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A LONGITUDINAL STUDY OF SECONDARY SCHOOL STUDENTS DENIED UNIVERSITY ADMISSION AND THEIR SUBSEQUENT ENROLLMENT EFFORTS AND ACADEMIC PROGRESS

by

William Henry Jones, Jr.

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1972

Doctoral Committee:

Professor Delmont K. Byrn, Chairman
Associate Professor Robert H. Hoisington
Associate Professor Richard T. Knowles
Professor Clyde Vroman

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CHAPTER I

THE PROBLEM

Introduction

High school graduates may be divided into three rather distinct groups: those who apply for admission to a given institution of higher education and are admitted, those who apply for admission to a given institution of higher education and are denied (many of whom do eventually enter other institutions), and those who determine to enter some activity other than higher education following high school and do not file applications for admission. Numerous studies have been conducted regarding students admitted to institutions of higher education and more are begun annually. Fewer studies exist regarding those who determine not to file applications for admission, and a review of literature has determined that substantially fewer studies have been conducted of those who file applications and who are denied admission by one or more institutions.

This study is of a group of applicants who applied for admission to the fall, 1970 freshman class at Oakland University and who were denied admission. The characteristics and views of those denied, the characteristics, activities and views of those denied who entered other institutions of higher education, the characteristics of those who were denied admission and did not continue their formal education, and the cognitive and affective reactions to the specific denial of admission, and to the general process of applying for admission to college, comprise the major emphasis of the study. The basic purpose of the investigation is to learn more about the applicants who are denied admission to

a particular institution of higher education, in the belief that the information obtained will be of assistance to admissions officers and high school counselors as they work with students confronted by such denials.

It is easily understood why students admitted to various colleges are studied more intensively than are those who are denied. College and university personnel are, for the most part, deeply interested in the nature of their entering students. Literally hundreds of such studies have been conducted and published in various professional journals. In addition, numerous high schools have studied their students who do not enter higher education to determine their vocational or occupational destinations following commencement. However, educational institutions have generally taken little specific interest in those high school students who file an application and are denied admission. This study, then, is an attempt to begin to fill that void.

Need for the Study

Lair (1968) stated that over one-half of the high school graduates nation-wide enroll in institutions of higher education annually. He cites figures which indicate that the number of students entering such institutions doubled between 1958 and 1968 and that they are expected to increase by another fifty percent by 1978.[1] Hanford (1964) forecast that we would experience nearly universal higher education before the end of the century,[2] and Thresher (1966) stated that, "Of the 2,000,000

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[1]Lair, G. S., "Educational Counseling: Concern of the School Counselor, "Personnel and Guidance Journal, April, 1968, Vol. No. 8, p. 858-861.

[2]Hanford, G. H., "Training the Pre-College Counselor," College Board Review, 1964, No. 52, p. 6-9.

boys and girls who graduate from high schools each year in the United States, more than half distribute themselves among 2,000 colleges, universities, junior colleges and technical institutions."[3] Related to this last figure is one cited by Greising (1969) when he said that, "Approximately 400,000 students flunk out of the nation's colleges each year."[4]

Assuming that greater numbers of students will apply for admission to colleges, it is probable that greater numbers will also be denied admission to one or more such institutions, especially if these colleges are more selective. Chamberlain (1966), indeed, believes colleges and universities are becoming more selective and has stated that, "When examining it (ie., the proposition that colleges are becoming less selective) more closely we find that while many of the old barriers to a college degree have been removed for certain groups, most institutions are becoming more selective than ever before as to the type of student they will admit. While liberalizing its admissions practices in terms of race, religion, color and geographical criteria, higher education in this country is becoming ultra selective."[5]

The preceding statements become significant to the need for this study when one of the implied roles of the secondary school counselor is

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[3]Thresher, B.A., College Admission and the Public Interest, College Entrance Examination Board, New York, 1966.

[4]Greising, R. A., "The High Risk Student," The North Central Association Quarterly, Spring, 1969, Vol. 43, No. 4, p. 329-334.

[5]Chamberlain, L. J., "Who Will Go To College?," Illinois Education, Nov. 1966, p. 123-236.

observed. Brown (1966) states, "When discussing post-high school plans, seniors most frequently talked to and took the advice of their parents and guidance counselors."[6] In a New York state study it was determined that, "... guidance counselors do spend significantly more time in individual counseling with the college bound students than they do with the non-college bound."[7] Fredrickson and Fonda (1971) found that, "Students perceived their counselor as being the one person who was most helpful in terms of providing specific information on admission at a particular college."[8]

It appears, then, that secondary school counselors find college preparatory and selection counseling a major portion of their responsibility and that students expect their counselors to be helpful in this task. However, not all such counseling is with students who are in the process of selecting or who have been granted admission to a college. Counselors also expend much of their time with students who are reacting to a denial of admission. If knowledge and background is helpful in the advising of these people, and if few such studies regarding students

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[6]Brown, C. H., Post High School Plans and Factors Associated With College Selection for Delaware High Schools, Report of Delaware Higher Education Advisory Commission, 1966 p. 94.

[7]A Longitudinal Study of the Barriers Affecting the Pursuit of Higher Education by New York State High School Seniors, United States Department of Health, Education and Welfare Study, State University of New York, Albany, New York, August, 1969.

[8]Fredrickson, R. H., Fonda, T., "College Admissions Assistance by Secondary School Counselors," Personnel and Guidance Journal, Jan., 1971, Vol. 49, No. 5, p. 383-389.

denied admission have been conducted, it is reasonable to conclude that a series of such studies is appropriate. It might be helpful for counselors to know, for example, whether there is a typical pattern followed by such students and what we might expect a student with certain academic and non-academic characteristics to do following denial.

Other than Wentworth's (1969) study in which he described the student's and parent's reaction to the denial of admission to Michigan State University,[9] it appears that little has been done in this area.

A series of letters were mailed to various agencies throughout the United States including the Center for Research and Development in Higher Education at the University of California in Berkeley, The American Council on Education, the Department of Health, Education and Welfare (Office of Education), the National Association of College Admissions Counselors, the Educational Testing Service, the American Association for Higher Education, and the College Entrance Examination Board, all organizations which might have interest in or knowledge of similar or related studies. Typical of the response was that received from T. S. Cooper, Executive Director of the National Association of College Admissions Counselors, who stated, "I am unaware of any such study of high school graduates denied admission by some college. Many admissions officers follow up to determine where applicants to their colleges, who did not arrive on campus, did matriculate. However, relatively few

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[9]Wentworth, C. R., A Descriptive Study of 1,464 Secondary School Students Who Were Denied Admission to Michigan State University, Doctoral Thesis, Michigan State University, 1970.

admissions officers take time to determine what happened to applicants who were denied admission."[10]

Each of the Directors of Admission at both private and state institutions of higher education in Michigan were also contacted in this regard. Ninety-six letters requested assistance in locating related studies, published or unpublished. Response was received from 77 institutions and in not one case were the respondents able to identify such a study.

Admissions officers in various institutions of higher education are also called upon to advise students who have been denied admission to their specific institution. Experience including one year as admissions counselor at the University of Michigan, two years as Assistant Director of Admissions at Wayne State University, and four years as Assistant Director and later Associate Director of Admissions at Oakland University has demonstrated repeatedly the need to advise and often counsel usually disappointed, discouraged, and disillusioned students who were denied admission to that particular institution. Such advice or counsel was usually based on what it was <u>believed</u> had happened to most other students following denial. Seldom were there specific studies available to support those beliefs.

College admissions officers do involve themselves in counseling and many, in fact, view themselves as counselors and would prefer not to be designated simply "admissions advisor" or "admissions officer." Berdie (1954) believes such an attitude to be preferable to the alternative

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[10]Cooper, T. S., Letter From National Association of College Admissions Counselors, August 31, 1971.

and states that, "Admissions officers should have attitudes and interests consistent with those of good counselors, and it might even help if they had some skills and training in counseling."[11] In discussing the functions of the admissions counselor he states, "Can any of these (functions) be related to counseling? The answer is yes, even if one should choose to define both admissions and counseling in the narrowest possible senses."[12] Andrews (1965) found that 40 percent of the admissions personnel included in his survey came directly from high schools, and half of those were from counseling positions. He states, "In commenting on the relationship of formal education to present work, most respondents found courses in counseling and guidance to be, by far, the most rewarding, with courses in psychology, administration, and general education a distant second."[13] He further found that the major source of supply for future admissions counselors appeared to be high school counselors.

These similarities in the function of admission counselors and secondary school counselors emphasizes that the two groups have related counseling and guidance charges when working with applicants to higher educational institutions. Thus, a study such as this is to be welcomed by both groups.

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[11]Berdie, Ralph F., Counseling and the College Program, Minnesota Studies in Personnel Work, No. 6, University of Minnesota Press, Minneapolis, 1954. p. 27.

[12]Ibid., p. 27.

[13]Andrews, P.E., "Where Are The Future Admissions Officers?," The Journal of the Association of College Admissions Counselors, Winter, 1965, Vol. 10, No. 3, p. 25-28.

Statement of the Problem

It was assumed that some identifiable and recognizable patterns of behavior exist on the part of persons denied admission to an institution of higher education. It was also assumed that these patterns were identifiable for the total group denied, for those who were denied but who entered other institutions of higher education, and for those denied who did not enter other institutions of higher education. In addition, it was assumed that those who applied for admission to Oakland University and were denied would have reactions to that denial which would be of interest and of assistance to those involved in college admissions processes, and that they would have similar kinds of reactions to the entire process of applying for admission to institutions of higher education.

This research study is designed to answer the following general questions pertaining to those applicants who were denied admission to the 1970 freshman class at Oakland University:

What are the general characteristics of the sample of those who were denied admission to that freshman class?

When did the members of that sample decide to apply for admission to college in general and to Oakland University specifically?

What are the characteristics of those in the sample who selected Oakland University as their first choice institution?

Is there evidence to indicate that those in the sample had a knowledge of Oakland University's admissions requirements?

Who did those in the sample consider to be the most influential in their decision to apply for admission to Oakland University?

What were the major reasons given by those in the sample for applying for admission to Oakland University?

To what extent did those in the sample find it necessary to change their plans for higher education as a result of the denial of admission?

What are the characteristics of those in the sample who were denied admission to Oakland University and who entered other institutions of higher education?

What types of institutions of higher education did those in the sample enter, and what are some of the characteristics of those entering each type of institution?

To what extent have those in the sample who entered other institutions of higher education been successful academically?

What is the highest academic degree anticipated by those in the sample, and which academic majors have they entered?

How many of those in the sample who entered institutions of higher education remain enrolled, are they part-time or full-time students, and how much academic work have they completed?

Have those in the sample altered their study habits since leaving high school and enrolling in institutions of higher education?

What are the characteristics of those in the sample who did not enter an institution of higher education following their denial of admission to Oakland University?

What are the affective and cognitive reactions of those in the sample to the denial of admission by Oakland University?

What are the affective and cognitive reactions of those in the sample to the general process of applying for admission to an

institution of higher education?

How do those in the sample view the role of their high school counselor(s) in the application for admission to college process?

What conclusions can be drawn and what recommendations can be made on the basis of the information obtained by this study?

In that this is an early study of this particular population, it was decided that a general, wide-reaching study was more appropriate than a narrower, more highly structured investigation which would test for significant relationships between relatively few variables. It was also thought that the more highly structured statistical study would be more appropriate after investigation of this nature had been completed.

Limitations of the Study

The study has several limitations including the instrument, reliance on honest response to the instrument, and generalization of the results.

The first limitation is that much of the information was taken from the student's application for admission, and the instrument used to obtain information not already included in that application was a non-standardized questionnaire. Although it was pre-tested, the questionnaire is an original instrument and it has not been utilized in any previous study.

A second limitation is that a number of the responses depended on the judgment, and honesty of the respondents, and it was not possible to obtain reliable checks of these. For example, the following information obtained by the questionnaire assumed the good judgment, and

honesty of the subject:

1. grade point average at the institution of higher education in which they enrolled
2. gross annual parental income at the time of graduation from high school
3. parental educational levels
4. parental attitudes toward higher education

Thirdly, the study is based on students who were denied admission to the fall, 1970 freshman class at Oakland University, and it is possible to generalize beyond that population only to the extent that comparable admissions criteria are employed by institutions similar to Oakland University. It is assumed, however, that additional studies of similar populations at other institutions will either substantiate the findings of this study or disprove them as they pertain to those populations.

The final limitation of this study is that it includes in its sample only those students who were applicants from secondary schools within the United States. Foreign applicants were excluded because of the additional and differing criteria employed when considering such an applicant for admission. Domestic transfer applicants were also excluded. Therefore, it is not possible to extend generalizations to either of these two groups.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

There is a scarcity of either published or unpublished material regarding students denied admission to a given institution of higher education. One such study reviewed here is directly related, while the others are related only to the extent that they have taken into consideration a number of the factors to be included in this study, but for students enrolled in institutions of higher education and not for those denied admission to a given institution. Other formal published studies of similar populations apparently are non-existent.

