

Drawing upon the models of Jackson (1982) and Litten (1982), Hossler and Gallagher (1987) presented a three-stage model, which consisted of the predisposition phase, search phase, and choice phase. Predisposition is defined as the “developmental phase in which students determine whether or not they would like to continue their formal education beyond high school” (p. 209, 1987). Students who are predisposed to furthering their education at a college or university then enter the search phase(s). During the search phase(s) students begin to gather and compare information about selected colleges and universities. Finally, students arrive at the choice phase where they take information they have gathered in stage two and decide which college or university they will attend. In addition to individual factors, Hossler and Gallagher address organizational factors that may affect students as they move through the predisposition, search and choice phases. However, this model fails to address how these individual and organizational factors impact diverse student populations, such as African Americans. This absence necessitates the inclusion of college student development theories into this review, particularly Identity theory.

Identity

Research on college student identity, is useful for this study, especially literature related to racial and social identity. Social identity theory suggests that a person becomes more strongly associated with the group whose members share identity (Ethier & Deaux, 1994). During a transition, such as leaving high school and entering college, an individual has to adapt to changes in the new environment and either embrace or discard the old

identity. Identity has a basis in both personality and social psychology. Therefore, in order to successfully assist students in maturing their identity, professionals must have both a theoretical and practical understanding of identity development. Generally, identity is referred to as the category in which a person claims membership. This category could include race, sexual orientation, gender, sex, or socioeconomic status. It has been proposed by Erikson (1959/1980) and Chickering (1969; Chickering & Reisser, 1993) that a central part of early adulthood is identity development. Positive social identity is formed when distinctions are made between one's own group and some other groups. Erikson (1959/1980; 1963; 1968) is credited as being the first clinical psychologist to address identity development from adolescence to adulthood. His research was based on Freud's perspectives on individual development. Several theories have been spawned from this work. Identity development in women, racial and ethnic identity development, and sexual identity theory are among the branches of identity development that have found their roots in Erikson's research.

Most of the early studies conducted on identity development were based on white male samples. Josselson (1971) expanded this line of research to include White women. Josselson (1987) later took on this challenge in order "to understand the internal and developmental roots of identity formation in women" (p. 33). She found that the way a woman views herself is based on who she is and not the decisions she makes. Women focus more on what kind of person they want to be rather than occupation or sexual orientation.

Widick, Parker, and Knepfelkamp (1978) suggested that students who have a subjective sense of self and developed a sense of identity "can look back and recognize

himself in the child he was ten years ago, or look forward and fairly accurately predict what he will be like in the future” (p. 7). This sense of self prepares students for the challenges they will face in college. For the first time, many students will live, eat, and work with individuals who they do not identify with racially, culturally or sexually. Theories of identity are often the basis for programming in residence halls and student life offices. Workshops that are geared towards unlearning racism help student affairs professionals prepare students for the diverse campus. According to Evans et al (1998), students that participate in such events will “become ethnic learners as their worldview shifts from viewing other racial groups as if they do not exist or in some stereotypical way” (p. 86). An effective program is one that encourages students to respect, appreciate, and celebrate others that are ethnically and racially different, all tenets integral to identity development.

In Weston and Stein’s (1977) examination of women’s “identity achievement,” they found that participation in college activities is related to achieving identity as a woman. However, when selecting and joining organizations, women are not looking to be defined. Evans et al. (1998) found that women who participate heavily in student organizations do so “as an expression of the self, rather than using organizational involvement to search for Identity Achievement status” (p. 66). Knowing this allows professionals in the field the opportunity to set the stage for women to continually develop. Evans et al. (1998) also assert the importance of applying identity research is “to create meaningful developmental experiences to help students form a healthy identity” (p. 67).

The identity that students form often goes beyond traditional notions of gender and race. The independence that college provides affords an opportunity for many closeted gay students to come out. With this in mind, student affairs professionals should prepare to provide meaningful campus experiences for gay, lesbian, and bisexual (GLB) students. However, there is little literature grounded in theory to prepare college professionals to assist GLB students. According to Evans et al. (1998) “most literature that does exist discusses therapeutic interventions with GLB clients in counseling settings” (p. 104).

Racial identity is a part of the identity development process that African American students will encounter as they matriculate through their chosen college or university. During this time, students will likely encounter racism as well as challenges to their racial identity. Models of racial identity by Cross, Parham, and Helms all discuss what can be described as a crossroads between racial perceptions of others self or racism and racial development (Chávez & Guido-DiBrito, 1999, p. 42). Janet Helms (1990) defines racial identity development theory and racial identity development as “a sense of group or collective identity based on one’s perception that he or she shares a common racial heritage with a particular racial group (p. 3).

Cross’s (1971, 1978, 1991) Model of Black Racial Identity Development states that there are five stages in the process, identified as Preencounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment. “In the first stage of Preencounter, the African American has absorbed many of the beliefs and values of the dominant White culture, including the notion that ‘White is right’ and ‘Black is wrong’” (Tatum, 1992, p. 10).

Encounter, the second phase, is brought on by a single or series of events that forces the person to acknowledge the impact of racism in one's life (Tatum, 1992). "Faced with the reality that he or she cannot truly be White, the individual is forced to focus on his or her identity as a member of a group targeted by racism" (Tatum, 1992, p. 11). During the next stage, Immersion/Emersion, the need arises to surround oneself with visible symbols of one's racial identity and actively avoid symbols of Whiteness. Parham (1989) writes that, "At this stage, everything of value in life must be Black or relevant to Blackness. This stage is also characterized by a tendency to denigrate White people, simultaneously glorifying Black people" (p. 190). As one enters the Immersion stage, aspects of their racial background, such as history and culture, are explored with the support of their peers who share their same racial background (Tatum, 1992).

The conclusion of the Immersion/Emersion stage brings on Internalization. At this point, one is comfortable in his or her racial identity. Thus, there is no longer a need to stress the "Blacker than thou" attitude which is seen as a hallmark of the Immersion stage (Parham, 1989). Usually, "pro-Black attitudes become more expansive, open, and less defensive" (Cross, 1971, p. 24). "While still maintaining his or her connections with Black peers, the internalized individual is willing to establish meaningful relationships with Whites who acknowledge and are respectful of his or her self-definition. The individual is also ready to build coalitions with members of other oppressed groups" (Tatum 1992, p. 12). The Internalization-Commitment stage is signaled by the individual finding ways to convert their "personal sense of Blackness into a plan of action or a general sense of commitment" to the concerns of Blacks as a group, which is sustained over time (Cross, 1991, p. 220). There are times when the forward progression in racial

identity is stifled or even regressed. A person may move from one stage to the next, only to revisit an earlier stage as the result of new encounter experiences, though the later experience of the stage may be different from the original experience (Parham, 1989).

Racial identity theories have developed from the notion that African Americans go through stages when affirming their Blackness (Cross, 1995). Cross is noted as one of the first researchers to “introduce a transformation experience specifically for African Americans, where he outlined how African Americans will progress from a non-African American identity to an African-American identity” (Hargrow, 2001, p. 20).

As a result, Janet Helms (1984) expanded on Cross’s theory. Helms’ (1990) model of racial identity development explores conceptualization across multiple identity statuses (Hargrow, 2001). “The model stipulates that a person can have numerous combinations of characteristics of different statuses (Helms, 1990). Simply, “the Helms model provides a framework and guidelines for addressing the influence on the counseling process when the racial identity of the counselor and the client are at different or matching status levels” (Hargrow, 2001, p. 3). However, the Helms racial identity model (1984) consists of only four statuses for Black identity. These statuses are Pre-Encounter, Encounter, Immersion-Emersion, and Integration.

The study of racial identity is important for understanding African American students including those attending of Predominately White Institutions. The conflict between assimilation and pride is addressed through the idea of double consciousness. The notion of “double consciousness” is widely credited to W.E.B. DuBois. It was conceived in his 1897 essay entitled “Strivings of the Negro People” which was published in *The Atlantic Monthly* magazine. This work, revised and re-titled, later

appeared as the first chapter of DuBois' classic *The Souls of Black Folk* (1903). Double consciousness, according to DuBois, refers to a "sense of always looking at one's self through the eyes of others" (1903, p.5). He goes on to write of a "twoness" whereby African Americans feel they are "an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body whose dogged strength alone keeps it from being torn asunder" (1903, p.5). DuBois explains that African Americans are forced to view themselves from, and as, the negative perspectives of the outside society.

Having two opposing identities means that a lot of time and energy is spent negotiating and enduring the conflicts between who one is as a person and how one struggles to live with the misrepresentations of the outside world. Having one's own sense of self and also having imposed contempt for a recognized self, having twoness, is what DuBois (1903) calls double consciousness. Black (2007) asserts that "the true self consciousness prevented by this condition may be a merging of two positive identities (black and American) without the harmful ascription, contempt and negation from the outside world" (p. 394). The added input from the outside world contributes to the negation of the positive aspects of those identities. African Americans have been historically disadvantaged economically and socially therefore creating the potential for a negative connotation associated with those who identify as both Black and American. This results in African Americans being torn in two directions, held accountable to two communities, two sets of values. The aims, values and needs of the two communities are different.

Historically Black Colleges and Universities (HBCUs) have strong roots in the Black community and are an appropriate setting for applying Du Bois' theory of double consciousness. Not surprisingly, especially since the landmark rulings and legislation on education and voting rights in the 1950s and 1960s, such as *Brown v. Board*, has conjured up new questions regarding how African Americans reconcile their racial and national identities and how these dual identities shape individuals' perceptions of their racial and national groups. Lyubansky and Eidelson (2005) report that "in many ways the greater opportunities to embrace and participate in mainstream America may have paradoxically intensified the challenges posed for African Americans navigating between the identities of 'Black' and 'American'" (p. 5)."

Moore (2005) explains that "a double consciousness can delude a person to believe they can mentally fixate themselves into someone else's reality" (p. 759). A single minded consciousness, on the other hand, will help to lessen the delusion and allow the individual to look at themselves in a healthy manner. The essential quest in a single-minded consciousness should be power (Wilson, 1998). Power should translate into the ability to define your own reality, and it has been a struggle to obtain power because powerful people never teach powerless people how to take their power away from them (Clarke, 1991). Education is where this can begin, but it must first be valued. Du Bois and Fanon valued education and their lives' work is a testament to this fact. While African Americans have one set of needs and one aim, the White community has a different set of values with which to ultimately evaluate the worth of human action. According to Rawls (2000), "White aims and goals will value negatively those actions that are truly useful to African Americans and positively value actions that are not useful"

(p. 245). For that reason, African Americans are tempted to acquire the aims and goals of both groups. In an effort to become a member of both groups African Americans are compelled to develop two sets of aims and goals. Without having their goals valued African Americans will start to assimilate and lay aside their needs for those of the majority culture which is typically White Americans. This causes the double conscience that DuBois speaks of in his works.

Although Du Bois placed the origin of “double consciousness” in a repressive culture that forced African Americans to see themselves through the eyes of the dominant White society, he not only considered the ability to constantly negotiate multiple identities to be virtuous but thought the rest of the world would do well to acquire it (Rath, 1997). Moreover, double consciousness extends beyond perceived aims and goals. It extends to include racism and prejudice. On the surface double consciousness is seen as African-American’s confusion over racial identity and individual confidence. However, according to Blight (1990), “it points to the fact of exclusion from a sense of nationhood, to the depth of American racial prejudice, to the danger that white racist images of African Americans could be irreversibly internalized by the victims” (p. 304). Moreover, it represents an effort to impede oppression.

As they so often do, DuBois’ teachings from his 1903 works apply as well to African Americans over a century later. In that manner, the double consciousness he referred to is often claimed to describe modern African Americans, but according to McWhorter (2003) “with an implication that this is because of Whites’ resistance to African American’s true inclusion in the American fabric” (p. 1). Analysts who make such claims resist acknowledging that race relations in America have undergone great

changes since 1903. Black America today is infused by a new double consciousness. While defining this new double consciousness, McWhorter (2003) notes that “an unspoken sense overtakes many African Americans today that the “authentic” African American person stresses personal initiative and strength in private but obediently takes on the mantle of victimhood in public” (p. 1). If the cycle continues of hiding the strength and pride of the African American heritage, then cultures will develop who never appreciate the value placed on such qualities. Furthermore, McWhorter (2003) explains that “for many people, the private orientation toward personal empowerment will sound unfamiliar because most of us experience African American discourse only from the outside and hear a discourse in which victimhood is preserved at all costs” (p. 1).

Du Bois, through double consciousness, grounds the struggle over the politics of representation and the unequal incorporation of African Americans in America and abroad. However, according to Sawyer (2004), “Du Bois was not a separatist but saw room for a politics of recognizing the specificity of the African American experience while challenging, from the African American perspective, injustice in national and world systems” (p. 3). The struggle over culture in Du Bois’ theory is dominant and can be seen in his concern for African American culture and organizations. Thus, Du Bois’ concept of double consciousness was in its inception an international construct that challenged the politics of representation. As Sawyer (2004) states, “representation was not confined to brute political representation but was invoked in order to question the unequal inclusion of African Americans first as slaves or colonial subjects, and later as subjects without basic human rights and the ability for social mobility or development” (p. 3).