Study of College Non-Admits

In 1970, C. Russell Wentworth of Michigan State University, conducted a study intended to describe the non-admitted student and his parents, what becomes of the student following denial to Michigan State, and to describe the reaction of the non-admitted student and his parents to the denial decision.[14] The study involved students denied admission to Michigan State for the fall of 1968 and used a randomly selected sample of 300. Wentworth collected nine different classifications of information including sex, grade point average, high school rank in class, aptitude and/or achievement test scores, intended college major, size of the secondary school, recommendation of the high school principal or counselor, level of parental education, and the alumni status of the applicant's parents.

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[14]Wentworth, op. cit.

Wentworth's research is similar in several ways to that carried out for this study. However, there are substantial differences. This study is intended to provide a second in a series of such investigations and is far more extensive in some areas. The Wentworth study provided a more limited quantitative description of his population and it provided comparisons between the denied and the admitted student at Michigan State University. One of his major conclusions, for example, is that, "The non-admit student does not differ substantially from his counterpart, the admitted student, when compared by sex, size of high school, selection of college major, parent's education, or alumni status of the parents; he is significantly different, however, when compared by grade point average, class rank, test scores, and principal-counselor recommendation."[15] Basically, Wentworth's study describes the reaction of the student and his parents to the decision, the number of denied students who entered institutions of higher education, and the nature of the institutions entered. This study provides an extension of Wentworth's investigations by developing further the characteristics of the denied applicant, the characteristics and success of those who entered other institutions of higher education, and his various reactions to the denial and to the admissions process in general. It also takes into consideration many academic and non-academic variables not included in the Wentworth study.

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[15]Wentworth, op. cit., p. 73

Factors in the Selection of a College

There are numerous studies on the selection of a college, the factors that go into selection, and the role of various groups in this decision, (ie., parents, peer groups, high school and college admissions counselors). An article by Rezler (1964) discusses the income and social status values of higher education and the role they play in persuading students to apply for admission to institutions. In addition she states that, "Since so many high school students enter college for social reasons, the weak student can easily overlook his academic shortcoming."[16] This has some bearing on the reasons why students may decide to apply for admission to institutions for which they are declared ineligible for admission.

Holland (1969) states, "The selection of an undergraduate institution is probably the outcome of a complex set of forces including student goals, abilities, and personality, which interact with parental values, education, socio-economic status and parental images of the 'best' and 'ideal' colleges."[17] He also determined that these college selection patterns are probably too heavily grounded on cultural and personal values and conditioning to be susceptible to ready change.

The selection procedure is further described in the study by Morrison (1968). Morrison found that, "Students appear to make choices

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[16]Rezler, A. G., "Counseling the Marginal Student," The Vocational Quarterly, Winter, 1964-65, Vol. 13, No. 2, p. 115-119.

[17]Holland, J. L., "Determinants of College Choice," College and University, Fall, 1969, Vol. 35, No. 1, p. 11-28.

in the same way that consumers often, if not usually, buy household goods; they select colleges by means of vague notions about reputation and values which they can seldom document meaningfully."[18] He also describes criteria employed in the college selection process. Two other studies by Hoy (1967) and Berdie (1962) elaborate on the descriptions of who enters college and how they determine which colleges they will apply to.[19,20] All of these studies are pertinent in developing background regarding the student who applies and is denied admission to an institution.

Parental and Environmental Influences on College Choice

Other reports regarding socio-economic background of the student and the educational background of the parents are readily available, but these, too, deal with students in college. Baird (1967) conducted a study involving 18,378 students applying for admission. He considered socio-economic factors in comparison to college entrance, high school grade point average, and test scores and he was able to develop some relationships between these variables.[21] Hood and Swanson (1965)

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[18]Morrison, J., "Factors Influential in College Choice," The Clearing House, January, 1968, p. 265-270

[19]Hoy, J. C., Choosing a College, Delacourte Press, New York, 1967

[20]Berdie, R. F., Layton, W. L., Hagenah, T., Swanson, E. O., Who Goes to College, Minnesota Studies in Personnel Work, No. 12, University of Minnesota Press, Minneapolis, 1962

[21]Baird, L. L., Family Income and Characteristics of College Bound Students, American College Testing Study, Iowa City, Iowa, 1967

referred to a Berdie and Hood study which showed that farm students were less likely to attend college than students from other areas, but that farm students who did attend college tended to have significantly higher achievement records than did other students.[22] In the same Hood and Swanson report backgrounds were related to the type of college selected by the student. They also studied college selection on the basis of both mother and father as related to the ultimate selection of a college by son or daughter.

In another study by Berdie (1954) it was determined that, "In general, the economic status of the family determined to a large extent whether or not children in that family will attend college, but for children of superior talent, this economic status does not provide as much of a limiting barrier as it does for children of lesser ability."[23] Henry (1965) found that sex, ability, and the father's and mother's educational and occupational level were all positively related to college entrance.[24]

Again, these studies pertain to entering or enrolled college or university students and not to students denied admission to a specific

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[22]Hood, A.B., Swanson, E.O., What Type of College for What Type of Student?, U.S. Department of Health, Education and Welfare Study, University of Minnesota, Minneapolis, 1965, p. 142.

[23]Berdie, R.F., After High School - What?, University of Minnesota Press, Minneapolis, 1954, p. 63.

[24]Henry, J.B., "Family Financial Power," Personnel and Guidance Journal, April, 1965, Vol. 43, No. 8, p. 775-779.

institution. They do provide, however, the necessary background information regarding the relationship of both socio-economic and academic variables to various aspects of college attendance.

Selection of College Major

Several studies have been conducted regarding the selection of college majors, Holland and Nichols (1964) reported that, "... students tend to sort themselves into fields which are congruent with their personal traits, interests, aptitudes and achievements."[26] They also studied the change of college major and the reasons for, and pattern of, such change.

Thus, it is possible to conclude from the investigation of the literature that there is little published material regarding the specific problem in question and that additional studies related to the subject of this research will be useful.

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[26]Holland, J. L. Nichols, R. C., "A Longitudinal Study of Change In Major Field of Study," Personnel and Guidance Journal, Nov., 1964, Vol. 43, No. 3, p. 235-242

CHAPTER III

PROCEDURES AND INSTRUMENTATION

Introduction

Previous chapters established the nature of the problem being investigated, the need for the research, the limitations of this study, and reviewed the previously conducted related research. This chapter will describe the location of the study, the design of the research as it pertains to the selection of the population and the sample, the character and sources of the data, the stages and procedures used in data collection and the preparation of the data for the computers.

Locale of the Study

The location of the study is Oakland University, a public, state supported, coeducational institution located 25 miles north of Detroit and two miles west of Rochester, Michigan. The University, which enrolled approximately 7,000 students, both graduate and undergraduate, in the fall of 1970 consists of undergraduate colleges or schools of arts and sciences, economics and business management, engineering, and education. It awards the Bachelor of Arts, the Bachelor of Science, the Master of Arts, the Master of Science, and the Master of Arts in Teaching degrees. Masters programs are offered in education, engineering, psychology, English and several of the sciences.

The University occupies the northwest corner of a 1600 acre plot given the Michigan State University Board of Trustees in 1957 by a private party. For the first ten years of its existence, from 1959 until

1969, the University was affiliated with Michigan State. It gained its independence in 1969 and now has its own Board of Trustees. Its undergraduate and graduate programs are fully accredited by the the North Central Association of Secondary Schools and Colleges.

Most of the University's students are from the surrounding six county area including Oakland, Wayne, Macomb, Washtenaw, St. Clair and Genessee. Over two-thirds of the students commute. The majority of the students are Caucasian although the University began a strong minority recruitment program in 1968. Legislation passed in 1970 by the University's faculty senate asks that a minimum of 15 percent of each new freshmen class be constituted of Black students.

Selection of the Population and Sample

Oakland University's admission office received some 3400 applications for admission to the fall, 1970 freshman class. Approximately 1900 of these applicants were admitted, 921 were denied admission on the basis of inadequate academic preparation, and the remainder did not follow their applications through to completion. The University's admissions officers made the decisions on 99 percent of the applications received, utilizing a committee consisting of faculty and other staff members only when a particularly difficult admissions decision was encountered. The major criteria for admissions consisted of the cumulative high school grade point average, the high school counselor's recommendation, and test scores, generally in that order. In some instances the recommendation was considered of greater importance than was the grade point average.

The undergraduate students at the University are largely full-time, daytime students. No undergraduate evening program was provided in the

fall of 1970, and no consideration was given to whether the applicant intended to enroll part or full-time. Applicants from foreign high schools and transfer applicants from either foreign or domestic institutions of higher education are not included because of the differing criteria and screening procedures utilized when reviewing applications received from such individuals. Thus, the population for the study consists of persons denied admission to Oakland University's fall, 1970 freshman class. All were applicants from domestic high schools, all would have been first-time-in-any-college (FTIAC) students, and all were screened using similar admissions criteria with some latitude for minority group applicants.

Selection of the sample from those students denied admission for the fall, 1970 is based on two factors. First, admissions requirements at the University underwent major revision during 1969 and these revisions were first reflected in the admission and rejection of applicants for the fall, 1970 class. Secondly, because of the nature of the population and their assumed lack of concern at the current time for Oakland University per se, it was assumed that it would be a major task to obtain enough response to make the study valid. A study of the 1968 or 1969 group of denials might have proved impossible due to the extended intervening period and the assumed additional loss of interest in the University.

The sample was selected by random number. Each of the 921 applications for admission which were denied were numbered in sequence. A random number table was utilized and the folders of application materials were selected at random until 400 had been chosen. Four hundred was

determined to be a satisfactory sample assuming that at least a 55 percent return was obtainable.

Thus, the sample consists of domestic high school graduate applicants who applied for admission to Oakland University for the fall of 1970 and who were denied admission because of judged academic deficiencies in their high school preparation.

Character and Sources of the Data

Three major sources of data were utilized to obtain the information necessary for the study.

1. The applications for admission to Oakland University for those denied admission for the fall of 1970 were on file in the University's admission office. The applications and accompanying information provided the following information:
    a. name
    b. address at time of application
    c. county of residence at time of application
    d. sex
    e. marital status at time of application
    f. country of citizenship
    g. date of birth
    h. designated major
    i. name of high school from which the applicant was graduated
    j. high school academic grades

A 47 item, eight page questionnaire (Appendix C) was designed to obtain information not available from the application for admission.

The questionnaire was not standardized but it was pretested. Three groups of Oakland University freshman were selected and were representative of the population in terms of the number of males and females and the numbers of Caucasian and minority group members. Each group consisted of ten students and they were instructed to role play the rejected Oakland University student when responding to the instrument. Corrections and clarification of items were made before the questionnaire was administered to the second group, and additional changes were made before the third group was utilized. Only two minor changes were deemed necessary following the use of the questionnaire by the third group.

Methods of Data Analysis

The questionnaire was mimeographed and mailed to the total sample. It was accompanied by an instruction sheet (Appendix C) and an initial letter (Appendix D) explaining the purpose of the study and requesting their assistance.

Two weeks following the initial mailing, the first follow-up letter (Appendix E) was mailed calling their attention to the questionnaire, another copy of which was enclosed. A second follow-up letter (Appendix F) was sent to those who had not responded by the fourth week following the initial mailing. Two weeks after the mailing of the second follow-up letter, a series of telephone calls were made to those applicants who had not responded and for whom telephones were available. Approximately 160 telephone contacts were made during a three day period. Tabulation of the returns was begun eight weeks following the initial mailing.

After a visual screening of the returned questionnaires, it was obvious that a large number of the respondents had indicated that their

high school counselors were either of "no particular help" or of "no help what-so-ever" in the admission to college procedure. Additional information being deemed desirable in this regard, a fourth letter (Appendix G) was mailed to a sample of those students. Again they were selected by random number and letters were mailed to 100 of those who responded with either of the two responses noted. Details of the results of that survey are provided in Chapters VI and VII.

Approximately 60 days following the mailing of the first letter and questionnaire, a 64.25 percent return of useable questionnaires had been obtained. Each questionnaire was reviewed, and a supplementary coding card was prepared on which information taken from the application could be recorded. The information from the questionnaires and the applications was coded and the cards were merged into a single set and numerized by the random numbers originally assigned and selected for the study. The Data Screening (for use with large numbers) Program was then run including the entire set of key punched cards. This program produced histograms for each coded variable in the questionnaire and the application for admission. The histograms included means, medians, ranges and standard deviations whenever appropriate and it was on the basis of these histograms that the findings were tabulated.

Chapters IV, V, and VI are of a presentation of the findings of the study based on the responses received to the questions included in the questionnaire and information from the applications for admission. Information obtained from questions 24 and 41 on the questionnaire pertaining to the date of first enrollment in an institution of higher education, and to the applicant's siblings was determined to be of little importance to the study and was excluded from the findings.