The struggle of race and equality has hounded African Americans for centuries. According to Marable (1995), “the central theme of black U.S. history has been the constant struggle to overcome the barriers of race, and the reality of unequal racial identities between black and white” (p. 71). This struggle has progressed and the African Americans have learned to work alongside Whites, but their views of reality are still quite different. African Americans continue to remember the days of slavery, discrimination and segregation. Marable (1995) reports that “These collective experiences of discrimination, and this memory of resistance and oppression, have given rise to several overlapping group strategies or critical perspectives within the African-American community, which have as their objective the ultimate empowerment of black people” (p. 71). It is this common ground that allows African Americans to relate and therefore develop a sense of community.

W.E.B. DuBois is not the only theorist or philosopher that writes about the “twoness” of African Americans. T. Owens Moore’s (2005), article, “A Fanonian Perspective on Double Consciousness,” argues against the concept of double consciousness and misses how tightly Fanon and DuBois can be connected. However, double consciousness connects DuBois and Fanon and relates racism in the U.S. to colonialism historically. There is a connection between Frantz Fanon’s work and W.E.B. DuBois’ concept of double consciousness. Black (2007) suggests that “Fanon’s work shows that double consciousness is also a condition of colonized people” (p. 393). This connection reveals that the positions of African Americans and people of color in general, are in similar to those of the colonized people. Also, the double consciousness link strengthens the claim that African Americans are colonized within their own country.

However, double consciousness connects DuBois and Fanon and relates racism in the U.S. to colonialism historically.

Moreover, Fanon shows that this conflict is not limited to the United States. There are other nationalities in other countries who must struggle to identify with the goals and ideals of the majority culture. This struggle can lead to misunderstanding or misrepresentation of self. He notes his struggles to identify by noting that “stumbling over the need to assume two nationalities, two determinations, the intellectual who is Arab and French..., if he wants to be sincere with himself, chooses the negation of one of these two determinations” (Fanon, 1968, p. 155). The internal battle that Fanon describes bears striking similarities to the twoness that Du Bois uses as a basis for double consciousness. Black (2007) writes that “the conflicting two perspectives, or the two identities and selves, seem comparable to the ‘two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body,’ that define DuBoisian twoness” (p. 396).

Fanon connects to Du Bois’ theory of double consciousness by saying, “Overnight the Negro has been given two frames of reference within which he has to place himself...his customs and the sources on which they are based, were wiped out because they were in conflict with a civilization that he did not know and that imposed itself on him” (1967, p. 110). This is similar to Du Bois’ assertion that African Americans must view themselves as both Black and American. However, society must overcome the notion of separatism in the world and accept a multicultural, multi ethnic society. Fanon believes that even the very freedom upon which African Americans pride themselves was not their own. According to Fanon (1967), “The Negro knows nothing of the cost of

freedom, for he has not fought for it. From time to time he has fought for Liberty and Justice, but these were always white liberty and white justice” (p. 221).

However, African Americans must accept reality and understand that we live in a society where they are expected to conform to the majority’s culture. Yet, they must commit first to their own culture. Rawls (2000) states that “complete self-consciousness, for Du Bois, requires the social solidarity of the Black group and a commitment to their own values over those of the White majority” (p. 245). Furthermore, Dubois (1903) asserts that “in order to transcend racial oppression and stop taking the role of those on the other side of the veil toward themselves, African Americans must use race as an emblem for achieving group solidarity” (p. 11). Only as a result of achieving this solidarity can the "race" boundaries that made solidarity possible in the first place be transcended. According to Rawls (2000), “In this paradoxical vision of race leading to the transcending of race, Du Bois offers a blueprint for world equality and world peace led by the African American example” (p. 245).

John Henrik Clarke (1991) has often reminded us that “history is a clock that people use to tell their time of day. It is a compass that people use to locate themselves on the map of human geography” (p. 25). However, we are on the brink of a sea change in the new double consciousness. The oppression of slavery and later the civil rights movement are no longer forefront in many African American’s minds. McWhorter (2003) notes that “there are now millions of African Americans whose memories begin after 1980: they barely remember the Reagan presidency, Atari, LP records, or McDonald’s hamburgers packaged in Styrofoam boxes; they think of Cheers as vintage television, and they do not remember a world without VCRs” (p. 15). The group of African Americans

that are leading the fight today missed the Black Panthers and Burn, Baby, Burn, and quite a few of them may be less imprinted by the double consciousness than their parents. The new double consciousness relates more to struggles in the political and academic arenas. The fight for more African American elected officials and equity on college campuses defines the new double consciousness. According to McWhorter (2003) “The new double consciousness explains almost any event having to do with race that floats across our TV screens” (p. 15). The social injustices that are fought as a result of the new double consciousness will not be priority on the campuses of Predominately White Institutions. Just as Civil Rights marches were master minded on the campuses of HBCU, so will the fight for equal political representation and equity in faculty and programming at colleges and universities.

In order to raise esteem and pride their culture African Americans have gone on to celebrate their own tradition. As philosopher Anthony Bogues (2003) explains, the struggle of African Americans has consistently been to construct a tradition that is recognized for its broadness and depth. However, he notes more often than not, “At best this tradition continues to be viewed as particularistic, mired in fossilized, irrational conceptions and myths not worthy of serious study (p. 5).”

Notwithstanding HBCUs’ historic contribution to educational opportunities for African-Americans, questions continue to be raised about their educational quality and value. In the 1992 case of United States v. Fordice, the U.S. Supreme Court raised questions regarding the educational quality and value of HBCUs. Originally Historically Black Colleges and Universities (HBCUs) were created to educate freed descendants of enslaved Africans in the United States. However, according to LeMelle (2002) “once

established, there was ambivalence about the real purpose and, consequently, the curriculum and future of these institutions” (p. 190). It is Du Bois’ own words that continue to solidify the status that HBCUs have in history. He declared that "had it not been for the Negro schools and colleges, the Negro would to all intents and purposes, have been driven back to slavery" (DuBois. 1935). However, Du Bois is more notable for his argument surrounding the controversy over what should be taught at the HBCUs - the so-called "industrial" vs. "classical" education argument expounded primarily by Booker T. Washington and DuBois respectively.

Double consciousness is infused in this curriculum issue. Proponents of the industrial curriculum ultimately supported the oppression of the Black or African identity in exchange for a more American or Southern way of thinking. Myrdal (1944) writes that supporters of the "industrial" curriculum were "motivated mainly by the interest of preserving the caste order and 'industrial' education for Negroes is the formula upon which Southern whites are able to strike a compromise between their belief in education which stems from the American creed, and their interest as white Southerners in preserving the caste order of the region” (p. 896). This curriculum proposal is an example of the majority culture’s influence on the thinking of African Americans.

There is no revolution or march needed to transform these institution into having the single minded consciousness that Moore (2005) writes about. There is however a need for aspiring African American scholars to understand their heritage. Moreover, there is a need to understand the workforce and culture upon which these scholars will compete. Though most HBCUs are homogeneous in the fact that a vast majority of the student population is of African descent; these students represent cultures and ethnicity

that are extremely diverse. Historically Black Colleges and Universities continue to prepare its students to exist in both worlds or on both sides of the veil. Although the teachings of Du Bois may not be embedded in the curriculum at most HBCUs it is hidden in the mission.

Student Characteristics and College Choice

An examination of the student characteristics for individuals participating in the college choice process enhances the, “breadth and variety of characteristics that impact students’ college choice.” (Washburn, 2002, Page 17) College choice theorists (e.g., Anderson & Hearn, 1992; Hearn, 1991; Hossler, Braxton, & Coopersmith, 1989; McDonough, Antonio, & Trent, 1995) have indicated a number of influences including cultural and social capital, economic and financial capital, or some combination of the two on all students choosing or not choosing higher education participation. (Freeman, 1999, p. 8) According to Hossler et al (1985), the demographics, geographic origins, socioeconomic backgrounds, aptitude, gender, family background and student career interest of students have been analyzed to build a profile of the characteristics of students entering individual institutions.

The Chapman (1981), Freeman (1999) and Cabrera and La Nasa’s (2000) models all illustrate aspects of student characteristics as an influencing factor to college selection. Each of these three models examine the influence of socioeconomic status on college enrollment, high school achievement or academic ability and educational aspiration as characteristic of students which researchers have concluded influence how students conclude their college choice. Freeman’s model in particular addresses at the student characteristic of race as it influences college choice for African-American high school

students. Hossler et al (1985) stated that socioeconomic status is positively associated with a predisposition to attend a PWI. High achieving students are likely to continue their academic career beyond high school. In addition to a family's socioeconomic level or status, researchers have identified a student's academic ability as a predictor of students' participation in higher education (Freeman, 1999).

The Choice Between HBCUs and PWIs

Freeman's (1999) work with high achieving African American high school students found that there were no distinguishable differences between the background characteristics of those students who attended PWIs and those who chose predominately HBCUs. The participants in Freeman's student were twenty-one high achieving African American students who were all raised in predominately African American neighborhoods and who all attended predominately African American high schools. Only five of those participants had parents who attended college and of those five only two chose to attend an HBCU. Freeman reported that the students who chose to attend the HBCU did not do so because their choice was limited due to academic ability or socioeconomic background. The one characteristic that all participants had in common was the need for financial aid. HBCUs had less financial resources than PWIs which likely limited their ability to attract high achieving African American students (Freeman, 2002). Interestingly enough, African American students selected HBCUs for low tuition and PWIs or financial assistance (Freeman, 2002).

Patitu's (2000) research with African American males at a southern PWI indicated that the primary reason for attending the institution was the academic reputation of the university. This reason was followed by the amount of financial aid, academic and/or

athletic scholarships, and/or fellowship money that was available. Some students also referred to the affordability of the university as a contributing factor. The third main reason that African American male students in the study chose to attend the PWI was for the reputation of the school's academic programs. The fourth reason these students reported choosing to attend the PWI was because of specific relationships, such as the proximity to home, family support, or having a relative who was currently or who had previously attended the university. The final reasons students reported attending the university were due to certain aspects of the university such as atmosphere, sports, traditions, research, housing, campus resources, and community. However, these aspects were not as highly rated as academic reputation, resources, and people (Patitu, 2000).

McDonough, Antonio, and Trent (1997) found that most African American students applied to only three or fewer colleges and about three quarters were admitted to their first choice school. They also reported that African American students were accepted at a rate of 55 percent to their first-choice institution, while the national average was 70 percent. Further, 59 percent of African American college students were accepted to their first choice HBCU. In this quantitative study of African American students and college choice, McDonough, Antonio, and Trent (1997) found that African American students were most influenced to attend an HBCU by religious affiliation, the school's reputation, and/or a relative's desire. Influencers for African American students who attended PWIs were being recruited to play athletics, wanting to live near home, and the perceived value of the college's academic reputation.

Freeman's (1999) qualitative study found that students attended an HBCU because they knew someone who had attended an HBCU, they were seeking their roots, or they

had a lack of cultural awareness. Regardless of the type of high school the students attended, if there were a counselor, friend or family member who was affiliated with the HBCU, the students were more likely to attend. Furthermore, African American students who felt isolated from their cultural heritage were more interested in attending an HBCU. On the other hand, African American students who had attended predominately African American high schools were more interested in attending PWIs.

Freeman (1999) also found that African American students who attended predominately White private high schools were more likely to consider attending historically Black colleges than students who had attended predominately African American high schools. Ironically, those students from predominately White high schools who desired to attend HBCUs were less likely to be recruited by those institutions which they desired to attend.

Gurin and Epps (1975) reported that the profile of African American students who had attended HBCUs had been consistent over time. Forty-five percent of African American students who attended PWIs and 60 percent of African American students who attended HBCUs reported that their fathers had not earned a high school diploma. Furthermore, only one-third of African American students attending HBCUs and one half of African American students attending PWIs held scholarships or grants that covered their academic expenses (Gurin & Epps, 1975). Their work also revealed that within the past several decades the majority of African American students attended HBCUs because of the school's southern location, which provided greater accessibility due.

Letawsky, Schneider, Pedersen, and Palmer's (2003) study of student athletes found that non-athletic factors were most influential in student-athletes' decisions to

attend a particular institution. The factors that were most influential were the availability of an academic major, and academic support services on campus, and the type of community where the institution was situated.

Factors in College Choice

To select a college, students consider a number of factors including tuition costs, room and board expenses, commuting issues, financial aid opportunities, and lost earnings (Paulsen, 1990). Some student populations are affected more by certain factors than others, particularly economic considerations.

White Students

Research has revealed that the college choice behavior of White students is different from minority student groups. Solmon and Wingard (1991) examined the choices that students, both White and minority, made about which college to attend. One of the differences discovered in the study was that White students are more likely to leave their state of residence to attend college (Solmon & Wingard, 1991). White students were also found to attend elite private colleges and universities in greater numbers than minority students. According to Bennett & Lutz (2009), selective colleges enroll 7.2 percent of White high school graduates (p. 79). Unlike White students, only 1.2 percent of the minority college going population attends the most elite schools (Solmon & Wingard, 1991).

Martin and Dixon (1991) also examined the factors influencing students' college choice. Their College Choice Influence Scale was administered to 188 students at a major southwestern university. Over 90 percent of the participants were White students. The results revealed that academic program, social climate, cost and location, and preferences

of others are the four basic influences on college choice. The researchers also suggested that recruiters pay close attention to the socio-economic status of prospective students (Martin & Dixon, 1991).