The format for the three chapters in which the findings are presented consists of a general statement of each research question followed by the various parts of the question more specifically stated. Each part is followed immediately by the compiled findings pertaining to that specific section. No attempt has been made to comment on or to evaluate the findings. This was done in Chapter VII.

The first 19 questions which constitute Chapter IV were developed to gather descriptive information and to obtain the views of the total sample. The second group of 13 questions constitute part A of Chapter V, and are used to gather and present information about the characteristics, educational activities, and the views of the 233 members of the sample who entered institutions of higher education. The third group of three questions constitute part B of Chapter V, and their findings present information about the 24 members of the sample who did not enroll in an institution of higher education following the denial of admission. Chapter VI consists of a set of four questions used to describe the total sample members affective and cognitive reaction to the denial of admission and to the process of applying for admission to an institution of higher education.

In all three findings chapters the numbers in parenthesis at the end of some questions refer to the related item(s) on the questionnaire. If no reference number is provided, the information was obtained from the application for admission.

CHAPTER IV

PRESENTATION OF FINDINGS

Characteristics and Views of Those Denied Admission

This chapter is designed to present descriptive information and to supply parameters to some extent for the entire sample consisting of 257 applicants who were denied admission to the fall, 1970 freshman class at Oakland University. Questionnaires were mailed to 400 members of the population, 257 of whom returned a completed form. Thus, for 143 applicants only the information obtainable from the application was compiled and this is reflected in some of the findings early in the chapter. Where it is reflected, the statement "Based on 400" is included at the top of the respective table.

Research Question 1: Of the sample of those denied admission, what was their mean age and range of age; what was the male-female constituency; where (by county) were the home residences; and how many were from high schools located in urban, suburban or rural areas?

A. What was the mean age and range of age of the sample of 400 at the time the questionnaire was completed and what was the male-female constituency of this sample?

TABLE 1

MEAN AND RANGE OF AGE

N = 222 Males N = 178 Females

(Based on 400)

	N	%	M	R
Male	222	55.50	19.43	18-21
Female	178	44.50	19.22	18-24
	400	100.00		

Men outnumbered women in the sample by 44 and the mean age of males was only slightly higher than the mean age for females. The range of age for females was larger by three years than the range of age for males.

B. Distributed by county, where were the home residences of the sample of 400 at the time they applied for admission?

TABLE 2

LOCATION OF HOME RESIDENCE

N = 222 Males N = 178 Females

(Based on 400)

	Males		Females		Total Sample	
	N	%	N	%	N	%
Wayne	78	35.14	70	39.32	148	37.00
Oakland	89	40.09	71	39.89	160	40.00
Macomb	23	10.36	14	7.87	37	9.25
Genesee	2	.90	2	1.12	4	1.00
St. Clair	2	.90	--	----	2	.50
Washtenaw	2	.90	--	----	2	.50
Other	26	11.71	21	11.80	47	11.75
	222	100.00	178	100.00	400	100.00

The majority (86.25%) of those in the sample resided in Wayne, Oakland and Macomb Counties. Only 55 members of the group of 400 were from counties other than those three.

C. Of those in the sample of 400, how many were from urban, how many were from suburban, and how many were from rural high schools? (20)

TABLE 3

LOCATION OF HIGH SCHOOL

N = 222 Males N = 178 Females

(Based on 400)

	Males		Females		Total Sample	
	N	%	N	%	N	%
Urban	90	40.54	75	42.13	165	41.25
Suburban	125	56.31	103	57.87	228	57.00
Rural	7	3.15	---	-----	7	1.75
	222	100.00	178	100.00	400	100.00

The majority (98.25%) of the sample were from either urban or suburban high schools. Less than two percent were from rural area schools.

Research Question 2: Of the sample of those denied admission, what was the mean age and range of age of each race represented; where (by county) were the home residences for the members of each race represented; how many of each race graduated from urban, from suburban, or from rural high schools; and what was the breakdown of parental gross annual income for each race represented at the time the applicants graduated from high school?

American Indian

The sample included one American Indian. The applicant was 20 years of age at the time he completed the questionnaire, he was from Wayne County, had attended an urban high school, and his gross annual parental income at the time of graduation from high school was less than $5,000.

Blacks

A. What was the mean age and range of age for Black applicants in the sample? (22)

TABLE 4

MEAN AGE AND RANGE OF AGE

N = 48

N	M	R
48	19.39	18-24

There were 48 Blacks in the sample. The mean age was 19.39 at the time the questionnaire was completed and the range in age was from 18 to 24 inclusive.

B. Distributed by county, where were the home residences of the Blacks in the sample at the time of the application for admission? (22)

TABLE 5

LOCATION OF HOME BY COUNTY

N = 48

	N	%
Wayne	30	62.50
Oakland	12	25.00
Genesee	1	2.08
Washtenaw	2	4.17
Other	3	6.25
	48	100.00

Of the 48 Blacks in the sample, the majority were from Wayne County with one-quarter residing in Oakland County. About one in eight were from counties other than Wayne and Oakland.

C. How many of the Blacks in the sample were from urban, how many from suburban, and how many from rural high schools? (20, 22)

TABLE 6

LOCATION OF HIGH SCHOOL

N = 48

	N	%
Urban	40	83.33
Suburban	8	16.67
	48	100.00

Of the 48 Blacks in the sample, the majority attended high schools located in urban areas. None were from rural area schools.

D. How many of the Blacks in the sample had parents whose gross annual income was in each of the ranges stipulated below at the time the applicants graduated from high school? (22, 37)

TABLE 7

PARENTAL GROSS ANNUAL INCOME RANGE

N = 44

	N	%
Less than $5,000	17	38.63
$5,000 - $8,000	13	29.55
$8,000 - $11,000	11	25.00
$11,000 - $14,000	1	2.27
$14,000 - $17,000	2	4.55
	44	100.00

Of 44 Blacks in the sample (four did not respond to this question), 93.18% had parents whose gross annual income was $11,000 or less. One in every 14.7 Blacks declared their parental income to be $11,000 or higher.

Caucasian

A. What was the mean age and range of age for Caucasian applicants in the sample? (22)

TABLE 8

MEAN AGE AND RANGE OF AGE

N = 204

N	M	R
204	19.37	18-21

There were 204 Caucasians in the sample, their mean age was 19.37 at the time the questionnaire was completed, and the range in age was from 18-21 inclusive.

B. Distributed by county, where were the home residences of the Caucasians in the sample at the time of application for admission? (22)

TABLE 9

LOCATION OF HOME BY COUNTY

N = 204

	N	%
Wayne	53	25.98
Oakland	98	48.04
Macomb	26	12.75
Genesee	2	.98
St. Clair	2	.98
Washtenaw	1	.49
Other	22	10.78
	204	100.00

The majority of Caucasians in the sample were from Oakland County

with slightly more than one-quarter from Wayne County. Approximately one in every 7.8 Caucasians were from Macomb, and one in every 7.6 were from counties other than Wayne, Oakland or Macomb.

C. How many Caucasians in the sample were from urban, how many were from suburban, and how many were from rural area high schools? (20, 22)

TABLE 10

LOCATION OF HIGH SCHOOL

N = 204

	N	%
Urban	50	24.51
Suburban	148	72.55
Rural	6	2.94
	204	100.00

Most of the Caucasians in the sample were from urban or from suburban high schools with the highest percentage applying from suburban area schools. One of every 34 were from rural schools.

D. How many Caucasians in the sample had parents whose gross annual income was in each of the ranges stipulated at the time the applicants graduated from high school? (22, 37)

TABLE 11

PARENTAL GROSS ANNUAL INCOME RANGE

N = 176

	N	%
Less than $5,000	7	3.98
$5,000 - $8,000	17	9.66
$8,000 - $11,000	40	22.73
$11,000 - $14,000	38	21.58
$14,000 - $17,000	24	13.64
$17,000 - $20,000	21	11.93
$20,000 Plus	29	16.48
	176	100.00

Of the Caucasians in the sample, 36.36% had parents whose gross annual income was $11,000 or less, 47.16% had parents whose yearly income was from $11,000 to $20,000, and 16.48% had parents whose income was $20,000 per year or more.

Mixed

A. What was the mean age and range of age for applicants in the sample who classified their race as "Mixed?" (22)

TABLE 12

MEAN AGE AND RANGE OF AGE

N = 4

N	%	M	R
4	100.0	19.25	19-20

There were four applicants in the sample who classified their race as "Mixed." Their mean age was 19.25 and their range of age was from 19-20 inclusive.

B. Where were the home residences (by county) of the "Mixed" in the sample at the time of application for admission? (22)

TABLE 13

LOCATION OF HOME BY COUNTY

N = 4

	N	%
Wayne	2	50.00
Oakland	1	25.00
Macomb	1	25.00
	4	100.00

One-half of the "Mixed" races were from Wayne County, the other half from Oakland and Macomb Counties.

C. How many of the "Mixed" applicants in the sample were from urban, how many from suburban, and how many from rural high schools? (20, 22)

TABLE 14

LOCATION OF HIGH SCHOOL

N = 4

	N	%
Urban	1	25.00
Suburban	3	75.00
Rural	-	------
	4	100.00

Three-quarters of the "Mixed" races applicants were from suburban high schools and the other quarter (1 of 4) was from an urban school.

D. Of the four "Mixed" applicants in the sample, one declared his parents to have been in the $5,000 or less gross annual income range, and the other three declared their parents to be in the $8,000 to $11,000 gross annual income range.

Research Question 3: Of those applicants in the sample who decided prior to the eleventh grade to apply for admission to Oakland University, how many were males and how many were females; how many were from urban, from suburban, and from rural area high schools; what was the racial constituency of the group; how many had parents in each of the specified gross annual income ranges; and how many had mothers and fathers in each of the specified educational ranges?

A. Of those in the sample who decided prior to the eleventh grade to apply for admission to Oakland University, how many were male and how many female? (1)

TABLE 15

MALE-FEMALE CONSTITUENCY

N = 188

			Total Sample	
	N	%	N	%
Male	104	55.32	139	74.82
Female	84	44.68	118	71.19
	188	100.00	257	

Of the 188 in the sample who had decided prior to the eleventh grade to apply for admission to Oakland University, one of every 1.8 were males. A higher percentage of males in the sample had decided to apply to the University before the eleventh grade than females in the sample. (For comparison with those who decided after the tenth grade

to apply, refer to Table 21.)

B. Of those in the sample who decided prior to the eleventh grade to apply for admission to Oakland University, how many were from urban, how many were from suburban, and how many were from rural high schools? (1, 20)

TABLE 16

LOCATION OF HIGH SCHOOLS

N = 188

			Total Sample	
	N	%	N	%
Urban	70	37.23	99	70.70
Suburban	113	60.11	151	74.83
Rural	5	2.66	7	71.43
	188	100.00	257	

Of those in the sample who decided prior to the eleventh grade to apply for admission to Oakland University, one of every 1.7 were from suburban area high schools. A higher percentage of those in the sample from suburban high schools had decided to apply to the University by this time as compared to those from urban and rural schools. (For comparison with those who decided after the tenth grade to apply, refer to Table 22.)

C. Of those in the sample who decided prior to the eleventh grade to apply for admission to Oakland University, how many were American Indians, how many were Black, how many were Caucasian, and how many were "Mixed?" (1, 22)

TABLE 17

RACIAL CONSTITUENCY

N = 188

			Total Sample	
	N	%	N	%
American Indian	1	.53	1	100.00
Black	28	14.89	48	58.33
Caucasian	157	83.52	204	76.96
Mixed	2	1.06	4	50.00
	188	100.00	257	

Of those in the sample who decided prior to the eleventh grade to apply for admission to Oakland University, one of every 1.2 were Caucasian. All four races had representatives in this group. A higher percentage of Caucasians had decided to apply to the University by the eleventh grade than any other single racial group except American Indians. (For comparison with those who decided after the tenth grade to apply, refer to Table 23.)

D. Of those in the sample who decided prior to the eleventh grade to apply for admission to Oakland University, how many at the time of graduation from high school had parents in each of the gross annual income levels specified? (1, 37)

TABLE 18

PARENTAL GROSS ANNUAL INCOME RANGE

N = 173

			Total Sample	
	N	%	N	%
Less than $5,000	17	9.83	26	65.38
$5,000 - $8,000	25	14.45	30	83.33
$8,000 - $11,000	35	20.23	54	64.81
$11,000 - $14,000	32	18.50	39	82.05
$14,000 - $17,000	21	12.14	26	80.77
$17,000 - $20,000	19	10.98	21	90.48
$20,000 Plus	24	13.87	29	82.76
	173	100.00	225	

Of those in the sample who decided prior to the eleventh grade to apply for admission to Oakland University, their parental incomes were well distributed from the "less than $5,000" to the "$20,000 plus" range. Of the total sample, 44.51% had parents whose gross annual income was $11,000 or less, 41.62% had parents whose yearly income was between $11,000 and $20,000, and 13.87% had parents whose income was $20,000 or more per year. (For comparison with those who decided after the tenth grade to apply, refer to Table 24.)

E. Of those in the sample who decided prior to the eleventh grade to apply for admission to Oakland University, how many had fathers in each of the educational ranges specified below? (1, 38)

TABLE 19

FATHER'S EDUCATIONAL LEVEL

N = 184

			Total Sample	
	N	%	N	%
0-6 Years	4	2.17	6	66.67
7-9 Years	13	7.07	23	56.52
10-11 Years	23	12.50	33	69.70
High School Graduate	63	34.24	76	82.89
1-3 Years of College	35	19.02	48	72.92
College Graduate	29	15.76	38	76.32
Some Graduate Work	3	1.63	5	60.00
Holds Graduate Degree	14	7.61	15	93.33
	184	100.00	244	

Of those in the sample who decided prior to the eleventh grade to apply for admission to Oakland University, 22% had fathers with less than a high school diploma , 34% had fathers with a high school diploma, 44% had fathers with 1-3 years of college or more. Of the total sample, the majority represented by fathers in each educational range had de-

cided before the eleventh grade to apply for admission to the University as contrasted with a second group who did not decide until after the tenth grade. (For comparison with those who decided after the tenth grade to apply, refer to Table 25.)

F. Of those in the sample who decided prior to the eleventh grade to apply for admission to Oakland University, how many had mothers in each of the educational levels specified below? (1, 39)

TABLE 20

MOTHER'S EDUCATIONAL LEVEL

N = 183

			Total Sample	
	N	%	N	%
0-6 Years	4	2.19	6	66.66
7-9 Years	11	6.01	15	73.33
10-11 Years	17	9.29	27	62.96
High School Graduate	79	43.17	107	73.83
1-3 Years of College	44	24.04	56	78.57
College Graduate	19	10.38	20	95.00
Some Graduate Work	4	2.19	5	80.00
Holds Graduate Degree	5	2.73	10	50.00
	183	100.00	246	

Of those in the sample who decided prior to the eleventh grade to apply for admission to Oakland University, 17% had mothers with less than a high school diploma, 43% had mothers who were high school graduates, and 39% had mothers with 1-3 years of college or more. The majority of the total sample represented by mothers in each of these educational ranges had decided prior to the eleventh grade to apply for admission to the University as contrasted with a second group who did not decide to apply for admission to college until after the tenth grade. (For comparison with those who decided after the tenth grade to apply,

refer to Table 26.)

Research Question 4: Of those applicants in the sample who decided after the tenth grade to apply for admission to Oakland University, how many were males and how many were females, how many were from urban, from suburban, or from rural high schools; what was the racial constituency of the group; how many had parents in each of the specified gross annual income ranges; and how many had mothers and fathers in each of the specified educational ranges?

A. Of those in the sample who decided after the tenth grade to apply for admission to Oakland University, how many were male and how many were female? (1)

TABLE 21

MALE-FEMALE CONSTITUENCY

N = 69

			Total Sample	
	N	%	N	%
Male	35	50.72	139	25.18
Female	34	49.28	118	28.81
	69	100.00	257	

Of the 69 in the sample who decided after the tenth grade to apply for admission to Oakland University, the number of males and females was nearly even. A larger percentage of females in the sample than males waited until after the tenth grade to decide. A smaller percentage of males and females in the sample waited until after the tenth grade to decide to apply for admission to the University than decided prior to the eleventh grade to apply. (For comparison with those who decided prior to the eleventh grade to apply, refer to Table 15.)

B. Of those in the sample who decided after the tenth grade to apply for admission to Oakland University, how many were from urban, how many were from suburban, and how many were from rural area high schools?(1, 20)

TABLE 22

LOCATION OF HIGH SCHOOLS

N = 69

			Total Sample	
	N	%	N	%
Urban	30	43.48	99	30.30
Suburban	37	53.62	151	25.17
Rural	2	2.90	7	28.57
	69	100.00	257	

Of those in the sample who decided after the tenth grade to apply for admission to the University, one of every 1.9 was from a suburban area high school and one in every 8.6 attended an urban area school. Of the total sample, a smaller percentage of applicants from urban, from suburban, and from rural area schools had waited until the tenth grade to decide to apply for admission to the University than decided prior to the eleventh grade to apply. (For comparison with those who decided prior to the eleventh grade to apply, refer to Table 16.)

C. Of those in the sample who decided after the tenth grade to apply for admission to Oakland University, how many were Black, how many were Caucasian, and how many were "Mixed?" (1, 22)

TABLE 23

RACIAL CONSTITUENCY

N = 69

			Total Sample	
	N	%	N	%
Black	20	28.98	48	41.67
Caucasian	47	68.12	204	23.04
Mixed	2	2.90	4	50.00
	69	100.00	256	

Of those in the sample who decided after the tenth grade to apply for admission to the University, one of every 3.5 was Black and one of every 1.5 was Caucasian. Of the total sample, a smaller percentage of Blacks and Caucasians waited until after the tenth grade to decide to apply for admission to the University as contrasted with the group who decided prior to the eleventh grade to apply. (For comparison with those who decided prior to the eleventh grade to apply, refer to Table 17.)

D. Of those in the sample who decided after the tenth grade to apply for admission to Oakland University, how many at the time of graduation from high school had parents in each of the gross annual income levels specified below? (1, 37)

TABLE 24

PARENTAL GROSS ANNUAL INCOME RANGE

N = 52

			Total Sample	
	N	%	N	%
Less than $5,000	9	17.31	26	34.62
$5,000 - $8,000	5	9.62	30	16.67
$8,000 - $11,000	19	36.52	54	35.19
$11,000 - $14,000	7	13.46	39	17.95

$14,000 - $17,000	5	9.62	26	19.23
$17,000 - $20,000	2	3.85	21	9.52
$20,000 Plus	5	9.62	29	17.24
	52	100.00	225	

Of those in the sample who decided after the tenth grade to apply for admission to the University, 64% had parents whose gross annual income was $11,000 or less. Seven of the 52 (26.92%) stated that their parents' income was between $11,000 and $20,000, and 9.62% had parents whose income was $20,000 or more per year. Of the total sample, a smaller percentage who had parents in each of these income ranges waited until after the tenth grade to decide to apply for admission to the University than decided prior to the eleventh grade to apply. (For comparison with those who decided prior to the eleventh grade to apply, refer to Table 18.)

E. Of those in the sample who decided after the tenth grade to apply for admission to Oakland University, how many had fathers in each of the educational ranges specified below? (1, 38)

TABLE 25

FATHER'S EDUCATIONAL LEVEL

	N = 60		Total Sample	
	N	%	N	%
0-6 Years	2	3.33	6	33.33
7-9 Years	10	16.67	23	43.48
10-11 Years	10	16.67	33	30.30
High School Graduate	13	21.67	76	17.11
1-3 Years of College	13	21.67	48	27.08
College Graduate	9	15.00	38	23.68
Some Graduate Work	2	3.33	5	40.00
Holds Graduate Degree	1	1.66	15	6.67
	60	100.00	244	

Of those in the sample who decided after the tenth grade to apply for admission to Oakland University, 36.67% had fathers who had less than a high school level education, 21.67% had fathers with a high school diploma, and 41.66% had fathers with one to three years of college or more. Of the total sample, a smaller percentage represented by fathers in each educational range waited until after the tenth grade to decide to apply for admission to the University than decided prior to the eleventh grade to apply. (For comparison with those who decided prior to the eleventh grade to apply, refer to Table 19.)

F. Of those in the sample who decided after the tenth grade to apply for admission to Oakland University, how many had mothers in each of the educational ranges specified below? (1, 39)

TABLE 26

MOTHER'S EDUCATIONAL LEVEL

N = 63

			Total Sample	
	N	%	N	%
0-6 Years	2	3.17	6	33.33
7-9 Years	4	6.35	15	26.67
10-11 Years	10	15.87	27	37.04
High School Graduate	28	44.44	107	26.17
1-3 Years of College	12	19.05	56	21.43
College Graduate	1	1.59	20	5.00
Some Graduate Work	1	1.59	5	20.00
Holds Graduate Degree	5	7.94	10	50.00
	63	100.00	246	

Of those in the sample who decided after the tenth grade to apply for admission to the University, 25.40% had mothers who had less than a high school level education, 44.44% had mothers with a high school diploma, and 30.15% had mothers with one to three years of college or more. A smaller percentage of the total sample represented by mothers

in each educational range waited until after the tenth grade to apply for admission to college than decided prior to the eleventh grade to apply. (For comparison with those who decided prior to the eleventh grade to apply, refer to Table 20.)

Research Question 5: Of those applicants in the sample who decided prior to the eleventh grade to apply for admission to college, how many were males and how many were females; how many were from urban, from suburban, or from rural high schools; what was the racial constituency of the group; how many had parents in each of the specified gross annual income ranges; and how many had mothers and fathers in each of the specified educational ranges?

A. Of those in the sample who decided prior to the eleventh grade to apply for admission to college, how many were male and how many were female? (2)

TABLE 27

MALE-FEMALE CONSTITUENCY

N = 200

			Total Sample	
	N	%	N	%
Male	106	53.00	139	76.26
Female	94	47.00	118	79.66
	200	100.00	257	

Of the 200 applicants in the sample who decided prior to the eleventh grade to apply for admission to college, one of every 1.9 were males and one of every 2.1 were females. A larger percentage of males and females made this decision before the eleventh grade than waited until after the tenth to make it. (For comparison with those

who decided after the tenth grade, refer to Table 33.)

B. Of those in the sample who decided prior to the eleventh grade to apply for admission to college, how many were from urban, how many were from suburban, and how many were from rural area high schools? (2, 20)

TABLE 28

LOCATION OF HIGH SCHOOL

N = 200

			Total Sample	
	N	%	N	%
Urban	73	36.50	99	73.74
Suburban	121	60.50	151	80.13
Rural	6	3.00	7	85.71
	200	100.00	257	

Of those in the sample who decided prior to the eleventh grade to apply for admission to college, the majority were from suburban schools. One of every 1.4 from urban schools, one of every 1.2 from suburban schools, and one of every 1.2 from rural schools made this decision before the eleventh grade. A higher percentage of those in the sample from all three types of areas had decided before the eleventh grade to apply for admission to college than decided after the tenth grade to apply. (For comparison with those who decided after the tenth grade, refer to Table 34.)

C. Of those in the sample who decided prior to the eleventh grade to apply for admission to college, how many were American Indians, how many were Black, how many were Caucasian, and how many were Mixed? (2,22)

TABLE 29

RACIAL CONSTITUENCY

N = 200

			Total Sample	
	N	%	N	%
American Indian	1	.50	1	100.00
Black	36	18.00	48	75.00
Caucasian	161	80.50	204	78.92
Mixed	2	1.00	4	50.00
	200	100.00	257	

Of those in the sample who decided prior to the eleventh grade to apply for admission to college, the majority were Caucasian. A higher percentage of Caucasians than Blacks made this decision prior to the eleventh grade. A higher percentage of Blacks and Caucasians decided prior to the eleventh grade to apply for admission to college than decided after the tenth grade to apply. (For comparison with those who decided after the tenth grade to apply, refer to Table 35.)

D. Of those in the sample who decided prior to the eleventh grade to apply for admission to college, how many at the time of graduation from high school had parents in each of the gross annual income levels specified below? (2, 37)

TABLE 30

PARENTAL GROSS ANNUAL INCOME RANGE

N = 176

			Total Sample	
	N	%	N	%
Less than $5,000	16	9.09	26	61.54
$5,000 - $8,000	27	15.34	30	90.00
$8,000 - $11,000	43	24.43	54	79.63
$11,000 - $14,000	30	17.05	39	76.92

$14,000 - $17,000	23	13.07	26	88.45
$17,000 - $20,000	16	9.09	21	76.19
$20,000 Plus	21	11.93	29	72.41
	176	100.00	225	

Of those in the sample who decided prior to the eleventh grade to apply for admission to college, 48.86% had parents whose gross annual income was $11,000 or less, 39.20% had parents whose income was between $11,000 and $20,000, and 11.93% had parents whose income was $20,000 or more per year. Incomes were spread rather consistently through the entire range. Of the total sample, the majority with parents within each income range decided before the eleventh grade to apply for admission than decided after the tenth grade to apply to college. (For comparison with those who decided after the tenth grade, refer to Table 36.)

E. Of those in the sample who decided prior to the eleventh grade to apply for admission to college, how many had fathers in each of the educational ranges specified below? (2, 38)

TABLE 31

FATHER'S EDUCATIONAL LEVEL

	N = 188		Total Sample	
	N	%	N	%
0-6 Years	4	2.13	6	66.67
7-9 Years	18	9.57	23	78.26
10-11 Years	26	13.83	33	78.79
High School Graduate	59	31.38	76	77.63
1-3 Years of College	35	18.62	48	72.92
College Graduate	30	15.96	38	78.95
Some Graduate Work	3	1.60	5	60.00
Holds Graduate Degree	13	6.91	15	86.67
	188	100.00	244	

Of those in the sample who decided prior to the eleventh grade to apply for admission to college, 25.53% had fathers with less than a high school education, 31.38% had fathers with high school diplomas, and 43.09% had fathers with 1-3 years of college or more. Of the total sample, a larger percentage of those with fathers in each educational range decided prior to the eleventh grade to apply for admission to college than decided after the tenth grade to apply for admission. (For comparison with those who decided after the tenth grade to apply, refer to Table 27.)