A related study explored the college choice of students admitted to college in 1990. Smith & Matthews (1991) conducted a phone survey with 566 freshmen admitted to a large public university in the southwest. The sample included responses from White, African American, Hispanic, and other student groups (Smith & Matthews, 1991). Overall, the top factors students consider when deciding which college to attend are: the prospect of getting a job after college, the opportunity to pursue an advanced degree, academic reputation, and reasonable costs. The results also indicated that there are some differences between White and minority students. White students tend to rate traditions and activities as important. White students also consider publications and letters to be important. Finally, White students consider the advice of teachers and counselors to be less important than do minority students (Smith & Matthews, 1991).

A study on counselor impact on college choice revealed similar results (Johnson, Stewart, & Eberly, 1991). The sample consisted of 3,708 freshmen. The participants completed a survey during freshmen orientation in the summer of 1985. Results revealed that over 90 percent of the students rate academic reputation and quality of available programs as being the most important factors in deciding where to go to college. Cost was considered an important factor by 80 percent of the students. Financial aid was reported as an important factor by 56.6 percent of the participants. On the other hand, the preferences of friends and family and the athletic program were rated as the least important factors (Johnson, Stewart, & Eberly, 1991).

Minority Students

The literature revealed that minority students face different concerns than White students when selecting a college. For example, economic considerations played a significant role for minority students in the selection of a college. The desire among minority students to attend college decreases as the cost of higher education increases and the availability of financial aid decreases. Some minority students prefer to work rather than go to school because of the debt that they will accrue if they attend college (Solmon & Wingard, 1991). Another factor related to economic ability to attend college is family obligation. Many minority students may forego the opportunity to attend college because of obligations they have to their families. These students cannot afford to give up their income because their families are dependent on the money the students earn (Pounds, 1987).

While there are similarities among the factors influencing the college choice process of minority students, African American students are the basis of this study. A study on the recruitment of African American undergraduates revealed other factors that influence minority students' college choice (Sevier, 1993). A survey was completed by 1,127 college bound African American high school juniors. The results revealed that the four college choice items of greatest importance to African American students are: reputation of the college, availability of a specific major, total cost of attending, and availability of financial aid. On the other hand, African American students are less interested in information relating to: size of the library, family ties to college, religious activities, and study abroad programs. Results also revealed that African American high school students are more likely than their White counterparts to seek the advice of a

priest, pastor, or minister and/or the advice of a high school guidance counselor or coach when considering college options. African American students also seek information from current college students, college admissions representatives, and faculty (Sevier, 1993).

The high school counselor is the most frequently used source of information about college for African American students. Additionally, African American students are less likely than White students to seek information about college from their family. One other difference is that African American students are more concerned with costs, academic reputation, and distance from home than are White students (Johnson, Stewart, & Eberly, 1991).

A study by Stewart and Post (1990) examined the factors that influenced minority students' decisions to attend a large Midwestern university. A questionnaire consisting of both open- and closed-ended questions was administered to 332 minority students. The results revealed that African American students are more likely to attend because the university is close to home and for financial reasons, while students from other minority groups are more likely to attend because of the academic reputation of the university. African American students also differed from other minority students because they found racial issues to be the most negative aspect of the university (Stewart & Post, 1990). In general, then, it would seem that there are differences by race in the factors that students consider when selecting a college.

Financial Aid & Cost

An increasing number of students are being confronted with the issue of a widening gap between college cost and their family's ability to pay. With all of the emphasis put on financial barriers, it is not surprising that financial aid packages have an

impact on whether or not students attend a certain college. Financial aid comes in various forms, such as, athletic scholarships, academic scholarships, grants, work-study programs, and loans. A study by Mills revealed that the majority of students choose to attend the school that presents them with the best financial aid package (2004). It should be noted that these financial aid packages that attract prospective students consist of actual money that will discount the cost of attendance. Students also enjoy the prestige that comes with receiving a scholarship, particularly if it is name after someone who they deem famous or influential (Mills, 2004).

A study by Paulsen and St. John (2002) determined that the cost of education is a significant factor when choosing a college. This is prescient at a time when college tuitions are steadily rising and economic resources are scarce for many. The problems associated with cost are magnified for students attending private institutions, when compared with less expensive state colleges.

Location of Institution & Influence of Parents

Bradshaw, Espinoza, & Hausman's (2001) study found that 82 percent of the college bound students reported that their parents had influence on their decision to attend college. Among this group, 36 percent revealed that their parents had a great deal of influence on their college selection process. This study also reported that students were more likely to have similar attitudes to those of their parents regarding the college selection process. Ceja's (2006) findings also showed that parents played a vital role in the shaping of their children's initial feelings and aspirations regarding college. As the college selection process goes on, parental influence becomes less prevalent, particularly due to the increased amount of external information available to the student. Even though

parents' roles tend to decrease near the end of the selection process, parents still manage to exert a great deal of influence. As a result, parents play a vital role in influencing students in the pursuit of a degree, and also when deciding what factors to consider when selecting an institution.

Conklin and Dailey (1981) indicated that the consistency of parental support did indeed have an impact on educational activity. They believed that students would be more likely to enroll in college if they were raised in a home environment where college was seen in a positive and optimistic light. The relationship between parental support and educational activity is typically positive. Parents also played an integral role in providing their children with access to colleagues, friends, and contacts that had knowledge about colleges and the educational opportunities they provided. With this added guidance, students were directed towards individuals who had experience with specific colleges. These students were often steered in the direction of a particular school wherever they knew it or not (Bradshaw, Espinoza, & Hausman, 2001).

For other students, parents play a more subtle and supportive role. Throughout their educational journey, parents instilled the beliefs in their children to value education. Parents helped them learn how to use their time wisely and helped to construct an environment in which they could get the most out of their educational experience. Once the time came to decide on a college, students were capable of making decisions on their own and only require their parent's assistance in a supporting role (Bradshaw, Espinoza, & Hausman, 2001).

MacDermott, Conn, and Owen (1987), found that parents' own education level had a major influence on what factors were deemed important in the college selection

process of their children. When selecting a college, parents who did not attend college were most concerned about cost, academic reputation, and personal attention. They also were concerned about strong classroom instruction, adequate library facilities, good faculty credentials, and solid financial backing. Not surprisingly, their children were more concerned about the availability of social activities and strong athletic programs. Children of parents who had not attended college felt they had reached a mutual agreement with their parents on which college to attend. However, their parents were not always in agreement with their choice of college. First generation college attendees were more likely to visit colleges by themselves or with a group of friends instead of with their parents. Some of these students stated that their parents did not even fully understand the basics of the college selection process like filling out the application. Due to their parents' inexperience and ignorance concerning the selection process, it led some students to feel like they were going through the process alone (Ceja, 2006).

Gender Differences

College choice is influenced by many factors including gender. One study on the college choice process examined the differences among various student groups, including women (Litten, 1982). Men and women start gathering information about colleges around the same time, but women tend to complete the process earlier. Women also start the college application process earlier. Women who apply to selective colleges tend to apply more often for early decision than do men (Litten, 1982).

Johnson, Stewart, & Eberly's (1991) study on counselor impact on college choice also revealed gender differences. The sample for the study consisted of 2,081 women and 1,627 men. The participants completed a questionnaire during freshmen orientation in the

summer of 1985. The results revealed that men rate extracurricular activities, athletic programs, and friends' preferences as more important in choosing a college than do women. Women rate academic reputation, quality of available programs, friendliness of the school, size, campus beauty, and distance as more important than do men. There were no differences found between men and women with respect to issues like costs, financial aid, prestige, familiarity with the school, and family preference. Both men and women consider cost, and financial aid to be the most important factors to consider when choosing a college (Johnson, Stewart, & Eberly, 1991).

Valadez (1998) examined race, class, and gender differences of students who applied to college. The sample consisted of 10,080 college students. The results revealed that males were affected by socioeconomic status more than females when applying to college, and females had more educational and parental resources to draw on than males. Females were also more effective in using resources to aid them with their persistence to continue their education (Valadez, 1998).

Theoretical Frameworks

Two theoretical frameworks have been primarily utilized to predict the college choice of students. These frameworks are based on characteristics of both institutions and students, including economic and sociological factors (Hossler, Schmit, & Vesper 1999; McDonough 1997; Chapman 1984; Hanson & Litten 1982; Paulsen 1990). Econometric theories constitute the most common frameworks applied in college choice research. Hossler, Braxton & Smith (1989) described econometric theories as having two strands, with focus on either the institution or the student as the unit of analysis.

Econometric theories, like Kotler's and Fox's (1985), focused on the economic benefits as investments for students and society which motivate college choice. McDonough (1997) described economic factors as viewing "college choice as an investment decision and assumes that students maximize perceived cost-benefits in their college choices; have perfect information; and are engaged in a process of rational choice" (p. 3). Economic theories assume that students rationally process relevant information and make the best college choice. Contrarily, Jackson (1982) explained that students can be limited in their ability to rationally process college choice information adequately due to limited information and socioeconomic constraints. Therefore, the applicability of econometric theories for understanding college choice has been questioned by some researchers, especially due to socioeconomic differences which may prevent or limit some students from accessing information sources and being able to rationally process their choices. Gildersleeve (2003) described these limitations as "the econometric orientation...largely ignores the model's potential implications or limitations related to students' cultural capital" (p.6).

Sociological theories have focused on what characteristics influence social and cultural capital for college choice processing. These sociological characteristics include parental income level and academic achievement. Paulsen (1990) and McDonough (1997) describe sociological theories of college choice as status-attainment theories. These theories focused on social and cultural "characteristics of the student's family and high school background, as well as the student's academic ability" (Paulsen, 1990, p.7) and their impact on the "development of aspirations for educational attainment and to measure inequalities in college access" (McDonough, 1997, p. 3). Within a sociological

framework, McDonough (1997) described the concept of cultural capital and its effect upon college choice. While the framework of status attainment does include the study of characteristics that contribute to social and cultural capital, such as socioeconomic status and family factors, McDonough also emphasizes goals and achievement in relationship to student and institutional attributes, such as academic achievement and student activities.

McDonough (1997) describes social capital as the “shared preferences and attitudes that upper class and middle class families transmit to their children” These preferences and attitudes provide a mechanism for maintaining class status and privileges. Importantly, social capital focuses on networks, the relationships within and between groups, and the norms which govern those relationships (Schuller, 2000, p. 3). Cultural capital, as developed by Bourdieu (1977) and McDonough (1997), shares properties with social capital, but cultural capital is a more academic concept. It refers to the “credentials and cultural assets embodied in individuals and their families” (Schuller, 2000, p. 51). Preference for university education and advanced degrees is one form of cultural capital, which enables families to maintain status.

Sociological theories are more inclusive because they emphasize the influence of external and internal environmental characteristics on the processing of college choice. However, the econometric theoretical frameworks are the most commonly applied within college choice research. The emphasis in this study is on sociological factors because of the limitations of rational student behaviors to promote economic status, which excludes other influential social and cultural capital.

Importance of College Choice

The literature on college choice research has focused primarily on two aspects: what institutional characteristics influence college choice and how the attributes of students influenced their college choice processing. “The college choice literature has failed to segment the needs of various student markets to distinguish between those college choice factors that matter most to different types of students” (Bradshaw, Espinoza, and Hausman, 2001, p. 17). Examination of the college choice processing of minority students is important. While it has been a primary policy within higher education to provide college access to all groups of students, historically underrepresented students have continued to experience limitations on their college choice processing, especially due to a lack of access to, and utilization of, information sources. This limits students’ social and cultural capital. As Tinto (2004) explains, “A primary objective of federal higher education policy has been to increase access to higher education for those who would not otherwise attend, especially those from low-income backgrounds” (p.12). It has long-time been recognized in America that college access for all groups of students is necessary for the well-being of this country, yet HUR students continue to experience limitations in their college choice processing and have been neglected in the research on college choice processing.

Summary

Little research exists on African Americans and the college choice process. However, several applicable models exist that look at the factors influencing students participating in higher education. The literature that does examine African American students in higher education documents their difficulty integrating socially and

academically, which is often attributed to conflicts that arise between their cultural beliefs and institutional values. It is often assumed that race is a determining factor in the college choice process of students. Therefore, it is the intent of his study to demystify the college choice process of African American students.

CHAPTER III

METHODS

The purpose of this study is to examine the factors that influence African American college students' decisions to attend a Historically Black College or University (HBCU) or a Predominately White Institution (PWI). Differences among African Americans in factors influencing the college choice process will be examined by gender, educational level of parents, and institution type. The study is designed to gain a better understanding of how African Americans make decisions about which type of college to attend. Specifically, this study is meant to increase understanding of the influences on African American students' choice to attend HBCUs or PWIs. Findings from this study are intended to inform higher education policy makers and administrators, including enrollment managers. The data to be analyzed in the study were collected from entering freshmen at colleges and universities across the nation, using responses from The Freshman Survey (TFS) of the Cooperative Institutional Research Program (CIRP). This study is a secondary analysis of TFS data using both descriptive statistics and inferential analysis.

This chapter presents the methods used in this research study to include the purpose and design of the study, population and sample selection, instrument validity and reliability, and data collection strategies. The chapter will conclude with a discussion of the data analysis process.

Research Questions

The study will examine the following research questions:

1. What are the factors that affect the college selection process of African American students?
2. What are the factors that affect the college selection process of African American college students depending on the type of institution (PWI vs. HBCU)?
3. What are the factors that affect the college selection process of African American students based on gender?
4. What are the factors that affect the college selection process of African American students based on parents' level of education?

Hossler and Gallegher's (1987) model of college choice served as the conceptual framework for this study. This sociological college choice model was chosen because it consists of an initial stage of decision-making (Predisposition), with linear progression to the second stage of recruitment (Search), and culmination in the selection (Choice) of a college.

Sample

The subjects of this study are 32,425 first-time full-time (FTFT), freshmen African American students who attended 4-year institutions during 2005. The sample was drawn from 591 four-year colleges. A list of the schools that participated in the CIRP study in 2005 can be found in Appendix B. The institutions represented are from all regions of the United States, including urban, suburban, and rural settings. Overall, 11,369 students (36.2%) of the sample attended a university, while 20,063 (63.8%) attended a four-year college. Of those who attended a university, 3,049 (26.82%) attended

a low selectivity school, 3,634 (31.96%) attended a medium selectivity school, 3,358 (29.54%) attended a high selectivity school, and 1,328 (11.68%) attended a very high selectivity school. Of those who attended a four-year college, 10,588 (52.77%) attended a low selectivity school, 4,243 (21.15%) attended a medium selectivity school, 4,424 (22.05%) attended a high selectivity school, and 808 (4.03%) attended a very high selectivity school.

Instrumentation

This was a quantitative study utilizing the data collected from a the 40 question survey entitled *The Freshman Survey*, developed and conducted by the Cooperative Institutional Research Program and sponsored by the Graduate School of Education & Information Studies at the University of California, Los Angeles. This survey was first administered in the Fall of 1966 to assess the effects of college on students (Astin, Panos, & Creager, 1966). Since its creation, the major purpose of TFS has been to provide initial input information for longitudinal research. Longitudinal follow-up studies have been conducted on dropouts (Astin, 1975; Astin, Tsui & Avalos, 1996), campus protest (Astin, Astin, Bayer & Bisconti, 1975), volunteerism (Sax, Astin & Astin, 1996), student development (Astin, 1977; Astin, 1993), and minority participation in higher education (Astin, 1982). Since the present study used the data from TFS survey, which has been pilot tested and administered for more than 40 years, no tests for validity or reliability were required.

The Freshman Survey

Since fall 1966, the CIRP has collected survey data on the characteristics, attitudes, values, educational achievements and future goals of students who enter

college. TFS is considered the most comprehensive empirical study on college students in the country. In 2002, it included 282,549 entering freshmen at 437 institutions in America (Sax, Keup, Gilmartin, Stolzenberg, & Harper, 2002). TFS is a standardized instrument reviewed and modified annually by the CIRP advisory committee. It is designed to be administered under proctored conditions and consists of 210 items organized in 40 sections. The format of TFS includes questions measuring student characteristics including demographics, academic interests, high school achievements, behaviors, career plans, values, attitudes, and self-concept (Sax, Keup, Gilmartin, Stolzenberg, & Harper, 2002). A copy of the instrument can be found in Appendix A.

Validity and Reliability

There are several ways to determine if research data or instrumentation is valid. Content and predictive validity are two types of measures used to determine the validity of quantitative research or instrumentation. Content validity refers to the degree to which survey questions (content) reflect what the researcher wants to know (Suskie, 1996). Predictive validity is defined as the extent that a measure or data set can predict future results or outcomes (Charles, 1995). Another important aspect of instrumentation is reliability. Reliability is defined as the degree of internal consistency or stability of the measure over a period of time (Borg, 1981).

TFS was first established in 1966 as a national longitudinal study of the American higher education system. It is well known as the nation's oldest and most extensive empirical study of higher education in America. The content validity of the TFS is reviewed each year by the CIRP Advisory Committee to ensure TFS items measure what they are intended to measure. The role of the advisory committee is to review survey

items for appropriateness relative to the entering student population each year. This process contributes to the instrument's content validity by utilizing the advisory committee as a panel of CIRP experts.

Data Collection Procedures

TFS was administered during registration, freshman orientation, or the first few weeks of classes. Administrators could decide to dispense the survey to the entire incoming freshman class or only administer it to a sample of the population. The instrument is designed for self-administration under proctored conditions. TFS is a four-page survey used to collection information on demographics, high school background, parental education, educational aspirations, and career plans. In order for CIRP to be able to send a follow-up mailing, individuals are asked to respond to question 37, "Do you give the Higher Education Research Institute at UCLA permission to include your ID number should your college request the data for additional research analysis?" (See Appendix A).

To collect information needed for this research, data were drawn from the following areas. First, because this study seeks to examine the factors that influence the college choice selection process for African American college students attending 4-year institutions, the researcher used data from item 36, which asks, "Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here?" Students are asked to respond to 18 of the following influential factors using, "very important", "somewhat important", or "not important": my relatives wanted me to come here, my teacher advised me, this college has a very good academic reputation, the college has a good reputation for its social

activities, I was offered financial assistance, the cost of attending this college, high school counselor advised me, private counselor advised me, I wanted to live near home, not offered aid by first choice, this college's graduates gain admission to top graduate/professional schools, this college's graduates get good jobs, I was attracted by the religious affiliation/orientation of the college, I wanted to go to a school about the size of this college, rankings in national magazines, information from a website, offered need-based scholarship, offered merit-based scholarship, I was admitted through an Early Action or Early Decision Program, and a visit to the campus.

Consideration of Human Subjects

Although the survey participants implicitly granted permission for the data to be used in the study by completing and returning the form, this understanding was formalized by including an informed consent in the survey. The first page of the survey contains the following statement; "Your participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence." Additionally the researcher of the present study was granted permission to use this database by the Higher Education Research Institute (HERI) at UCLA and the Office of Human Subjects Research at Auburn University. See Appendix A.

Data Collection

Data used for this survey were collected by the Higher Education Research Institute (HERI) at UCLA. HERI collects data from colleges and universities who have paid HERI to analyze data from their campuses. Because of this, HERI has strict policies

regarding off-site individuals wishing to use CIRP data for research purposes. Their guidelines dictate that all analyses of CIRP data must be conducted at HERI only, and therefore, data analyzed for this study was collected by staff at HERI with direction from the researcher. The collected data were scanned at CIRP and then entered into SPSS to create frequency tables and later sent to the researcher. As noted earlier, this was a quantitative study utilizing survey methods and descriptive statistical analyses. Included are tables that will enable the reader to view large bodies of data in summary fashion, using central tendency and variability of a set of data. This improves the ability of the researcher to describe, and the reader to interpret, the meaning of large amounts of information (Baker, 1994). In order to address the research questions, both descriptive and inferential statistics were used.

Analytic Procedures

This study examined the factors that influence the college choice selection process for African American college students attending 4-year institutions. Input variables were considered and controlled for to establish an independent relationship between each factor. The research questions are listed below with a description of the analytic procedure used to address it.

Research Question 1 (RQ1): What are the factors that affect the college selection process of African American students?

Statistical analysis for RQ1: To address the first research question, a descriptive table (Table 4.3) was constructed with the mean rating for each of the 18 college choice factors for all students in the sample.

Research Question 2 (RQ2): What are the factors that affect the college selection process of African American college students depending on the type of institution (PWI vs. HBCU)?

Statistical analysis for RQ2: To address this question, a table was constructed presenting the mean rating by type of institution (PWI vs. HBCU). T-tests were computed between the importance ratings and the institutional type for each college choice factor. Findings presented in Table 4.10.

Research Question3 (RQ3): What are the factors that affect the college selection process of African American students based on gender?

Statistical Analysis for RQ3: To address this question, a table was constructed presenting the mean rating by gender. T-tests were computed between the importance ratings and the respondent's gender for each college choice factor. Findings presented in Tables 4.4, 4.5, and 4.6.

Research Question 4 (RQ4): What are the factors that affect the college selection process of African American students based on parents' level of education?

Statistical Analysis for RQ4: To address this question, a table was constructed presenting mean ratings by parent's level of education. T-tests were computed between the importance ratings and the respondent's parent's level of education for each college choice factor. Findings presented in Tables 4.7, 4.8 and 4.9.

Summary

This chapter discussed the methods used to conduct this study as well as the research questions that were used to guide the study. This study is a secondary analysis of TFS data using both descriptive statistics and inferential analysis. Findings from this

study are intended to inform higher education policy makers and administrators, including enrollment managers. Chapter IV will present the findings from the study in both tabular and narrative form.

CHAPTER IV

FINDINGS

The purpose of this study is to examine the factors that influence African American college students' decisions to attend HBCUs or PWIs. Differences among African American students in factors influencing the college choice process will be examined by gender, educational level of parents, and institution type. The study is designed to gain a better understanding of how African Americans make decisions about which type of college to attend. Specifically, this study is meant to increase understanding of the influences on African American students' choice to attend HBCUs or PWIs. Findings from this study are intended to inform higher education policy makers and administrators, including enrollment managers. The data to be analyzed in the study were collected from entering freshmen at colleges and universities across the nation, using responses from *The Freshman Survey* (TFS) of the Cooperative Institutional Research Program (CIRP). There were 18 factors listed as possible motives for attending college. Those factors were coded as CHOOSE01 – CHOOSE18 and are listed in Table 4.1. The following questions guided the research of this study:

1. What are the factors that affect the college selection process of African American students?
2. What are the factors that affect the college selection process of African American college students depending on the type of institution (PWI vs. HBCU)?

3. What are the factors that affect the college selection process of African American students based on gender?
4. What are the factors that affect the college selection process of African American students based on parents' level of education?

Table 4.1

Definitions of Variables for College Choice (2005 CIRP, The Freshman Survey)

Variable	Definition
CHOOSE01	My relatives wanted me to come here
CHOOSE02	My teacher advised me
CHOOSE03	This college has a very good academic reputation
CHOOSE04	This college has a good reputation for its social activities
CHOOSE05	I was offered financial assistance
CHOOSE06	The cost of attending this college
CHOOSE07	High School counselor advised me
CHOOSE08	Private college counselor advised me
CHOOSE09	I wanted to live near home
CHOOSE10	Not offered aid by first choice
CHOOSE11	This college's graduates gain admission to top graduate/professional schools
CHOOSE12	This college's graduates get good jobs
CHOOSE13	I was attracted by the religious affiliation/orientation of the college
CHOOSE14	I wanted to go to a school about the size of this college
CHOOSE15	Rankings in national magazines
CHOOSE16	Information from a website
CHOOSE17	I was admitted through an Early Action or Early Decision program
CHOOSE18	A visit to campus

The subjects of this study are 32,425 first-time full-time (FTFT), freshmen African American students who attended 4-year institutions during 2005. The sample was drawn from 591 four-year colleges. A list of the schools that participated in the CIRP study in 2005 can be found in Appendix B. The institutions represented are from all regions of the United States, including urban, suburban, and rural settings. Overall, 11,369 students (36.2%) of the sample attended a university, while 20,063 (63.8%) attended a four-year college. Of those who attended a university, 3,049 (26.82%) attended a low selectivity school, 3,634 (31.96%) attended a medium selectivity school, 3,358 (29.54%) attended a high selectivity school, and 1,328 (11.68%) attended a very high selectivity school. Of those who attended a four-year college, 10,588 (52.77%) attended a low selectivity school, 4,243 (21.15%) attended a medium selectivity school, 4,424 (22.05%) attended a high selectivity school, and 808 (4.03%) attended a very high selectivity school.

In order to present the most accurate depiction of the data, student demographic information was obtained from the participants when they completed the survey. Frequencies and percentages for the demographic and categorical background characteristics of the sample are provided in Table 4.2. The majority of the sample was female (61.83%) and 18 years of age (72.4%). A majority of the respondents attended a PWI (77.1%). As it relates to parent's level of education, 28% of the students reported that their mother's highest level of education was a high school diploma or less and 36.7% reported that as their father's level of education. However, 69.2% of the students reported that their mother had at least some college education and 54.3% report their father's education as some college or more. The most frequently reported level of

mother's education was college degree (24.7%) while the most frequently reported level of father's education was high school graduate (26.5%).

Table 4.2

Summary of Descriptive Statistics for the Respondents of the 2005 Freshman Survey

Characteristic	<i>n</i>	%
Gender		
Male	11,757	37.4
Female	19,433	61.8
Missing	242	.8
Age		
16 or younger	41	0.1
17	1090	3.5
18	22,763	72.4
19	6,211	19.8
20	442	1.4
21 to 24	207	0.7
25 to 29	36	0.1
30 to 39	27	0.1
40 to 54	13	.0
Missing	602	1.9
Type of Institution Attended		
HBCU	7,192	22.9
PWI	24,240	77.1
Mother's Level of Education		
Grammar school or less	603	1.9
Some high school	1,633	5.2
High school graduate	6,565	20.9
Postsecondary school other than college	1,459	4.6
Some college	7,225	23.0

(table continues)

Table 4.2 (continued)

Characteristic	<i>n</i>	%
College degree	7,779	24.7
Some graduate school	752	2.4
Graduate degree	4,559	14.5
Missing	857	2.7
Father's Level of Education		
Grammar school or less	785	2.5
Some high school	2,435	7.7
High school graduate	8,339	26.5
Postsecondary school other than college	1,182	3.8
Some college	5,511	17.5
College degree	5,803	18.5
Some graduate school	481	1.5
Graduate degree	4,079	13.0
Missing	2,817	9.0

Data Analysis

In order to address the research questions, both descriptive and inferential statistics were employed.