F. Of those in the sample who decided before the eleventh grade to apply for admission to college, how many had mothers in each of the educational levels specified? (2, 39)

TABLE 32

MOTHER'S EDUCATIONAL LEVEL

N = 189

			Total Sample	
	N	%	N	%
0-6 Years	2	1.06	6	33.33
7-9 Years	9	4.76	15	60.00
10-11 Years	20	10.58	27	74.07
High School Graduate	82	43.38	107	76.64
1-3 Years of College	49	25.93	56	87.50
College Graduate	18	9.52	20	90.00
Some Graduate Work	4	2.12	5	80.00
Holds Graduate Degree	5	2.65	10	50.00
	189	100.00	246	

Of those in the sample who decided before the eleventh grade to apply for admission to college, 16.40% had mothers with less than a high school diploma, 43.38% had mothers with high school diplomas, and 40.21% had mothers with 1-3 years of college or more. With the excep-

tion of those whose mothers had 0-6 years of education, a higher percentage in each educational range decided prior to the eleventh grade to apply for admission than decided after the tenth grade to apply. (For comparison, refer to Table 38.)

Research Question 6: Of those applicants in the sample who decided after the tenth grade to apply for admission to college, how many were males and how many were females; how many were from urban, from suburban, or from rural high schools; what was the racial constituency of the group; how many had parents in each of the specified gross annual income ranges; and how many had mothers and fathers in each of the specified educational ranges?

A. Of those in the sample who decided after the tenth grade to apply for admission to college, how many were male and how many were female? (2)

TABLE 33

MALE-FEMALE CONSTITUENCY

	N = 57		Total Sample	
	N	%	N	%
Male	33	57.89	139	23.74
Female	24	42.11	118	20.34
	57	100.00	257	

A larger percentage of the males in the sample than females decided after the tenth grade to apply for admission to college. A smaller percentage of both males and females waited until after the tenth grade to decide to apply for admission to college than decided prior to the eleventh grade to apply for admission. (For comparison with those who

decided prior to the eleventh grade to apply, refer to Table 27.)

B. Of those in the sample who decided after the tenth grade to apply for admission to college, how many were from urban, how many were from suburban, and how many were from rural high schools? (2, 20)

TABLE 34

LOCATION OF HIGH SCHOOLS

	N = 57		Total Sample	
	N	%	N	%
Urban	26	45.62	99	26.26
Suburban	30	52.63	151	19.87
Rural	1	1.75	7	14.29
	57	100.00	257	

One of every 3.8 from urban schools, one of every 5 from suburban schools, and one of every 7 from rural schools decided after the tenth grade to apply for admission to college. A smaller percentage of those from all three types of schools waited until after the tenth grade to apply for admission to college than decided prior to the eleventh grade to apply. (For comparison with those who decided prior to the eleventh grade, refer to Table 28.)

C. Of those in the sample who decided after the tenth grade to apply for admission to college, how many were Black, how many were Caucasian, and how many were "Mixed?" (2, 22)

TABLE 35

RACIAL CONSTITUENCY

	N = 57		Total Sample	
	N	%	N	%
Black	12	21.05	48	25.00
Caucasian	43	75.44	204	21.08
Mixed	2	3.51	4	50.00
	57	100.00	256	

One of every 4 Blacks and one of every 4.7 Caucasians in the sample decided after the tenth grade to apply for admission to college . Of the total sample, a smaller percentage of each of the racial groups waited until after the tenth grade to decide to apply for admission to college than decided prior to the eleventh grade to apply. (For comparison with those who decided prior to the eleventh grade, refer to Table 29.)

D. Of those in the sample who decided after the tenth grade to apply for admission to college, how many at the time of graduation from high school had parents in each of the gross annual income levels specified below? (2, 37)

TABLE 36

PARENTAL GROSS ANNUAL INCOME RANGE

	N = 49		Total Sample	
	N	%	N	%
Less than $5,000	10	20.41	26	38.46
$5,000 - $8,000	3	6.12	30	10.00
$8,000 - $11,000	11	22.45	54	20.37
$11,000 - $14,000	9	18.37	39	23.08
$14,000 - $17,000	3	6.12	26	11.54
$17,000 - $20,000	5	10.20	21	23.81
$20,000 Plus	8	16.33	29	27.59
	49	100.00	225	

Of those in the sample who decided after the tenth grade to apply for admission to college, 48.98% had parents whose gross annual income range was $11,000 or less, 34.69% had parents whose income was between $11,000 and $20,000, and 16.32% had parents whose income was $20,000 or above. Of the total sample, a smaller percentage of those represented by parents in these income ranges waited until after the tenth grade to decide to apply for admission to college than decided prior to the

eleventh grade to apply. (For comparison with those who decided prior to the eleventh grade, refer to Table 30.)

E. Of those in the sample who decided after the tenth grade to apply for admission to college, how many had fathers in each of the educational ranges specified below? (2, 38)

TABLE 37

FATHER'S EDUCATIONAL LEVEL

	N = 56		Total Sample	
	N	%	N	%
0-6 Years	2	3.57	6	33.33
7-9 Years	5	8.93	23	21.74
10-11 Years	7	12.50	33	21.21
High School Graduate	17	30.36	76	22.37
1-3 Years of College	13	23.21	48	27.08
College Graduate	8	14.29	38	21.05
Some Graduate Work	2	3.57	5	40.00
Holds Graduate Degree	2	3.57	15	13.33
	56	100.00	244	

Of those in the sample who decided after the tenth grade to apply for admission to college, 25% had fathers with less than a high school level education, 30.35% had fathers with a high school education, and 44.64% had fathers with one to three years of college or more. Of the total sample, a smaller percentage waited until after the tenth grade to decide to apply for admission to college than decided before the eleventh grade. (For comparision with those who decided prior to the eleventh grade, refer to Table 31.)

F. Of those in the sample who decided after the tenth grade to apply for admission to college, how many had mothers in each of the educational ranges specified below? (2, 39)

TABLE 38

MOTHER'S EDUCATIONAL LEVEL

	N = 57		Total Sample	
	N	%	N	%
0-6 Years	4	7.02	6	66.67
7-9 Years	6	10.52	15	40.00
10-11 Years	7	12.28	27	25.93
High School Graduate	25	43.86	107	23.36
1-3 Years of College	7	12.28	56	12.50
College Graduate	2	3.51	20	10.00
Some Graduate Work	1	1.76	5	20.00
Holds Graduate Degree	5	8.77	10	50.00
	57	100.00	246	

Of those in the sample who decided after the tenth grade to apply for admission to college, 29.82% had mothers with less than a high school level education, 43.86% had mothers with a high school education, and 26.31% had mothers with 1-3 years of college or more. With the exception of those who had mothers with 0-6 years of education, a smaller percentage waited until after the tenth grade to decide to apply for admission to college than decided prior to the eleventh grade to apply. (For comparison with those who decided prior to the eleventh grade, refer to Table 32.)

Research Question 7: Of those in the sample who declared Oakland University their first choice college at the time of application for admission, how many were males and how many were females; what was the racial constituency of the group; how many were from urban, how many were from suburban, and how many from rural high schools; where (by county) were the home residences of the members of this group; and how many had parents in each of the specified gross annual income ranges?

A. Of those in the sample who declared Oakland University their first

choice college at the time of application, how many were male and how many were female? (6)

TABLE 39

MALE-FEMALE CONSTITUENCY

	N = 122		Total Sample	
	N	%	N	%
Male	66	54.10	139	47.48
Female	56	45.90	118	47.46
	122	100.00	257	

Of those in the sample who declared Oakland University their first choice college, the majority were male. Nearly the same percentage of females as males in the sample named the University their first choice college.

B. Of those in the sample who declared Oakland University their first choice college at the time of application, how many were Black, how many were Caucasian, and how many were "Mixed?" (6, 22)

TABLE 40

RACIAL CONSTITUENCY

	N = 122		Total Sample	
	N	%	N	%
Black	30	24.59	48	62.50
Caucasian	89	72.95	204	43.63
Mixed	3	2.46	4	75.00
	122	100.00	256	

A larger percentage of Blacks in the sample (one of every 1.6) named Oakland University their first choice college than did Caucasians (one of every 2.3). Three-quarters (3 of 4) of those of "Mixed" races

named the University their first choice college.

C. Of those in the sample who declared Oakland University their first choice college at the time of application, how many were from urban, how many were from suburban, and how many were from rural area high schools? (6, 20)

TABLE 41

LOCATION OF HIGH SCHOOL

	N = 122		Total Sample	
	N	%	N	%
Urban	46	37.70	99	46.46
Suburban	72	52.02	151	47.68
Rural	4	3.28	7	57.14
	122	100.00	257	

The percentage declaring Oakland University their first choice college varied by 1.22% between those from urban area schools and those from suburban schools. The highest percentage declaring Oakland University their first choice came from the rural schools.

D. Of those in the sample who declared Oakland University their first choice college at the time of graduation from high school, what were the locations (by county) of their home residences at the time of application for admission? (6)

TABLE 42

LOCATION OF HOME BY COUNTY

	N = 122		Total Sample	
	N	%	N	%
Wayne	43	35.25	86	50.00
Oakland	48	39.34	111	43.24
Macomb	18	14.75	28	64.29

Genesee	2	1.64	3	66.67
St. Clair	1	.82	1	100.00
Washtenaw	1	.82	3	33.33
Other	9	7.38	25	36.00
	122	100.00	257	

Of those in the sample who declared Oakland University first choice college at the time of graduation from high school, the majority (93.24%) were from Wayne and Oakland Counties. A higher percentage of those from Macomb County named the University their first choice college than those from either Wayne or Oakland Counties.

E. Of those in the sample who declared Oakland University their first choice college at the time of application, how many at the time of graduation from high school had parents in each of the gross annual income levels specified below? (6, 37)

TABLE 43

PARENTAL GROSS ANNUAL INCOME RANGE

	N = 118		Total Sample	
	N	%	N	%
Under $5,000	15	12.71	26	57.69
$5,000 - $8,000	23	19.49	30	76.67
$8,000 - $11,000	29	24.58	54	53.70
$11,000 - $14,000	19	16.10	39	48.72
$14,000 - $17,000	16	13.56	26	61.54
$17,000 - $20,000	9	7.63	21	42.86
$20,000 Plus	7	5.93	29	24.14
	118	100.00	225	

Of those in the sample who declared Oakland University their first choice college, 56.78% had parents whose gross annual income was $11,000 or less, 37.29% had parents whose income was between $11,000 and $20,000, and 5.93% had parents whose income was $20,000 or more per year.

Research Question 8: Of those applicants in the sample who attended a College Night Program during either the sophomore, junior or senior year in high school, how many were male and how many were female; how many were from urban, from suburban, or from rural high schools, and what was the racial constituency of the group? Of those who attended a College Night Program, how many heard from or had contact with an Oakland University admissions officer at the program and was or were the program(s) influential in their selection of a college? What was the male-female and the racial constituency of those in the sample who did not attend a College Night Program during one or more of their last three years of high school?

A. Of those applicants in the sample who attended a College Night Program during one or more of their last three years of high school, how many were male and how many were female? (3)

TABLE 44

MALE-FEMALE CONSTITUENCY

N = 53

			Total Sample	
	N	%	N	%
Male	30	56.60	139	21.58
Female	23	43.40	118	19.49
	53	100.00	257	

One of every 4.6 males and one of every 5.1 females in the sample attended a College Night Program during one or more of their last three years of high school.

B. Of those applicants in the sample who attended a College Night Program during one or more of their last three years of high school,

how many were from urban, how many were from suburban, and how many were from rural area high schools? (3, 20)

TABLE 45

LOCATION OF HIGH SCHOOL

N = 53

			Total Sample	
	N	%	N	%
Urban	19	35.85	99	19.19
Suburban	34	64.15	151	22.52
Rural	--	-----	---	-----
	53	100.00	250	

Less than one-fifth of those in the sample from urban high schools and less than one-quarter of those in the sample from suburban high schools attended a College Night Program during their last three years of high school. None of the seven in the sample from a rural area high school attended such a program.

C. Of those applicants in the sample who attended a College Night Program during their sophomore, junior or senior years in high school, what was the racial constituency of the group? (3, 22)

TABLE 46

RACIAL CONSTITUENCY

N = 53

			Total Sample	
	N	%	N	%
Black	9	16.98	48	18.75
Caucasian	43	81.13	204	21.08
Mixed	1	1.89	4	25.00
	53	100.00	256	

One of every 5.3 Blacks and one of every 4.7 Caucasians in the sample attended a College Night Program during one or more of their last three years of high school.