Descriptive Statistics

The first research question was “What are the factors that affect the college selection process of African American students?” Table 4.3 contains the mean rating for the 18 factors related to college choice for the entire sample. The items in the sample are ranked by level of importance from lowest to highest.

Table 4.3

Mean scores for factors affecting the college choice process of African American students (N = 26,995)

Reasons influencing decision to attend	<i>M</i>	<i>SD</i>
This college has a very good academic reputation (CHOOSE03)	2.58	.613
This college's graduates get good jobs (CHOOSE12)	2.47	.705
The cost of attending this college (CHOOSE06)	2.40	.815
I was offered financial assistance (CHOOSE05)	2.28	.824
This college's graduates gain admission to top graduate/professional schools (CHOOSE11)	2.20	.787
A visit to campus (CHOOSE18)	2.16	.819
This college has a good reputation for its social activities (CHOOSE04)	2.15	.741
I wanted to go to a school about the size of this college (CHOOSE14)	2.09	.790
Information from a website (CHOOSE16)	1.90	.776
Rankings in national magazines (CHOOSE15)	1.79	.792
I wanted to live near home (CHOOSE09)	1.64	.775
My relatives wanted me to come here (CHOOSE01)	1.59	.726
High School counselor advised me (CHOOSE07)	1.53	.698
My teacher advised me (CHOOSE02)	1.45	.634
I was attracted by the religious affiliation/orientation of the college (CHOOSE13)	1.41	.636
Not offered aid by first choice (CHOOSE10)	1.40	.686
I was admitted through an Early Action or Early Decision program (CHOOSE17)	1.35	.664
Private college counselor advised me (CHOOSE08)	1.23	.518

The top factor was the academic reputation of the school, followed by indications that graduates of the schools get good jobs. Financial assistance and indications that graduates gain admissions to top graduate/professional schools were also important

factors. The least important factor was being advised by a private college counselor. Not being offered aid by the first choice was also relatively unimportant, along with participation in early action/decision programs and religious affiliation.

The second research question, “what are the factors that affect the college selection process of African American college students depending on the type of institution (PWI vs. HBCU)?”, will be addressed solely through inferential analysis (See Table 4.10). The third research question was “What are the factors that affect the college selection process of African American students based on gender?” Table 4.4 contains the mean rating for the 18 factors related to college choice differentiated by gender. The top eight factors affecting the college choice process of African American male and female students are presented in Tables 4.5 and 4.6, respectively.

Table 4.4

Mean score for factors affecting the college choice process of African American students by gender

	<u>Male</u>		<u>Female</u>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Reasons influencing decision to attend				
My relatives wanted me to come here (CHOOSE01)	1.61	.732	1.58	.722
My teacher advised me (CHOOSE 02)	1.49	.657	1.42	.618
This college has a very good academic reputation (CHOOSE03)	2.49	.654	2.63	.582
This college has a good reputation for its social activities (CHOOSE04)	2.14	.741	2.15	.741
I was offered financial assistance (CHOOSE05)	2.23	.826	2.31	.821
The cost of attending this college (CHOOSE06)	2.04	.811	2.14	.814
High School counselor advised me (CHOOSE07)	1.57	.707	1.51	.691
Private college counselor advised me (CHOOSE08)	1.26	.547	1.21	.498
I wanted to live near home (CHOOSE09)	1.58	.743	1.67	.791

(table continues)

Table 4.4 (continued)

	<u>Male</u>		<u>Female</u>	
Not offered aid by first choice (CHOOSE10)	1.40	.673	1.40	.694
This college's graduates gain admission to top graduate/professional schools (CHOOSE11)	2.08	.790	2.27	.778
This college's graduates get good jobs (CHOOSE12)	2.40	.726	2.51	.689
I was attracted by the religious affiliation/orientation of the college (CHOOSE13)	1.38	.611	1.42	.649
I wanted to go to a school about the size of this college (CHOOSE14)	1.98	.781	2.16	.788
Rankings in national magazines (CHOOSE15)	1.75	.784	1.81	.796
Information from a website (CHOOSE16)	1.79	.759	1.97	.778
I was admitted through an Early Action or Early Decision program (CHOOSE17)	1.36	.653	1.35	.670
A visit to campus (CHOOSE18)	2.10	.812	2.19	.821

Table 4.5

Top eight factors affecting the college choice process of African American male students (n = 9,880)

Reasons influencing decision to attend	<u>Male</u>	
	<i>M</i>	<i>SD</i>
1. This college has a very good academic reputation (CHOOSE03)	2.49	.654
2. This college's graduates get good jobs (CHOOSE12)	2.40	.726
3. I was offered financial assistance (CHOOSE05)	2.23	.826
4. This college has a good reputation for its social activities (CHOOSE04)	2.14	.741
5. A visit to campus (CHOOSE18)	2.10	.812

(table continues)

Table 4.5 (continued)

Reasons influencing decision to attend	Male	
	<i>M</i>	<i>SD</i>
6. This college's graduates gain admission to top graduate/professional schools (CHOOSE11)	2.08	.790
7. The cost of attending this college (CHOOSE06)	2.04	.811
8. I wanted to go to a school about the size of this college (CHOOSE14)	1.98	.781

The top factor affecting the college choice process of African American male students reported by survey participants was the academic reputation of the school (CHOOSE03), followed by indications that graduates of the schools get good jobs (CHOOSE12). Financial assistance (CHOOSE05) and the college's social activities reputation (CHOOSE04) were also reported as important factors.

Table 4.6

Top eight factors affecting the college choice process of African American female students (n = 16,624)

Reasons influencing decision to attend	Female	
	<i>M</i>	<i>SD</i>
1. This college has a very good academic reputation (CHOOSE03)	2.63	.582
2. This college's graduates get good jobs (CHOOSE12)	2.51	.689
3. I was offered financial assistance (CHOOSE05)	2.31	.821
4. This college's graduates gain admission to top graduate/professional schools (CHOOSE11)	2.27	.778
5. A visit to campus (CHOOSE18)	2.19	.821
6. I wanted to go to a school about the size of this college (CHOOSE14)	2.16	.788

(table continues)

Table 4.6 (continued)

Reasons influencing decision to attend	Female	
	<i>M</i>	<i>SD</i>
7. This college has a good reputation for its social activities (CHOOSE04)	2.15	.741
8. The cost of attending this college (CHOOSE06)	2.14	.814

The top two factors affecting the college choice process of African American female students were the same as those for the male students. These factors included the academic reputation of the school (CHOOSE03), followed by indications that graduates of the schools get good jobs (CHOOSE12). Financial assistance (CHOOSE05) and indications that this college's graduates gain admission to top graduate/professional schools (CHOOSE11) were also noted as important factors.

The fourth research question was "What are the factors that affect the college selection process of African American students based on parents' level of education?" The mean rating for each factor differentiated by parents' level of education is presented in table 4.7. The items in the table are listed in the order that they appeared on the survey. The top eight factors affecting the college choice process of African American students whose parent's level of education is High School or Less and College or More are listed in Tables 4.8 and 4.9, respectively.

Table 4.7

Mean scores for factors affecting the college choice process of African American students by parent's average level of education

Reasons influencing decision to attend	<u>High School</u>		<u>College or</u>	
	<u>or Less</u>		<u>More</u>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
My relatives wanted me to come here (CHOOSE01)	1.59	.740	1.59	.720
My teacher advised me (CHOOSE 02)	1.51	.671	1.42	.616
This college has a very good academic reputation (CHOOSE03)	2.55	.631	2.60	.603
This college has a good reputation for its social activities (CHOOSE04)	2.18	.735	2.14	.741
I was offered financial assistance (CHOOSE05)	2.35	.782	2.25	.842
The cost of attending this college (CHOOSE06)	2.18	.803	2.07	.819
High School counselor advised me (CHOOSE07)	1.60	.730	1.50	.679
Private college counselor advised me (CHOOSE08)	1.25	.537	1.22	.505
I wanted to live near home (CHOOSE09)	1.74	.804	1.60	.759
Not offered aid by first choice (CHOOSE10)	1.42	.691	1.39	.682
This college's graduates gain admission to top graduate/professional schools (CHOOSE11)	2.15	.789	2.22	.784
This college's graduates get good jobs (CHOOSE12)	2.45	.709	2.48	.701
I was attracted by the religious affiliation/orientation of the college (CHOOSE13)	1.42	.640	1.40	.632
I wanted to go to a school about the size of this college (CHOOSE14)	2.08	.792	2.10	.788
Rankings in national magazines (CHOOSE15)	1.72	.773	1.82	.798
Information from a website (CHOOSE16)	1.91	.784	1.90	.773
I was admitted through an Early Action or Early Decision program (CHOOSE17)	1.35	.649	1.35	.669
A visit to campus (CHOOSE18)	2.10	.827	2.18	.813

Table 4.8

Top eight factors affecting the college choice process of African American students whose parent's average level of education is High School or Less (n=6,296)

Reasons influencing decision to attend	<u>High School or Less</u>	
	<i>M</i>	<i>SD</i>
1. This college has a very good academic reputation (CHOOSE03)	2.55	.631
2. This college's graduates get good jobs (CHOOSE12)	2.45	.709
3. I was offered financial assistance (CHOOSE05)	2.35	.782
4. This college has a good reputation for its social activities (CHOOSE04)	2.18	.735
5. The cost of attending this college (CHOOSE06)	2.18	.803
6. This college's graduates gain admission to top graduate/professional schools (CHOOSE11)	2.15	.789
7. A visit to campus (CHOOSE18)	2.10	.827
8. I wanted to go to a school about the size of this college (CHOOSE14)	2.08	.792

The top factor affecting the college choice process of African American college whose parent's level of education is high school or less was the academic reputation of the school (CHOOSE03), followed by indications that graduates of the schools get good jobs (CHOOSE12). Financial assistance (CHOOSE05) and the college's social activities reputation (CHOOSE04) were also reported as important factors.

Table 4.9

Top eight factors affecting the college choice process of African American students whose parent's average level of education is College or More (n=18,052)

Reasons influencing decision to attend	<u>College or More</u>	
	<i>M</i>	<i>SD</i>
1. This college has a very good academic reputation (CHOOSE03)	2.60	.603
2. This college's graduates get good jobs (CHOOSE12)	2.48	.701
3. I was offered financial assistance (CHOOSE05)	2.25	.842
4. This college's graduates gain admission to top graduate/professional schools (CHOOSE11)	2.22	.784
5. A visit to campus (CHOOSE18)	2.18	.813
6. This college has a good reputation for its social activities (CHOOSE04)	2.14	.741
7. I wanted to go to a school about the size of this college (CHOOSE14)	2.10	.788
8. The cost of attending this college (CHOOSE06)	2.07	.819

The top two factors affecting the college choice process of African American students whose parents' level of education was college or more were the same as those for the students who reported their parents' level of education as high school or less. These factors included the academic reputation of the school (CHOOSE03), followed by indications that graduates of the schools get good jobs (CHOOSE12). Financial assistance (CHOOSE05) and indications that this college's graduates gain admission to top graduate/professional schools (CHOOSE11) were also noted as important factors.

Inferential Statistics

The second research question was “What are the factors that affect the college selection process of African American college students depending on the type of institution (PWI vs. HBCU)?” The mean ratings of each importance factor as a function of institution type (PWI vs. HBCU) is reported in Table 4.10. The results of t-test differences for college choice are also contained in Table 4.10

Table 4.10
Results of t test for college choice difference between African American students who chose to attend PWIs or HBCUs

Variable	<u>PWI</u>		<u>HBCU</u>		df	t	d
	M	SD	M	SD			
CHOOSE01	1.56	.715	1.70	.750	10,873	13.322***	0.19
CHOOSE02	1.46	.635	1.42	.629	11,332	-4.452***	0.06
CHOOSE03	2.60	.601	2.53	.651	10,542	-8.071***	0.11
CHOOSE04	2.13	.744	2.23	.727	11,423	10.402***	0.14
CHOOSE05	2.33	.806	2.12	.861	10,639	-17.708***	0.25
CHOOSE06	2.11	.812	2.09	.823	29,414	-2.111*	0.02
CHOOSE07	1.55	.704	1.47	.673	11,628	-8.656***	0.12
CHOOSE08	1.23	.522	1.21	.503	11,508	-3.245*	0.04
CHOOSE09	1.68	.783	1.50	.728	11,922	-17.833***	0.24
CHOOSE10	1.40	.685	1.41	.690	28,949	1.170	
CHOOSE11	2.19	.786	2.24	.790	11,081	4.629***	0.06
CHOOSE12	2.47	.706	2.48	.702	28,894	.592	
CHOOSE13	1.37	.618	1.52	.679	10,342	16.284***	0.23
CHOOSE14	2.10	.788	2.06	.796	29,337	-3.829***	0.05
CHOOSE15	1.77	.785	1.83	.816	10,797	5.409***	0.07
CHOOSE16	1.90	.773	1.90	.784	10,908	.235	
CHOOSE17	1.34	.662	1.37	.670	11,038	2.949*	0.05
CHOOSE18	2.18	.811	2.07	.837	29,309	-9.560***	0.13

* $p < .05$. *** $p < .001$.

For those correlations associated with a p-value less than .05, the difference between factors affecting decision to attend vary significantly between HBCU and PWI students. The difference in importance of most of the factors varied significantly due to large sample size. The strongest effect-size ($d = .25$) was found with the CHOOSE05 variable, being offered financial assistance. Students at PWIs attached significantly more importance to being offered financial aid than their counterparts at HBCUs. The next highest effect-size ($d = .24$) was between students who wanted to live near home (CHOOSE09). Students wanting to live closer to home were more likely to attend PWIs. The difference in importance of the religious affiliation of the institution (CHOOSE13) was also noted as having a modest effect-size ($d = .23$) for students at the two types of institutions. Students who were attracted by the religious affiliation/orientation of the college were more likely to attend HBCUs.

The third research question was “What are the factors that affect the college selection process of African American students based on gender?” The mean ratings of each importance factor as a function of gender are reported in Table 4.11. The results of t-test difference for college choice are also contained in Table 4.11.

Table 4.11

Results of t test for college choice difference between African American students who are Male and Female

Variable	Male		Female		df	t	d
	M	SD	M	SD			
CHOOSE01	1.61	.732	1.58	.722	22,675	4.038***	0.04
CHOOSE02	1.49	.657	1.42	.618	21,751	9.060***	0.11
CHOOSE03	2.49	.654	2.63	.582	20,857	-18.574***	0.23
CHOOSE04	2.14	.741	2.15	.741	29,277	-1.555	
CHOOSE05	2.23	.826	2.31	.821	29,245	-8.656***	0.10
CHOOSE06	2.04	.811	2.14	.814	22,864	-10.335***	0.12
CHOOSE07	1.57	.707	1.51	.691	22,331	6.950***	0.09
CHOOSE08	1.26	.547	1.21	.498	20,980	8.394***	0.10
CHOOSE09	1.58	.743	1.67	.791	23,912	-10.240***	0.12
CHOOSE10	1.40	.673	1.40	.694	23,054	-.043	
CHOOSE11	2.08	.790	2.27	.778	22,298	-19.387***	0.24
CHOOSE12	2.40	.726	2.51	.689	21,447	-12.737***	0.16
CHOOSE13	1.38	.611	1.42	.649	23,671	-5.884***	0.06
CHOOSE14	1.98	.781	2.16	.788	22,857	-18.890***	0.23
CHOOSE15	1.75	.784	1.81	.796	28,943	-6.650***	0.08
CHOOSE16	1.79	.759	1.97	.778	22,869	-19.141***	0.23
CHOOSE17	1.36	.653	1.35	.670	28,847	1.287	
CHOOSE18	2.10	.812	2.19	.821	22,866	-9.693***	0.11

* $p < .05$. *** $p < .001$.

For those correlations associated with a p-value less than .05, the difference between factors affecting decision to attend vary significantly between male and female students. The difference in importance of most of the factors varied significantly due to large sample size. The strongest effect-size ($d = .24$) was found with the CHOOSE11 variable, the college's graduates gain admission to top graduate/professional schools.

Female students attached significantly more importance the possibility of gaining admission to a top graduate school than their male counterparts. The next highest effect-size ($d = .23$) was college size (CHOOSE14). Female students cited the size of the college as an important college choice factor. Information found on a website (CHOOSE16) was also noted as having a modest effect-size ($d = .23$) between male and female students. Female students were more likely to attend an institution based upon information found on a website.

The fourth research question was “What are the factors that affect the college selection process of African American students based on parents’ level of education?” The mean ratings of each importance factor as a function of parent’s level of education are reported in Table 4.12. The results of t-test difference for college choice are also contained in Table 4.12.

Table 4.12

Results of t-test for college choice difference between African American students whose parents’ average level of education is High School or Less versus College or More

Variable	<u>High School</u>		<u>College or</u>		<i>Df</i>	<i>t</i>	<i>d</i>
	<u>or Less</u>		<u>More</u>				
CHOOSE01	1.59	.740	1.59	.720	12,093	.103	
CHOOSE02	1.51	.671	1.42	.616	11,493	10.180***	0.14
CHOOSE03	2.55	.631	2.60	.603	11,915	-4.893***	0.08
CHOOSE04	2.18	.735	2.14	.741	26,799	4.240***	0.05
CHOOSE05	2.35	.782	2.25	.842	13,157	9.449***	0.12
CHOOSE06	2.18	.803	2.07	.819	26,746	9.005***	0.14
CHOOSE07	1.60	.730	1.50	.679	11,575	10.195***	0.14
CHOOSE08	1.25	.537	1.22	.505	11,546	4.166***	0.06
CHOOSE09	1.74	.804	1.60	.759	11,714	13.117***	0.18

(table continues)

Table 4.12 (continued)

Variable	<u>High School</u>		<u>College or</u>		<i>Df</i>	<i>t</i>	<i>d</i>
	<u>or Less</u>	<u>More</u>	<i>M</i>	<i>SD</i>			
CHOOSE10	1.42	.691	1.39	.682	11,978	2.955*	0.04
CHOOSE11	2.15	.789	2.22	.784	12,054	-6.671***	0.09
CHOOSE12	2.45	.709	2.48	.701	11,930	-2.718*	0.04
CHOOSE13	1.42	.640	1.40	.632	12,057	2.244*	0.03
CHOOSE14	2.08	.792	2.10	.788	26,679	-2.244*	0.03
CHOOSE15	1.72	.773	1.82	.798	26,511	-9.027***	0.13
CHOOSE16	1.91	.784	1.90	.773	11,874	.449	
CHOOSE17	1.35	.649	1.35	.669	12,458	-.854	
CHOOSE18	2.10	.827	2.18	.813	26,642	-7.006*	0.10

* $p < .05$. *** $p < .001$.

For those correlations associated with a p-value less than .05, the difference between factors affecting decision to attend vary significantly between parents' level of education. The importance of most of the factors varied significantly due to large sample size. The strongest effect-size ($d = .18$) was found with the CHOOSE09 variable, students wanting to live near home. Students whose parents' level of education was high school or less attached significantly more importance to wanting to live near home than students whose parents' level of education was college or more. The next highest effect-size ($d = .14$) was between students who received advice from a teacher or a high school counselor (CHOOSE02 and CHOOSE07). Students who cited the advice of a teacher or counselor as a factor affecting their college choice were more like to have parents whose level of education was high school or less. The difference in importance of the cost of attending the institution (CHOOSE06) was also noted as having a modest effect-size ($d = .14$) for students at the two levels of parental education. Students who attended the institution due

to the cost concerns were more likely to have parents whose level of education was high school or less.

Summary

While many of the findings noted above were consistent with other studies on the college choice selection process, some additional information emerged from this study. Findings from this study are intended to inform higher education policy makers and administrators, including enrollment managers. The results of this study as they relate to both the literature and the model upon which this study is based, will be the focus of Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, & RECOMMENDATIONS

Introduction

The purpose of this study is to examine the factors that influence African American college students' decisions to attend a Historically Black College or University (HBCU) or a Predominately White Institution (PWI). Differences among African Americans in factors influencing the college choice process will be examined by gender, educational level of parents, and institution type. The study is designed to gain a better understanding of how African Americans make decisions about which type of college to attend. Specifically, this study is meant to increase understanding of the influences on African American students' choice to attend HBCUs or PWIs. Finding from this study are intended to inform higher education policy makers and administrators, including enrollment managers. The data to be analyzed in the study were collected from entering freshmen at colleges and universities across the nation, using responses from The Freshman Survey (TFS) of the Cooperative Institutional Research Program (CIRP). This study is a secondary analysis of TFS data using both descriptive statistics and inferential analysis.

Research Questions

The following questions guided the research of this study:

1. What are the factors that affect the college selection process of African American students?

2. What are the factors that affect the college selection process of African American college students depending on the type of institution (PWI vs. HBCU)?
3. What are the factors that affect the college selection process of African American students based on gender?
4. What are the factors that affect the college selection process of African American students based on parents' level of education?

Summary of Findings

Practical differences in college choice factors among students who attend PWIs vs. HBCUs

A total of twelve items yielded a practical difference having an effect-size (Cohen's d) at or approaching .20. Of these, four were between institution types, four were between parents' level of education, and four were related to gender.

There were four factors that resulted in a small to modest effect size when comparing differences in the college selection process of African American college students depending on the type of institution (PWI vs. HBCU). These findings are presented in Table 5.1. African American students who chose to attend HBCUs placed significantly more importance on relatives' influence to attend the college (CHOOSE01) and the attraction of the religious affiliation or orientation of the school (CHOOSE13). Contrarily, African American students who selected PWIs cited the offering of financial assistance (CHOOSE05) and the aspiration to live near home (CHOOSE09) at a significantly higher level.

Table 5.1
Practically significant results for discussion of college choice by institution type (PWI or HBCU)

Variable	PWI		HBCU		Df	t	d
	M	SD	M	SD			
CHOOSE01 (My relatives wanted me to come here)	1.56	.715	1.70	.750	10,873	13.322***	0.19
CHOOSE05 (I was offered financial assistance)	2.33	.806	2.12	.861	10,639	-17.708***	0.25
CHOOSE09 (I wanted to live near home)	1.68	.783	1.50	.728	11,922	-17.833***	0.24
CHOOSE13 (I was attracted by the religious affiliation/orientation of the college)	1.37	.618	1.52	.679	10,342	16.284***	0.23

*** $p < .001$.

The findings of this study revealed that financial assistance is one of the leading reasons that African American students choose to attend PWIs. If HBCUs wish to compete with PWIs for African American students they must find ways to reduce the amount of tuition that students are expected to pay. One way to reduce the cost of attendance is through scholarships. While many PWIs have multi-million dollar endowments and wealthy donors from which to offer financial assistance, HBCUs must begin to follow that trend if they wish to curtail their decline in enrollment. These findings indicate that the alumni of HBCUs must contribute financially to their alma maters if they expect those institutions to thrive. In an age where some HBCUs are on the brink of closing or merging with other institutions the need to contribute has never been more urgent. Moreover, African American students at HBCUs have indicated that the advice of relatives played a part in their choice to attend the institution. This information

can be used by HBCUs to continue to cultivate relationships with their alumni as they encourage their family members to consider an HBCU when choosing a college.

Practical differences in college choice factors among students based on gender

This study also sought to understand the factors that affect the college selection process of African American students based on gender. Table 5.2 contains the four college choice factors that differed significantly between the genders and had a low to moderate effect-size. Of the four choices that differed significantly, female students cited the potential of being admitted to a prestigious graduate school (CHOOSE11) at a higher rate than their male counterparts. Additionally, the findings in relation to academic reputation of the institution (CHOOSE03) are significantly different as female students considered these factors more strongly. Male students placed less emphasis on the size of the institution (CHOOSE14) and information found on the website (CHOOSE16) than female students. These findings are consistent with a study about counselor impact on college choice. Women rate academic reputation, quality of available programs, size, and campus beauty as important when applying to college (Johnson, Stewart, & Eberly, 1991).

Table 5.2
Practically significant results for discussion of college choice by gender

Variable	<u>Male</u>		<u>Female</u>		df	t	d
	M	SD	M	SD			
CHOOSE03 (This college has a very good academic reputation)	2.49	.654	2.63	.582	20,857	-18.574***	0.23
CHOOSE11 (This college's graduates gain admission to top graduate/professional schools)	2.08	.790	2.27	.778	22,298	-19.387***	0.24
CHOOSE14	1.98	.781	2.16	.788	22,857	-18.890***	0.23

Variable	Male		Female		df	t	d
	M	SD	M	SD			
(I wanted to go to a school about the size of this college)							
CHOOSE16	1.79	.759	1.97	.778	22,869	-19.141***	0.23
(Information from a website)							

*** $p < .001$.

As female students continue to move away from fields traditionally overpopulated by and reserved for women such as nursing and education, they find the need to increase their level of education to compete with their male counterparts. Women selected colleges strategically to place them in a better position to compete for spots at the more prestigious graduate and professional schools. However, these findings can also point to the fact that male college students may not have the drive and motivation to attend graduate school that their sisters have. Moreover, not only are female students concerned about expanding their education, they want a solid base for their education as they look for schools with a quality academic reputation. Female students understand the importance of a quality education and are displaying that by citing the academic reputation of the institution as a factor in the college choice process.

Practical differences in college choice factors among students based on parents' level of education

When taking into account the parents' level of education, some additional information emerged regarding college choice factors. The differences that are significantly different and are practically significant can be found in Table 5.3. Students whose parents had an education of high school or less had greater interest in the advice of the teacher (CHOOSE02) and the cost of attending the institution (CHOOSE06). Students

whose parents had at least a college education placed less importance on the information provided by the counselor (CHOOSE07) and the location of the college (CHOOSE09) in relation to home. These findings are consistent with a study on differences between first and non-first generation college students. Non-first generation students perceive that they receive more support from their families for college attendance than do first generation students (York- Anderson & Bowman, 1991).