D. Of those applicants in the sample who attended a College Night Program during their sophomore, junior or senior year of high school, how many met with an Oakland University admissions officer at one or more of the programs? (3, 35)

TABLE 47

MET WITH AN OAKLAND UNIVERSITY ADMISSIONS OFFICER DURING A COLLEGE NIGHT PROGRAM

N = 53

	N	%
Yes	9	16.98
No	44	83.02
	53	100.00

One of every 5.9 applicants in the sample who attended a College Night Program during one or more of their last three years of high school met with an Oakland University admissions officer during one of the programs.

E. Of those applicants in the sample who attended a College Night Program during their sophomore, junior or senior year, how many found the program influential in their selection of the colleges to which they applied? (3, 4)

TABLE 48

FOUND THE COLLEGE NIGHT PROGRAM INFLUENTIAL

N = 53

	N	%
Yes	34	64.15
No	19	35.85
	53	100.00

Of those who attended a College Night Program during one or more of their last three years in high school, one of every 1.6 found the program influential in their selection of colleges to which they would apply for admission.

F. Of those applicants in the sample who did not attend a College Night Program during their sophomore, junior or senior year, how many were males and how many were females? (3)

TABLE 49

MALE-FEMALE CONSTITUENCY

N = 204

			Total Sample	
	N	%	N	%
Male	109	53.43	139	78.42
Female	95	46.57	118	80.51
	204	100.00	257	

One of every 1.2 males and one of every 1.2 females in the sample did not attend a College Night Program during any of their final three years of high school.

G. Of those applicants in the sample who did not attend a College Night Program during their sophomore, junior or senior years, what is the

racial constituency of the group?

TABLE 50

RACIAL CONSTITUENCY

N = 204

			Total Sample	
	N	%	N	%
American Indian	1	.49	1	100.00
Black	39	19.12	48	81.25
Caucasian	161	78.92	204	78.92
Mixed	3	1.47	4	75.00
	204	100.00	257	

One of every 1.2 Blacks and one of every 1.3 Caucasians in the sample did not attend a College Night Program during one or more of their last three years of high school. Three-quarters of the "Mixed" race did not attend, nor did the single American Indian. Of the total sample of 257, 79.38% did not attend a College Night Program during their last three years of high school.

Research Question 9: How many applicants in the sample met with an Oakland University admissions officer sometime during the application process (excluding a College Night Program)? Of this group, how many were male and how many were female; how many were from urban, from suburban, or from rural area high schools; and what was the racial constituency of the group?

A. Of the applicants in the sample who met with an Oakland University admissions officer sometime during the application process, how many were male and how many were female? (13)

TABLE 51

MALE-FEMALE CONSTITUENCY

N = 85

	N	%	Total Sample N	Total Sample %
Male	46	54.12	139	33.09
Female	39	45.88	118	33.05
	85	100.00	257	

One of every three males and one of every three females in the sample conferred with an Oakland University admissions officer sometime during the application process.

B. Of the applicants in the sample who met with an Oakland University admissions officer sometime during the application process, how many were from urban, how many were from suburban, and how many were from rural area high schools? (13, 20)

TABLE 52

LOCATION OF HIGH SCHOOL

N = 85

	N	%	Total Sample N	Total Sample %
Urban	38	44.70	99	38.38
Suburban	46	54.12	151	30.46
Rural	1	1.18	7	14.28
	85	100.00	257	

A higher percentage of applicants in the sample from urban area high schools met with an Oakland University admissions officer sometime during the application process than did applicants from either suburban or rural area high schools.

C. Of the applicants in the sample who met with an Oakland University admissions officer sometime during the application process, what was the racial constituency of the group? (13, 22)

TABLE 53

RACIAL CONSTITUENCY

N = 85

			Total Sample	
	N	%	N	%
American Indian	1	1.17	1	100.00
Black	24	28.24	48	50.00
Caucasian	58	68.24	204	28.43
Mixed	2	2.35	4	50.00
	85	100.00	257	

One of every two Blacks and one of every 3.5 Caucasians in the sample met with an Oakland University admissions officer sometime during the application process.

Research Question 10: Who did the members of the sample consider to be the most influential person in helping them to decide to apply for admission to Oakland University? How many males and females selected each of the choices provided; what was the racial constituency for each of the choices; and what was the parental attitude toward college for the students selecting each of the choices provided?

A. For those in the sample who stated that it was their decision alone to apply for admission to Oakland University, how many were male and how many female; how many were from each racial group; and what was the parental attitude toward college for members of this group? (13, 22, 40)

TABLE 54

MALE-FEMALE CONSTITUENCY

N = 133

			Total Sample	
	N	%	N	%
Males	75	56.39	139	53.94
Females	58	43.61	117	49.57
	133	100.00	256	

RACIAL CONSTITUENCY

N = 133

			Total Sample	
	N	%	N	%
Black	20	15.05	47	42.55
Caucasian	109	81.95	204	53.44
Mixed	4	3.00	4	100.00
	133	100.00	255	

PARENTAL ATTITUDE TOWARD HIGHER EDUCATION

N = 133

	N	%
Encouraged	115	86.47
Discouraged	2	1.50
Little Preference	11	8.27
Other	5	3.76
	133	100.00

A higher percentage of males than females and a higher percentage of Caucasians than Blacks stated that it was their decision alone to apply for admission to Oakland University. Of this group, one of every 1.1 were encouraged by their parents to continue their education after high school.

B. For those in the sample who stated that their high school counselor was the most influential in helping them decide to apply to Oakland University, how many were male and how many were female; how many were from each racial group; and what was the parental attitude toward college for members of this group? (13, 22, 40)

TABLE 55

MALE-FEMALE CONSTITUENCY

N = 34

			Total Sample	
	N	%	N	%
Male	21	61.76	139	15.11
Female	13	38.24	117	11.11
	34	100.00	256	

RACIAL CONSTITUENCY

N = 34

			Total Sample	
	N	%	N	%
American Indian	1	2.94	1	100.00
Black	14	41.18	47	29.79
Caucasian	19	55.88	204	9.31
	34	100.00	252	

PARENTAL ATTITUDE TOWARD HIGHER EDUCATION

N = 34

	N	%
Encouraged	32	94.12
Discouraged	0	0.00
Little Preference	2	5.88
Other	0	0.00
	34	100.00

A higher percentage of males than females and a larger percentage of Blacks than Caucasians stated that their high school counselor was the most influential person in helping them decide to apply for admission to Oakland University. Of this group, one of every 1.1 were encouraged by their parents to continue their education after high school.

C. For those in the sample who stated that a student-friend was the most influential in helping them decide to apply to Oakland University, how many were male and how many were female; how many were from each racial group; and what was the parental attitude toward college for members of this group? (13, 22, 40)

TABLE 56

MALE-FEMALE CONSTITUENCY

N = 31

			Total Sample	
	N	%	N	%
Male	15	48.39	139	10.79
Female	16	51.61	117	13.68
	31	100.00	256	

RACIAL CONSTITUENCY

N = 31

			Total Sample	
	N	%	N	%
Black	5	16.31	47	10.64
Caucasian	26	83.87	204	12.75
	31	100.00	251	

PARENTAL ATTITUDE TOWARD HIGHER EDUCATION

N = 31

	N	%
Encouraged	27	87.10
Discouraged	0	0.00
Little Preference	0	0.00
Other	4	12.90
	31	100.00

A higher percentage of females than males and a higher percentage of Caucasians than Blacks stated that a student-friend was the most influential in helping them decide to apply for admission to Oakland University. Of this group, one of every 1.1 were encouraged by their parents to continue their education after high school.

D. For those in the sample who stated that their mother was the most influential in helping them decide to apply to Oakland University, how many were male and how many were female; how many were from each racial group; and what was the parental attitude toward college for members of this group? (13, 22, 40)

TABLE 57

MALE-FEMALE CONSTITUENCY

N = 18

			Total Sample	
	N	%	N	%
Male	8	44.44	139	5.76
Female	10	55.56	117	8.55
	18	100.00	256	

RACIAL CONSTITUENCY

N = 18

			Total Sample	
	N	%	N	%
Black	1	5.56	47	2.13
Caucasian	17	94.44	204	8.33
	18	100.00	251	

PARENTAL ATTITUDE TOWARD HIGHER EDUCATION

N = 18

	N	%
Encouraged	18	100.00
Discouraged	0	0.00
Little Preference	0	0.00
Other	0	0.00
	18	100.00

A higher percentage of females than males in the sample stated that their mother was the most influential in helping them decide to apply for admission to Oakland University, and a higher percentage of Caucasians than Blacks considered their mothers the most influential. All 18 in this group had been encouraged to continue their education by their parents.

E. For those in the sample who stated that their father was the most influential in helping them decide to apply to Oakland University, how many were male and how many were female; how many were from each racial group; and what was the parental attitude toward college for members of this group? (13, 22, 40)

TABLE 58

MALE-FEMALE CONSTITUENCY

N = 13

			Total Sample	
	N	%	N	%
Male	8	61.54	139	5.76
Female	5	38.46	117	4.27
	13	100.00	256	

RACIAL CONSTITUENCY

N = 13

			Total Sample	
	N	%	N	%
Black	1	7.69	47	2.13
Caucasian	12	92.31	204	5.88
	13	100.00	251	

PARENTAL ATTITUDE TOWARD HIGHER EDUCATION

N = 13

	N	%
Encouraged	12	92.31
Discouraged	0	0.00
Little Preference	0	0.00
Other	1	7.69
	13	100.00

A larger percentage of males than females and a higher percentage of Caucasians than Blacks stated that their father was the most influential person in helping them decide to apply to Oakland University for admission. All but one member of this group indicated that their parents had encouraged them to continue their education after high school.

F. For those in the sample who stated that an adult-friend, a college admissions officer, or a teacher-friend was the most influential person in helping them to decide to apply to Oakland University, how many were male and how many were female; how many were from each racial group; and what was the parental attitude toward college for members of this group?

TABLE 59

MALE-FEMALE CONSTITUENCY

N = 27

			Total Sample	
	N	%	N	%
Male	12	44.44	139	8.63
Female	15	55.56	117	12.82
	27	100.00	256	

RACIAL CONSTITUENCY

N = 27

			Total Sample	
	N	%	N	%
Black	6	22.22	47	12.77
Caucasian	21	77.78	204	10.29
	27	100.00	251	

PARENTAL ATTITUDE TOWARD HIGHER EDUCATION

N = 27

	N	%
Encouraged	20	74.08
Discouraged	1	3.70
Little Preference	5	18.52
Other	1	3.70
	27	100.00

A larger percentage of females than males and a larger percentage of Blacks than Caucasians considered either an adult-friend, a college admissions officer, or a teacher-friend to be the most influential in helping them decide to apply to Oakland University. Of this group, one of every 1.4 had parental encouragement to continue their educational programs after high school.

Research Question 11: Of those in the sample, what were the major reasons for applying for admission to Oakland University given by males and by females; by those from urban, suburban, and rural area schools; by those from each of the counties included in the study; and by those in each of the racial groups? How many giving each of the reasons provided had parents in each of the gross annual income ranges?

A. How many males and how many females gave "close to my home and I could commute" as the major reason for applying for admission to Oakland University? What was the racial constituency of this group; how many were from urban, suburban, or from rural area high schools; what was the breakdown of the group by county of home residence; and how many had parents whose income was in each of the gross annual income ranges provided? (8, 22, 20)

TABLE 60

MALE-FEMALE CONSTITUENCY

N = 79

			Total Sample	
	N	%	N	%
Male	39	49.37	139	28.06
Female	40	50.63	118	33.90
	79	100.00	257	

RACIAL CONSTITUENCY

N = 79

			Total Sample	
	N	%	N	%
Black	8	10.12	48	16.67
Caucasian	68	86.08	204	33.33
Mixed	3	3.80	4	75.00
	79	100.00	256	

COUNTY OF HOME RESIDENCE

N = 79

			Total Sample	
	N	%	N	%
Wayne	17	21.52	86	19.77
Oakland	49	62.03	111	44.14
Macomb	10	12.66	28	35.71
Washtenaw	2	2.52	3	66.67
Other	1	1.27	25	4.00
	79	100.00	253	

LOCATION OF HIGH SCHOOL

N = 79

			Total Sample	
	N	%	N	%
Urban	26	32.91	99	26.26
Suburban	50	63.29	151	33.11
Rural	3	3.80	257	42.86
	79	100.00		

PARENTAL GROSS ANNUAL INCOME RANGE

N = 79

			Total Sample	
	N	%	N	%
Less than $5,000	5	7.35	26	19.23
$5,000 - $8,000	5	7.35	30	16.67
$8,000 - $11,000	19	27.94	54	35.19

$11,000 - $14,000	13	19.12	39	33.33
$14,000 - $17,000	8	11.76	26	30.77
$17,000 - $20,000	11	16.18	21	52.38
$20,000 Plus	7	10.30	29	24.14
	68	100.00	225	

One of every 3.6 males and one of every 3 females in the sample stated that they decided to apply for admission to Oakland University "because it was close to home and I could commute." One of every 3 Caucasians in the total sample stated this as did one of every 6 Blacks. One of every 2.3 of the sample members from Oakland County stated that this was their major reason as did one of every 5 from Wayne County and one of every 2.8 from Macomb County. Approximately one-third of those from suburban area schools and slightly over one-quarter of those from the urban schools stated that this was their major reason. Nearly 43% (42.65) of those in this group had parents with gross annual incomes of $11,000 or less, 47.05% of them had parents with incomes between $11,000 and $20,000, and 10.29% had parents with incomes of $20,000 or above per year.

B. How many males and how many females gave "Academic Reputation" as their major reason for applying for admission to Oakland University? What was the racial constituency of this group; how many were from urban, from suburban or from rural area high schools; what was the breakdown of the group by county of home residence; and how many had parents in each of the gross annual income ranges? (8, 22, 20)

TABLE 61

MALE-FEMALE CONSTITUENCY

N = 71

			Total Sample	
	N	%	N	%
Male	41	57.75	139	29.50
Female	30	42.25	118	25.42
	71	100.00	257	

RACIAL CONSTITUENCY

N = 71

			Total Sample	
	N	%	N	%
Black	13	18.31	48	27.08
Caucasian	58	81.69	204	28.43
	71	100.00	252	

LOCATION OF HOME BY COUNTY

N = 71

			Total Sample	
	N	%	N	%
Wayne	26	36.62	86	30.23
Oakland	28	39.44	111	25.23
Macomb	6	8.44	28	21.43
Genesee	2	2.82	3	66.67
Other	9	12.68	25	36.00
	71	100.00	253	

LOCATION OF HIGH SCHOOL

N = 71

			Total Sample	
	N	%	N	%
Urban	24	33.80	99	24.24
Suburban	47	66.20	151	31.13
	71	100.00	250	

PARENTAL GROSS ANNUAL INCOME RANGE

N = 60

			Total Sample	
	N	%	N	%
Less than $5,000	8	13.33	26	30.77
$5,000 - $8,000	11	18.33	30	36.67
$8,000 - $11,000	15	25.00	54	27.78
$11,000 - $14,000	9	15.00	39	23.08
$14,000 - $17,000	7	11.68	26	26.92
$17,000 - $20,000	2	3.33	21	9.52
$20,000 Plus	8	13.33	29	27.59
	60	100.00	225	

One of every 3.4 males and one of every 3.9 females gave "academic reputation" as the major reason for applying for admission to Oakland University. This was also the major reason for application given by one of every 3.7 Blacks, one of every 3.5 Caucasians, and for over one-quarter of the sample members from both Wayne and Oakland Counties. About one-fifth of the sample members from Macomb stated this. About one of every 4.1 from urban schools and one of every 3.2 from suburban schools gave academic reputation as their major reason for applying. Of the parents of those in this group, 56.67% had annual gross incomes of less than $11,000, 30% had parents whose income was between $11,000 and $20,000, and 13.33% had parents whose income was $20,000 or less.

C. How many males and how many females gave "strong program in my major area of interest" as their major reason for applying for admission to Oakland University? What was the racial constituency of this group; how many were from urban, how many were from suburban, or how many were from rural area high schools; what was the breakdown of the group by county of home residence; and how many had parents

in each of the gross annual income ranges? (18, 22, 20)

TABLE 62

MALE-FEMALE CONSTITUENCY

N = 38

	N	%	Total Sample N	Total Sample %
Male	20	52.63	139	14.39
Female	18	47.37	118	15.25
	38	100.00	257	

RACIAL CONSTITUENCY

N = 38

	N	%	Total Sample N	Total Sample %
Black	9	23.68	48	18.75
Caucasian	28	73.68	204	13.73
Mixed	1	2.64	4	25.00
	38	100.00	256	

LOCATION OF HOME BY COUNTY

N = 38

	N	%	Total Sample N	Total Sample %
Wayne	15	39.47	86	17.44
Oakland	14	36.84	111	12.61
Macomb	4	10.53	28	14.29
Other	5	13.16	25	20.00
	38	100.00	248	

LOCATION OF HIGH SCHOOL

N = 38

	N	%	Total Sample N	Total Sample %
Urban	15	39.47	99	15.15
Suburban	20	52.64	151	13.25
Rural	3	7.89	7	42.86
	38	100.00	257	

PARENTAL GROSS ANNUAL INCOME RANGE

N = 33

			Total Sample	
	N	%	N	%
Less than $5,000	3	9.09	26	11.54
$5,000 - $8,000	5	15.15	30	16.67
$8,000 - $11,000	7	21.21	54	12.96
$11,000 - $14,000	6	18.18	39	15.38
$14,000 - $17,000	2	6.07	26	7.69
$17,000 - $20,000	5	15.15	21	23.81
$20,000 Plus	5	15.15	29	17.24
	33	100.00	225	

One of every 7 males and one of every 6.6 females decided to apply for admission to Oakland University because "it had a strong program in my major area of interest." This proportion of the sample is fairly steady throughout the other three areas with approximately one of every 5.3 Blacks and one of every 7.3 Caucasians selecting the institution for that reason. About one-fifth of those from Wayne and 'other' counties, nearly one-sixth of those from Macomb, and about one-eighth of those from Oakland County chose Oakland University for this reason.

About one of every 6.6 from urban areas and one of every 7.6 from suburban schools selected the University because of a strong program in a particular area. Of this group 45.45% had parents whose gross annual income was less than $11,000, 39.39% had parents whose income was between $11,000 and $14,000 per year, and 15.15% had parents whose income was $20,000 or more per year.

D. How many males and how many females gave one of the other reasons provided ("advice of others," "I liked the appearance of the campus," "my friends applied to Oakland," and "other") as their major reason for applying for admission to Oakland University? What was the racial constituency of this group; how many were from urban,

from suburban, or from rural area high schools, and what was the breakdown of the group by county of home residence? (8, 22, 20)

TABLE 63

MALE-FEMALE CONSTITUENCY

N = 69

	N	%	Total Sample N	Total Sample %
Male	39	56.52	139	28.06
Female	30	43.48	118	25.42
	69	100.00	257	

RACIAL CONSTITUENCY

N = 69

	N	%	Total Sample N	Total Sample %
American Indian	1	1.45	1	100.00
Black	18	26.09	48	37.50
Caucasian	50	72.46	204	24.51
	69	100.00	253	

LOCATION OF HOME BY COUNTY

N = 69

	N	%	Total Sample N	Total Sample %
Wayne	28	40.58	86	32.56
Oakland	20	28.99	111	18.02
Macomb	8	11.59	28	28.57
Genesee	1	1.45	3	33.33
St. Clair	1	1.45	1	100.00
Washtenaw	1	1.45	3	33.33
Other	10	14.49	25	40.00
	69	100.00	257	

LOCATION OF HIGH SCHOOL

	N = 69		Total Sample	
	N	%	N	%
Urban	34	49.28	99	34.34
Suburban	34	49.28	151	22.52
Rural	1	1.44	7	14.29
	69	100.00	257	

PARENTAL GROSS ANNUAL INCOME RANGE

	N = 64		Total Sample	
	N	%	N	%
Less than $5,000	10	15.63	26	38.46
$5,000 - $8,000	9	14.06	30	30.00
$8,000 - $11,000	13	20.31	54	24.07
$11,000 - $14,000	11	17.19	39	28.21
$14,000 - $17,000	9	14.06	26	34.62
$17,000 - $20,000	3	4.69	21	14.29
$20,000 Plus	9	14.06	29	31.03
	64	100.00	225	

Relatively small numbers of the sample selected any one of the other four alternative reasons for applying for admission to Oakland University. One of every 3.6 males and one of every 3.9 females selected one of these alternative reasons as did about one of every 4.1 Caucasians and one of every 2.7 Blacks in the sample. About one-third of those from Wayne and one-third from Genesee Counties, one of every 3.5 from Macomb and one of every 5.6 of those from Oakland Counties picked the University for one of these reasons. One of every 2.9 from urban schools and one of every 4.4 of those from suburban schools stated that one of these reasons was primary in their selection of the University. Fifty percent of those in this group had parents whose income was less than $11,000 per year, 35.94% had parents whose income was between $11,000 and $20,000 per year, and 14.06% had parents whose income was $20,000 per year or more.

Research Question 12: Of the total sample, to how many institutions of higher education did they apply for admission during their senior year in high school? To how many institutions did the males and females apply? To how many did the members of the various racial groups apply? To how many did those in urban, suburban or rural high schools apply? How did those who applied to the various numbers of institutions rate their high school counselor's helpfulness in this procedure? What was the mean, range, and deviation of the mean high school grade point average for each of these groups?

A. Of those in the sample who applied to one institution of higher education, how many are male and how many female; what is the racial constituency of the group; how many are from urban, suburban, or from rural area high schools; how did they rate their high school counselor's helpfulness in this procedure; and what was their mean grade point average, the range of grade point averages, and the standard deviation of the mean grade point? (12, 22, 20, 9)

TABLE 64

MALE-FEMALE CONSTITUENCY

N = 17

			Total Sample	
	N	%	N	%
Male	8	47.06	138	5.80
Female	9	52.94	118	7.63
	17	100.00	256	

RACIAL CONSTITUENCY

N = 17

			Total Sample	
	N	%	N	%
Black	3	17.65	48	6.25
Caucasian	14	82.35	204	6.86
	17	100.00	252	

LOCATION OF HIGH SCHOOL

N = 17

			Total Sample	
	N	%	N	%
Urban	4	23.53	98	4.08
Suburban	10	58.82	151	6.62
Rural	3	17.65	7	42.86
	17	100.00	256	

RATING OF COUNSELOR'S HELPFULNESS

N = 17

			Total Sample	
	N	%	N	%
Very Helpful	1	5.88	48	2.08
Rather Helpful	4	25.53	71	5.63
Not Particularly Helpful	8	47.06	92	8.70
No Help Whatsoever	4	23.53	45	8.89
	17	100.00	256	

MEAN GRADE POINT, RANGE AND STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 17

			Total Sample	
	N	%	N	%
3.24 - 3.00	0	0.00	5	0.00
2.99 - 2.75	1	5.88	13	7.69
2.74 - 2.50	2	11.76	63	3.17
2.49 - 2.25	2	11.76	65	3.08
2.24 - 2.00	8	47.06	68	11.76
1.99 - 1.75	2	11.76	18	11.11

1.74 - 1.50	1	5.88	16	6.25
1.49 - 1.25	1	5.88	6	16.67
1.24 - 1.00	0	0.00	1	0.00
.99 - .75	0	0.00	1	0.00
	17	100.00	256	

M = 2.18

R = 1.42 - 2.84

σ = .41

A higher percentage of females than males applied to only one institution of higher education as did a higher percentage of Caucasians than Blacks. The largest percentage of those applying to one college came from rural area high schools. The majority (70.59%) of those applying to only one institution rated their high school counselors as "not particularly helpful" or "no help whatsoever" in the college admission process. Of this group, 29.41% had accumulative high school grade point averages of 2.25 or above, 47.06% had between a 2.00 and a 2.24 grade point average, and 23.53% had less than a 2.00 grade point average.

B. Of those in the sample who applied to <u>two</u> institutions of higher education, how many are males and how many are females; what is the racial constituency of the group; how many are from urban, from suburban or from rural area high schools; how did they rate their high school counselor's helpfulness in the application procedure; and what was their mean grade point, range of grade point averages, and the standard deviation of the mean grade point? (12, 22, 20, 9)

TABLE 65

MALE-FEMALE CONSTITUENCY

N = 78

			Total Sample	
	N	%	N	%
Male	45	57.69	138	32.61
Female	33	42.31	118	27.97
	78	100.00	256	

RACIAL CONSTITUENCY

N = 78

			Total Sample	
	N	%	N	%
Black	19	24.36	48	39.58
Caucasian	59	75.64	204	28.92
	78	100.00	252	

LOCATION OF HIGH SCHOOL

N = 78

			Total Sample	
	N	%	N	%
Urban	30	38.46	98	30.61
Suburban	47	60.26	151	31.13
Rural	1	1.28	7	14.29
	78	100.00	256	

RATING OF COUNSELOR'S HELPFULNESS

N = 78

			Total Sample	
	N	%	N	%
Very Helpful	10	12.82	48	20.83
Rather Helpful	27	34.62	71	38.03
Not Particularly Helpful	26	33.33	92	28.26
No Help Whatsoever	15	19.23	45	33.33
	78	100.00	256	

MEAN GRADE POINT, RANGE AND
STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 78

			Total Sample	
	N	%	N	
3.24 - 3.00	4	5.13	5	80.00
2.99 - 2.75	8	10.26	13	61.54
2.74 - 2.50	22	28.21	63	34.92
2.49 - 2.25	21	26.91	65	32.31
2.24 - 2.00	14	17.95	68	20.59
1.99 - 1.75	3	3.85	18	16.67
1.74 - 1.50	4	5.13	16	25.00
1.49 - 1.25	1	1.28	6	16.67
1.24 - 1.00	0	0.00	1	00.00
.99 - .75	1	1.28	1	100.00
	78	100.00	256	

M = 2.28

R = .92 - 2.83

σ = .38

A higher percentage of males than females in the sample applied for admission to two institutions of higher education. About one of every 2.5 Blacks and one of every 3.5 Caucasians filed two applications, and nearly one-third of the sample from both the urban and suburban high schools filed two applications. The majority (52.56) of those applying to two colleges rated their high school counselor as "not particularly helpful" or "no help whatsoever" in the admissions procedure with 47.34% rating them as "very helpful" or "rather helpful." Of the group, 70.51% had cumulative high school averages of 2.25 or above, 17.95% had grade point averages between 2.00 and 2.24, and 11.53% had grade point averages of less than 2.00.