Table 5.3

Practically significant results for discussion of college choice based on parents' level of education

Variable	<u>High School</u>		<u>College or</u>		<i>df</i>	<i>t</i>	<i>d</i>
	<u>or Less</u>		<u>More</u>				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
CHOOSE02 (My teacher advised me)	1.51	.671	1.42	.616	11,493	10.180***	0.14
CHOOSE06 (The cost of attending this college)	2.18	.803	2.07	.819	26,746	9.005***	0.14
CHOOSE07 (High School counselor advised me)	1.60	.730	1.50	.679	11,575	10.195***	0.14
CHOOSE09 (I wanted to live near home)	1.74	.804	1.60	.759	11,714	13.117***	0.18

*** $p < .001$.

First generation students are aware that due to their parents' lack of experience with the college process that they need to seek advice and information from other sources. The findings of this study show that these students looked to both high school teachers and counselors for guidance during the college choice process. Also, students whose parents did not pursue an education beyond high school are inherently at a

socioeconomic disadvantage. These students were concerned with the cost of attending the college which ultimately can eliminate several schools during the choice process.

Conclusions

The results of this study did not confirm the findings of McDonough, Antonio, and Trent (1997) that suggested African American students were most influenced to attend HBCUs by a friend or adult who had ties to the institution. Findings from this study suggest that academic reputation, followed by the potential for future employment, were the leading reasons for selecting the college or university. Additionally, this study supported the literature (McDonough, Antonio, & Trent, 1997; and Hanson & Litten; 1982) that suggested African American males chose to attend PWIs because of their perception that they would receive a higher quality education.

The results of this study supported the creation of a conceptual framework for understanding the reasons African American students choose to attend PWIs based on institution type, gender, and parents' level of education. A total of twelve items yielded a practical difference having an effect-size (Cohen's d) at or approaching .20. Of these, four were between institution types, four were between parents' level of education, and four were related to gender. These reasons have been combined and displayed in Figure 4. The findings of this study support the need for special attention to the needs of African American students, as there were several areas in which they differed significantly. This framework is intended to inform higher education policy makers and administrators, including enrollment managers of the areas that should receive the most attention when recruiting students, based on certain demographic characteristics. Additionally, this framework contributes to the body of research related to college choice, because it

address the choice process for African American students, which has been absent from the literature.

Institution Type

- Students are likely to attend an HBCU based on the influence of relatives
- PWIs become an option for students when offered financial assistance
- Distance from Home important to students who select PWIs
- Religious Affiliation or Orientation of an HBCU

Gender

- Academic Reputation draws women to an institution
- Size of institution not a major concern for men during the choice process
- Ability to be accepted to graduate school is important to women
- Information found on a Website does not attract men to a college

Parent's Level of Education

- First generation students accept the advice of a teacher
- Cost of attendance is not an important factor to non-first generation students
- The advice of high school counselor is sought by first generation students
- College's Location not a determining factor for non-first generation students

Figure 4. Conceptual Framework for Understand College Choice Among African American Students.

Implications for Future Practice and Research

The results of this study have several implications for future professional practice, especially when considered by each constituency group interested in the education of African Americans. The findings can be used to assist enrollment management professionals, African American students and their parents, and high school counselors.

Each constituency can benefit from these results as they consider the college selection process.

The first group that can benefit from the findings of this study are enrollment management professionals who work in admissions and recruiting, particularly those who work with the admissions process for African American students. For those members of the admissions staff at PWIs, the findings suggest that certain factors are more important for African Americans considering PWIs. For example, wanting to live near home and being offered financial assistance by the institution were cited as two of the more important factors in deciding to attend the institution. It would seem that the PWI admissions staff should be inclined to focus on these factors when recruiting African American students.

African American students are also concerned with the academic reputation of the school. This was the most highly rated factor among the PWI participants in the study. So, PWI admissions staff should be prepared to report this information to prospective students at college fairs and in other settings where they have contact with prospective African American students. Overall, the results of the study suggest that academic and social factors are more important to African American students considering a PWI than are personal or financial factors.

With the wealth of demographic information available to enrollment management professionals, now is the time to use this information to their advantage. The findings of this study support the need to target males and female students, and first generation and non-first generation students with different types of information related to the institution. Having information available on a website is not important to male students during the

college choice process according to the findings of this study. Therefore, when admissions and recruitment professionals attempt to lure in these students, this information will not sell the school to male students. However, female students are likely to be interested in the schools academic rankings and even testimonials from alumni who are matriculating through graduate and professional school.

When the time comes to recruit first generation college students, the students may not be the person that recruitment professionals should target. Teachers and high school counselors are recognized as an important source of information according to the findings of this study. If relationships are created with the teachers and high school counselors then they too can participate in selling the college to the prospective student. Different tactics will have to be employed when recruiting non-first generation students. These students do not place much emphasis on neither the cost of the institution nor its distance from home. Therefore, institutions with a higher price tag can recruit these students without the worry of sticker shock. Also, according to the results of this study, non first generation students are likely to travel greater distances for college. This means that college recruiters can recruit non-first generation students who may not live near the campus and expect success in their recruitment efforts.

Recommendations

The factors that lead to an African American student's college choice decisions have not been examined in the literature beyond the decision to attend or not to attend college. Therefore, the most important recommendation that can be made is that a new college choice model be created that is sensitive to the process experienced by African American students from all socioeconomic backgrounds. There is also a need to

disaggregate the college choice literature by gender among African American students in order to assist admission and recruitment officers at colleges and universities as well as guidance counselors in high schools. A better understanding of the factors that influence African American males and females during the college choice process could possibly help increase the numbers of African American students who participate in higher education and matriculate to the baccalaureate.

When addressing the recruitment of African American college students, enrollment officers at PWIs need to be aware of the type of students who would likely want to attend their type of institution. Therefore, recruitment and admissions officers should actively recruit at predominately African American high schools and middle schools, and begin cultivating relationships with community leaders and school personnel in order to communicate their desire to recruit students. Contrastingly, admissions departments at HBCUs need to make better use of their alumni around the country, who could serve as ambassadors and volunteer recruiters. HBCUs should also extend their recruitment efforts to both public and private, predominately White secondary schools. Although recruiting at these types of institutions would yield fewer numbers, according to the literature, African American students who attend predominately White high schools are more desirous of attending PWIs (Freeman, 2002).

Retention of African American students continues to be a problem at both HBCUs and PWIs. Historically, African American students have been limited to attending only HBCUs; however, recent aggressive recruitment efforts by diversity minded administrators at PWIs have sought African American students as well as other minorities. Since an African American student's racial identity attitudes can influence the

student's perception of that institution (Niba & Norman, 1989), it is imperative that higher education policy makers understand that African American students are not a monolithic group and have differing and complex racial identities.

Furthermore, higher education administrators must work diligently to integrate African American students to all areas of the college experience (Howard-Hamilton, 2000). Wallerson (2001) and Esterhusye and Nel (1999) found that African American students disconnected as they became more immersed in their studies. For this reason, college and university administrators must look for ways to create academic environments for African American students to discuss academic concerns and to study together. University programs for students are often limited to social aspects of the student's college experience, such as mentoring programs, cultural and social events, and organizations, and fail to address the academic needs of African American college students.

Not only is it important to integrate African American culture throughout the curriculum and across the university, African American students must see that they are not being asked to adapt to a White perspective or one that is too "Afrocentric" in the case of HBCUs. Furthermore, administrators at both HBCUs and PWIs must pay close attention to the psychological and social barriers that exist on their campuses that may prevent a student from evolving on the racial identity continuum (Hamilton, 1998). PWIs must do a better job of recruiting and retaining African American faculty to not only mentor African American students, but to demonstrate that the institution has a true commitment to diversity across the campus. Furthermore, PWIs and HBCUs need to conduct a dialogue about the best practices that exist at both types of institutions,

especially as they relate to the recruitment and retention of African American students. Ultimately, colleges and universities could work jointly to develop policies that will help students be successful at either type of institution.

HBCUs need to better use their alumni in the communities where they recruit. Based on existing literature and findings from this study, African American students are most influenced to attend HBCUs based on recommendations by adults who have some knowledge of, or relationship with, the HBCU. Colleges and universities recruitment officers from HBCUs should be visible in the high schools by providing informational resources to guidance counselors. The recruitment officers need to also provide training to high school guidance counselors about ways to expose African American college students to all types of higher educational institutions.

Suggestions for Further Research

Although there has been a great deal of research on African American students at PWIs, there has been very little research on African American students at HBCUs (Freeman, 2005). Furthermore, only recently have any studies been done on the factors that influence college choice among African American students (Freeman, 2005). There is a void in the literature as it relates to how racial identity influences college choice.

To further advance the body of knowledge as it pertains to African American students and college choice it would be beneficial to conduct other studies. Perhaps the most important work that needs to be done is a longitudinal study of African American high school freshmen chronicling their racial identity development and the type of institution of higher education they chose. A study of this nature could help admission and recruitment officers at both HBCUs and PWI better understand the factors that could

lead to more African American students participating in higher education. Additionally, a study of African American students attending a predominately White high school, as well as a study of African American students who attend a predominately African American high school, could be beneficial in understanding the factors that contribute to their college selection.

There is a need to expand on the existing college choice literature to include African American students. Moreover, the information on African American college students needs to be disaggregated by gender, age, and first-generation college status. Future research should also examine racial identity attitudes among African American students who drop out of college after their first year, as well as those African American students who chose not to participate in higher education. As a follow up to this study, a qualitative investigation based on the significant findings here related to African American student recruitment and college choice could prove useful to university admissions, recruitment, and retention efforts.

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APPENDICES

APPENDIX A
2005 CIRP SURVEY

PLEASE PRINT NAME AND PERMANENT/HOME ADDRESS (one letter or number per box)

NAME: FIRST MI LAST
 ADDRESS: Month (01-12) Day (01-31) Year
 CITY: STATE: ZIP: PHONE: - -

2005 STUDENT INFORMATION FORM

MARKING DIRECTIONS

Your responses will be read by an optical mark reader. Please,

- Use a pencil or black or blue pen.
- Fill in the oval completely.
- Erase cleanly any answer you wish to change or "X" out mark if in pen.

CORRECT MARK INCORRECT MARKS



PLEASE PROVIDE YOUR ID NUMBER (as instructed)

PLEASE PROVIDE YOUR ID NUMBER (as instructed)										Mark here if directed	
										GROUP CODE A	GROUP CODE B
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

- Your sex: Male Female
- How old will you be on December 31 of this year? (Mark one)
 - 16 or younger 21-24
 - 17 25-29
 - 18 30-39
 - 19 40-54
 - 20 55 or older
- Is English your native language?
 - Yes No
- In what year did you graduate from high school? (Mark one)
 - 2005 Did not graduate but passed G.E.D. test
 - 2004 Never completed
 - 2003 high school
 - 2002 or earlier
- Are you enrolled (or enrolling) as a: (Mark one)
 - Full-time student?
 - Part-time student?
- How many miles is this college from your permanent home? (Mark one)
 - 5 or less 11-50 101-500
 - 6-10 51-100 Over 500
- What was your average grade in high school? (Mark one)
 - A or A+ B C
 - A- B- D
 - B+ C+

- From what high school did you graduate?
 - Name of High School
 - City State
- From what kind of high school did you graduate? (Mark one)
 - Public school (not charter or magnet)
 - Public charter school
 - Public magnet school
 - Private religious/parochial school
 - Private independent college-prep school
 - Home school

- What were your scores on the SAT I and/or ACT?
 - SAT VERBAL

 - SAT MATH

 - ACT Composite

- Citizenship status:
 - U.S. citizen
 - Permanent resident (green card)
 - Neither
- Which of the following statements applies to you? (Mark one)
 - I was born in the United States
 - I came to the United States:
 - Before age 6
 - Between ages 6-12
 - After age 12

- If you or your parents were not born in the United States, indicate the country of birth:
 - You
 - Mother
 - Father

- Prior to this term, have you ever taken courses for credit at this institution?
 - Yes No
- Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?
 - Yes No

- Where do you plan to live during the fall term? (Mark one)
 - With my family or other relatives
 - Other private home, apartment, or room
 - College residence hall
 - Fraternity or sorority house
 - Other campus student housing
 - Other

- Is this college your: (Mark one)
 - First choice? Less than third choice?
 - Second choice? choice?
 - Third choice?

- To how many colleges other than this one did you apply for admission this year?
 - None 1 4 7-10
 - 2 5 11 or more
 - 3 6

- Have you had, or do you feel you will need, any special tutoring or remedial work in any of the following subjects? (Mark all that apply)

	Have Had	Will Need
English	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>
Foreign Language	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>

- What is the highest academic degree that you intend to obtain? (Mark one in each column)

	Highest Planned	Highest Planned At This College
None	<input type="radio"/>	<input type="radio"/>
Vocational certificate	<input type="radio"/>	<input type="radio"/>
Associate (A.A. or equivalent)	<input type="radio"/>	<input type="radio"/>
Bachelor's degree (B.A., B.S., etc.)	<input type="radio"/>	<input type="radio"/>
Master's degree (M.A., M.S., etc.)	<input type="radio"/>	<input type="radio"/>
Ph.D. or Ed.D.	<input type="radio"/>	<input type="radio"/>
M.D., D.O., D.D.S., or D.V.M.	<input type="radio"/>	<input type="radio"/>
J.D. (Law)	<input type="radio"/>	<input type="radio"/>
B.D. or M.Div. (Divinity)	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

- Are your parents: (Mark one)
 - Both alive and living with each other?
 - Both alive, divorced or living apart?
 - One or both deceased?

22. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

	None	Less than \$1,000	\$1,000-2,999	\$3,000-5,999	\$6,000-8,999	\$10,000+
Family resources (parents, relatives, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own resources (savings from work, work-study, other income)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which <u>must</u> be repaid (loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

<input type="radio"/> Less than \$10,000	<input type="radio"/> \$50,000-59,999
<input type="radio"/> \$10,000-14,999	<input type="radio"/> \$60,000-74,999
<input type="radio"/> \$15,000-19,999	<input type="radio"/> \$75,000-99,999
<input type="radio"/> \$20,000-24,999	<input type="radio"/> \$100,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-39,999	<input type="radio"/> \$200,000-249,999
<input type="radio"/> \$40,000-49,999	<input type="radio"/> \$250,000 or more

24. Current religious preference: (Mark one in each column)

	Yours	Father's	Mother's
Baptist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church of Christ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopalian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hindu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Islamic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LDS (Mormon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unitarian/Universalist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Church of Christ/Congregational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Are you: (Mark all that apply)

White/Caucasian	<input type="checkbox"/>
African American/Black	<input type="checkbox"/>
American Indian/Alaska Native	<input type="checkbox"/>
Asian American/Asian	<input type="checkbox"/>
Native Hawaiian/Pacific Islander	<input type="checkbox"/>
Mexican American/Chicano	<input type="checkbox"/>
Puerto Rican	<input type="checkbox"/>
Other Latino	<input type="checkbox"/>
Other	<input type="checkbox"/>

26. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark **F**. If you engaged in an activity one or more times, but not frequently, mark **O** (Occasionally). Mark **N** (Not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as part of a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a personal computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics:			
In class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Did your high school require community service for graduation?

Yes No

28. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Some graduate school	<input type="radio"/>	<input type="radio"/>
Graduate degree	<input type="radio"/>	<input type="radio"/>

29. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My parents wanted me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not find a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanted to get away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to get a better job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain a general education and appreciation of ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was nothing better to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make me a more cultured person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to make more money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn more about things that interest me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare myself for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A mentor/role model encouraged me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get training for a specific career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To find my purpose in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. How would you characterize your political views? (Mark one)

Far left

Liberal

Middle-of-the-road

Conservative

Far right

31. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religiousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Mark only three responses, one in each column.

- M Your mother's occupation
- F Your father's occupation
- Y Your probable career occupation

NOTE: If your father or mother is deceased, please indicate his or her last occupation.

- | | | | |
|--|-------------------------|-------------------------|-------------------------|
| Accountant or actuary | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Actor or entertainer | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Architect or urban planner | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Artist | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Business (clerkal) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Business executive (management, administrator) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Business owner or proprietor | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Business salesperson or buyer | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Clergy (minister, priest) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Clergy (other religious) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Clinical psychologist | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| College administrator/staff | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| College teacher | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Computer programmer or analyst | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Conservationist or forester | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Dentist (including orthodontist) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Dietitian or nutritionist | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Engineer | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Farmer or rancher | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Foreign service worker (including diplomat) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Homemaker (full-time) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Interior decorator (including designer) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Lab technician or hygienist | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Law enforcement officer | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Lawyer (attorney) or judge | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Military service (career) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Musician (performer, composer) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Nurse | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Optometrist | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Pharmacist | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Physician | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Policymaker/Government | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| School counselor | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| School principal or superintendent | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Scientific researcher | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Social, welfare, or recreation worker | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Therapist (physical, occupational, speech) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Teacher or administrator (elementary) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Teacher or administrator (secondary) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Veterinarian | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Writer or journalist | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Skilled trades | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Laborer (unskilled) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Semi-skilled worker | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Unemployed | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Other | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Undecided | <input type="radio"/> Y | | |

33. Mark one in each row:

- 1 Disagree Strongly
- 2 Disagree Somewhat
- 3 Agree Somewhat
- 4 Agree Strongly

- | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| There is too much concern in the courts for the rights of criminals | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Abortion should be legal | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| The death penalty should be abolished | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Marijuana should be legalized | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| It is important to have laws prohibiting homosexual relationships | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Racial discrimination is no longer a major problem in America | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Realistically, an individual can do little to bring about changes in our society | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Wealthy people should pay a larger share of taxes than they do now | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Colleges should prohibit racist/sexist speech on campus | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Same-sex couples should have the right to legal marital status | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Affirmative action in college admissions should be abolished | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| The activities of married women are best confined to the home and family | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Federal military spending should be increased | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| The federal government should do more to control the sale of handguns | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Only volunteers should serve in the armed forces | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| The federal government is not doing enough to control environmental pollution | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| A national health care plan is needed to cover everybody's medical costs | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Grading in the high schools has become too easy | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Undocumented immigrants should be denied access to public education | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Through hard work, everybody can succeed in American society | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| Dissent is a critical component of the political process | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |

34. During your last year in high school, how much time did you spend during a typical week doing the following activities?

Hours per week:	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with teachers outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise or sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household/childcare duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing video/computer games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prayer/meditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds)
- Some (but I probably will have enough funds)
- Major (not sure I will have enough funds to complete college)

36. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My relatives wanted me to come here	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
My teacher advised me	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college has a very good academic reputation	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college has a good reputation for its social activities	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I was offered financial assistance	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
The cost of attending this college	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
High school counselor advised me	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Private college counselor advised me	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I wanted to live near home	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Not offered aid by first choice	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college's graduates gain admission to top graduate/professional schools	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college's graduates get good jobs	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I was attracted by the religious affiliation/orientation of the college	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I wanted to go to a school about the size of this college	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Rankings in national magazines	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Information from a website	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I was admitted through an Early Action or Early Decision program	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
A visit to the campus	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N

37. Below is a list of different undergraduate major fields grouped into general categories. Mark only one oval to indicate your probable field of study.

- | | |
|--|---|
| ARTS AND HUMANITIES | PHYSICAL SCIENCE |
| Art, fine and applied 1 | Astronomy 43 |
| English (language and literature) 2 | Atmospheric Science (incl. Meteorology) 44 |
| History 3 | Chemistry 45 |
| Journalism 4 | Earth Science 46 |
| Language and Literature (except English) 5 | Marine Science (incl. Oceanography) 47 |
| Music 6 | Mathematics 48 |
| Philosophy 7 | Physics 49 |
| Speech 8 | Statistics 50 |
| Theater or Drama 9 | Other Physical Science 51 |
| Theology or Religion 10 | PROFESSIONAL |
| Other Arts and Humanities 11 | Architecture or Urban Planning 52 |
| BIOLOGICAL SCIENCE | Family & Consumer Sciences 53 |
| Biology (general) 12 | Health Technology (medical, dental, laboratory) 54 |
| Biochemistry or Biophysics 13 | Library or Archival Science 55 |
| Botany 14 | Medicine, Dentistry, Veterinary Medicine 56 |
| Environmental Science 15 | Nursing 57 |
| Marine (Life) Science 16 | Pharmacy 58 |
| Microbiology or Bacteriology 17 | Therapy (occupational, physical, speech) 59 |
| Zoology 18 | Other Professional 60 |
| Other Biological Science 19 | SOCIAL SCIENCE |
| BUSINESS | Accounting 20 |
| Business Admin. (general) 21 | Anthropology 61 |
| Finance 22 | Economics 62 |
| International Business 23 | Ethnic Studies 63 |
| Marketing 24 | Geography 64 |
| Management 25 | Political Science (gov't, international relations) 65 |
| Secretarial Studies 26 | Psychology 66 |
| Other Business 27 | Social Work 67 |
| EDUCATION | Sociology 68 |
| Business Education 28 | Women's Studies 69 |
| Elementary Education 29 | Other Social Science 70 |
| Music or Art Education 30 | TECHNICAL |
| Physical Education or Recreation 31 | Building Trades 71 |
| Secondary Education 32 | Data Processing or Computer Programming 72 |
| Special Education 33 | Drafting or Design 73 |
| Other Education 34 | Electronics 74 |
| ENGINEERING | Mechanics 75 |
| Aeronautical or Astronautical Eng 35 | Other Technical 76 |
| Civil Engineering 36 | OTHER FIELDS |
| Chemical Engineering 37 | Agriculture 77 |
| Computer Engineering 38 | Communications 78 |
| Electrical or Electronic Engineering 39 | Computer Science 79 |
| Industrial Engineering 40 | Forestry 80 |
| Mechanical Engineering 41 | Kinesiology 81 |
| Other Engineering 42 | Law Enforcement 82 |
| | Military Science 83 |
| | Other Field 84 |
| | Undecided 85 |

DO NOT WRITE IN THIS AREA

38. Please indicate the importance to you personally of each of the following: (Mark one for each item)
- (N) Not Important
(S) Somewhat Important
(V) Very Important
(E) Essential
- Becoming accomplished in one of the performing arts (acting, dancing, etc.) E V S N
- Becoming an authority in my field E V S N
- Obtaining recognition from my colleagues for contributions to my special field E V S N
- Influencing the political structure E V S N
- Influencing social values E V S N
- Raising a family E V S N
- Having administrative responsibility for the work of others E V S N
- Being very well off financially E V S N
- Helping others who are in difficulty E V S N
- Making a theoretical contribution to science E V S N
- Writing original works (poems, novels, short stories, etc.) E V S N
- Creating artistic work (painting, sculpture, decorating, etc.) E V S N
- Becoming successful in a business of my own E V S N
- Becoming involved in programs to clean up the environment E V S N
- Developing a meaningful philosophy of life E V S N
- Participating in a community action program E V S N
- Helping to promote racial understanding E V S N
- Keeping up to date with political affairs E V S N
- Becoming a community leader E V S N
- Integrating spirituality into my life E V S N
- Improving my understanding of other countries and cultures E V S N

39. What is your best guess as to the chances that you will: (Mark one for each item)
- (N) No Chance
(L) Very Little Chance
(S) Some Chance
(V) Very Good Chance
- Change major field? V S L N
- Change career choice? V S L N
- Participate in student government? V S L N
- Get a job to help pay for college expenses? V S L N
- Work full-time while attending college? V S L N
- Join a social fraternity or sorority? V S L N
- Play varsity/intercollegiate athletics? V S L N
- Make at least a "B" average? V S L N
- Participate in student protests or demonstrations? V S L N
- Transfer to another college before graduating? V S L N
- Be satisfied with your college? V S L N
- Participate in volunteer or community service work? V S L N
- Seek personal counseling? V S L N
- Communicate regularly with your professors? V S L N
- Socialize with someone of another racial/ethnic group? V S L N
- Participate in student clubs/groups? V S L N
- Strengthen your religious beliefs/convictions? V S L N
- Participate in a study abroad program? V S L N

40. Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? HERI maintains strict standards of confidentiality and would require your college to sign a pledge of confidentiality. Yes No

- The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.
- | | | |
|---------------|---------------|---------------|
| 41. A B C D E | 48. A B C D E | 55. A B C D E |
| 42. A B C D E | 49. A B C D E | 56. A B C D E |
| 43. A B C D E | 50. A B C D E | 57. A B C D E |
| 44. A B C D E | 51. A B C D E | 58. A B C D E |
| 45. A B C D E | 52. A B C D E | 59. A B C D E |
| 46. A B C D E | 53. A B C D E | 60. A B C D E |
| 47. A B C D E | 54. A B C D E | 61. A B C D E |

© Prepared by the Higher Education Research Institute, University of California, Los Angeles, California 90095-1521 **THANK YOU!**

APPENDIX B

INSTITUTIONS PARTICIPATING IN THE CIRP FRESHMAN SURVEY

APPENDIX C
IRB APPROVAL



Office of Human Subjects Research
307 Sanford Hall
Auburn University, AL 36849

Telephone: 334-844-5966
Fax: 334-844-4391
hsubjec@auburn.edu

May 18, 2009

MEMORANDUM TO: Melvin Norwood
Education Foundation Leadership Technology

PROTOCOL TITLE: "An Examination of Factors Influencing African-American Students' Choice to Attend Predominately White Institutions"

IRB AUTHORIZATION NO: 09-143 EX 0905

APPROVAL DATE: May 11, 2009
EXPIRATION DATE: May 10, 2010

The above referenced protocol was approved by IRB Exempt procedure under 45 CFR 46.101 (b) (4):

"Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects"

You should report to the IRB any proposed changes in the protocol or procedures and any unanticipated problems involving risk to subjects or others. Please reference the above authorization number in any future correspondence regarding this project.

If you will be unable to file a Final Report on your project before May 10, 2010, you must submit a request for an extension of approval to the IRB no later than April 25, 2010. If your IRB authorization expires and/or you have not received written notice that a request for an extension has been approved prior to May 10, 2010, you must suspend the project immediately and contact the Office of Human Subjects Research for assistance.

A Final Report will be required to close your IRB project file.

If you have any questions concerning this Board action, please contact the Office of Human Subjects Research at 844-5966.

Sincerely,

Kathy Jo Ellison, RN, DSN, CIP
Chair of the Institutional Review Board
for the Use of Human Subjects in Research

cc: Dr. Jose Llanes
Dr. David DiRamio