C. Of those in the sample who applied to <u>three</u> institutions of higher education, how many are males, and how many are females; what is the racial constituency of the group; how many are from urban, from

suburban, or from rural area high schools; how did they rate their high school counselor's helpfulness in this procedure; and what was the mean grade point, the range of grade point averages and the standard deviation of the mean grade point? (12, 22, 20, 9)

TABLE 66

MALE-FEMALE CONSTITUENCY

N = 111

			Total Sample	
	N	%	N	%
Male	61	54.95	138	44.20
Female	50	45.05	118	42.37
	111	100.00	256	

RACIAL CONSTITUENCY

N = 111

			Total Sample	
	N	%	N	%
American Indian	1	.90	1	100.00
Black	17	15.32	48	35.42
Caucasian	90	81.08	204	44.12
Mixed	3	2.70	3	100.00
	111	100.00	256	

LOCATION OF HIGH SCHOOL

N = 111

			Total Sample	
	N	%	N	%
Urban	47	42.34	98	47.96
Suburban	63	56.76	151	41.72
Rural	1	.90	7	14.29
	111	100.00	256	

RATING OF COUNSELOR'S HELPFULNESS

N = 111

			Total Sample	
	N	%	N	%
Very Helpful	25	22.52	48	52.08
Rather Helpful	30	27.03	71	42.25
Not Particularly Helpful	37	33.33	92	40.22
No Help Whatsoever	19	17.12	45	42.22
	111	100.00	256	

MEAN GRADE POINT, RANGE, AND
STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 111

			Total Sample	
	N	%	N	%
3.24 - 3.00	1	.90	5	20.00
2.99 - 2.75	4	3.60	13	30.77
2.74 - 2.50	26	23.42	63	41.27
2.49 - 2.25	27	24.32	65	41.54
2.24 - 2.00	33	29.73	68	48.53
1.99 - 1.75	11	9.92	18	61.11
1.74 - 1.50	5	4.50	16	31.25
1.49 - 1.25	3	2.70	6	50.00
1.24 - 1.00	1	.90	1	100.00
.99 - .75	0	0.00	1	0.00
	111	100.00	256	

M = 2.26

R = 1.08 - 3.00

σ = .36

The highest percentage of males and females in the total sample filed applications for admission to three institutions of higher education. About one in every 2.2 Caucasians and one in every 2.8 Blacks filed three applications. Approximately fifty percent (50.45) of the applicants in this group rated their counselors as being "not particularly helpful" or "of no help whatsoever" in the application for ad-

mission procedure while 49.55% rated them as "very helpful" or "rather helpful." Of this group, 52.25% had cumulative high school grade point averages of 2.25 or above, 29.73% had grade point averages from 2.00 to 2.24, and 18.02% had cumulative grade point averages of less than 2.00. The majority of those applicants in the sample with grade point averages of from 1.75 to 1.99 filed three applications for admission and nearly half of those in the 2.00 to 2.24 range filed three.

D. Of those in the sample who applied to <u>four</u> institutions of higher education, how many were males and how many were females; what is the racial constituency of the group; how many are from urban, from suburban, or from rural area high schools; how did they rate their high school counselor's helpfulness in this procedure; and what was the mean grade point, the range of grade point averages; and the standard deviation of the mean grade point? (12, 22, 20, 9)

TABLE 67

MALE-FEMALE CONSTITUENCY

N = 34

			Total Sample	
	N	%	N	%
Male	16	47.06	138	11.59
Female	18	52.94	118	15.25
	34	100.00	256	

RACIAL CONSTITUENCY

N = 34

			Total Sample	
	N	%	N	%
Black	3	8.82	48	6.25
Caucasian	31	91.18	204	15.20
	34	100.00	252	

LOCATION OF HIGH SCHOOL

N = 34

			Total Sample	
	N	%	N	%
Urban	10	29.41	98	10.20
Suburban	22	64.71	151	14.57
Rural	2	5.88	7	28.57
	34	100.00	256	

RATING OF COUNSELOR'S HELPFULNESS

N = 34

			Total Sample	
	N	%	N	%
Very Helpful	4	11.77	48	8.33
Rather Helpful	10	29.41	71	14.09
Not Particularly Helpful	17	50.00	92	18.48
No Help Whatsoever	3	8.82	45	6.67
	34	100.00	256	

MEAN GRADE POINT, RANGE AND STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 34

			Total Sample	
	N	%	N	%
3.24 - 3.00	0	0.00	5	0.00
2.99 - 2.75	0	0.00	13	0.00
2.74 - 2.50	10	29.41	63	15.87
2.49 - 2.25	10	29.41	65	15.38
2.24 - 2.00	8	23.53	68	11.76
1.99 - 1.75	1	2.94	18	5.56
1.74 - 1.50	4	11.77	16	25.00
1.49 - 1.25	1	2.94	6	16.67
1.24 - 1.00	0	0.00	1	0.00
.99 - .75	0	0.00	1	0.00
	34	100.00	256	

M = 2.26

R = 1.08 - 3.00

σ = .36

One of every 8.6 males and one of every 8.6 females applied to four institutions and one of every 6.6 Caucasians and one of every 16 Blacks in the sample applied to four. Approximately one-tenth of the students from urban area schools, one-sixth from suburban, and over one-quarter from the rural area schools filed four applications. About 59% (58.82) of those in this group rated their counselors as "not particularly helpful" or "no help whatsoever" in the admission process, and 41.17% rated them as "very helpful" or "rather helpful. Of this group, 58.82% had cumulative high school grade point averages of 2.25 or above, 23.53% had grade point averages of 2.00 to 2.24 and 17.65% had grade point averages of less than 2.00.

E. Of those in the sample who applied to <u>five or more</u> institutions of higher education, how many are male and how many are female; what is the racial constituency of the group; how many are from urban, from suburban, and from rural area high schools; how did they rate their high school counselor's helpfulness in this procedure; and what was the mean grade point, the range of grade point averages, and the deviation of the mean grade point? (12, 22, 20, 9)

TABLE 68

MALE-FEMALE CONSTITUENCY

N = 16

			Total Sample	
	N	%	N	%
Male	8	50.00	138	5.80
Female	8	50.00	118	6.78
	16	100.00	256	

RACIAL CONSTITUENCY

N = 16

			Total Sample	
	N	%	N	%
Black	6	37.50	48	12.50
Caucasian	10	62.50	204	4.90
	16	100.00	252	

LOCATION OF HIGH SCHOOL

N = 16

			Total Sample	
	N	%	N	%
Urban	7	43.75	98	7.14
Suburban	9	56.25	151	5.96
	16	100.00	249	

RATING OF COUNSELOR'S HELPFULNESS

N = 16

			Total Sample	
	N	%	N	%
Very Helpful	8	50.00	48	16.68
Rather Helpful	0	0.00	71	0.00
Not Particularly Helpful	4	25.00	92	4.34
No Help Whatsoever	4	25.00	45	8.89
	16	100.00	256	

MEAN GRADE POINT, RANGE AND
STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 16

			Total Sample	
	N	%	N	%
3.24 - 3.00	0	0.00	5	0.00
2.99 - 2.75	0	0.00	13	0.00
2.74 - 2.50	3	18.75	63	4.76
2.49 - 2.25	5	31.25	65	7.69
2.24 - 2.00	5	31.25	68	7.35

1.99 - 1.75	1	6.25	18	5.56
1.74 - 1.50	2	12.50	16	12.50
1.49 - 1.25	0	0.00	6	0.00
1.24 - 1.00	0	0.00	1	0.00
.99 - .75	0	0.00	1	0.00
	16	100.00	256	

M = 2.27

R = 1.60 - 2.73

σ = .32

Relatively few in the sample applied to five or six institutions of higher education so those two answers from the questionnaire were combined for reporting purposes. One of every 17.3 males and one of every 14.7 females applied to five or six colleges and one of every 12.5 Blacks and one of every 20 Caucasians in the sample applied to five or six. A higher percentage of those from urban schools sent five or six applications than did those from suburban schools. Half of those applying to five or six schools rated their counselors "very helpful" in the admissions process and one-half "not particularly helpful" or "no help whatsoever". Of this group 50% had cumulative high school grade point averages of 2.25 or above, 31.25% had grade point averages between 2.00 and 2.25, and 18.75% had grade point averages of less than 2.00.

Research Question 13: As a result of the denial of admission to Oakland University, how many males and how many females found it necessary to alter their plans for higher education? Of those who did have to alter their plans, how many were female and how many male; what was the racial constituency for the group; and how many selected each of the alternatives supplied in the questionnaire?

A. How many males and how many females did not find it necessary to alter their educational plans as a result of receiving the denial of admission to Oakland University? (11)

TABLE 69

MALE-FEMALE CONSTITUENCY

N = 87

			Total Sample	
	N	%	N	%
Male	49	56.32	139	35.25
Female	38	43.68	118	32.20
	87	100.00	257	

It was unnecessary for 87 or 33.85% (one of every three members of the sample) of the sample to alter their educational plans as a result of the denial of admission to Oakland University.

B. How many males and how many females found it necessary to alter their educational plans as a result of the denial of admission to Oakland University? What was the racial constituency of this group? How many of the group selected each of the alternatives supplied in the questionnaire? (11,22)

TABLE 70

MALE-FEMALE CONSTITUENCY

N = 170

			Total Sample	
	N	%	N	%
Male	90	52.94	139	64.75
Female	80	47.06	118	67.80
	170	100.00	257	

RACIAL CONSTITUENCY

N = 170

			Total Sample	
	N	%	N	%
American Indian	1	.59	1	100.00
Black	40	23.53	48	83.33
Caucasian	125	73.53	204	61.27
Mixed	4	2.35	4	100.00
	170	100.00	257	

WAYS IN WHICH THEY
ALTERED THEIR EDUCATIONAL PLANS

N = 170

	N	%
Enrolled in Second or Third Choice College	60	35.29
Had to File Applications to Less Competitive Institutions	19	11.18
Found it Necessary to Postpone Their Entrance into Higher Education	17	10.00
Found it Necessary to Enter a Two-Year College	58	34.12
Found it Necessary to Alter Their Plans Some Other Way	16	9.41
	170	100.00

Of the 257 in the sample, 170 or 66.15% (one of every 1.5) of the total found it necessary to alter their educational plans as a result of the denial of admission. The largest number of these enrolled in a second or third choice college, and the second largest entered a two-year college. One of every 8.9 had to file applications to less competitive institutions, and one-tenth of the group had to postpone their entrance into higher education. The remainder, less than one-tenth of the 170, found it necessary to alter their plans some other way.

Research Question 14: What was the approximate gross annual income of the parents of those in the sample at the time the applicants applied for admission to Oakland University? How many males and how many females had parents in each of the given income ranges, and how many American Indians, Blacks, Caucasians and Mixed had parents in each of those ranges? Of those with parents in the various ranges, how many were from urban schools, how many were from suburban schools, and how many were from rural schools; and how many with parents in each income range had their home residence in each of the given counties? (Refer to Table 71.)

Of those in the sample, 43.55% of the males and 55.45% of the females had parents whose gross annual income was $11,000 per year or less, and 56.45% of the males and 45.55% of the females had parents whose income was $11,000 per year or more. The Caucasians had parents whose incomes were spread throughout the ranges provided with the majority (63.63%) in the $11,000 to $14,000 range or higher. The maximum gross annual income for the parents of Blacks in the sample was $14,000 to $17,000 with the majority (68.18%) making less than $8,000.

The majority of those with parents in the lower income ranges ($11,000 and below) were from urban area high schools, while the majority of those with parents in the upper income ranges ($11,000 and above) were from suburban area high schools.

Those in the sample with parents in the lower income ranges ($11,000 and below) tended to have home residences in Wayne County for the most part, while the majority of those with parents in the upper income ranges (above $11,000) resided in Oakland and Macomb Counties.

Research Question 15: Of those in the sample, what was the range of education of their fathers? What was the educational range for fathers

TABLE 71: PARENTAL INCOME BY RANGES, BY SEX, RACE, LOCATION OF HIGH SCHOOL, AND COUNTY OF HOME RESIDENCES

N = 225

Parental Gross Annual Income	Sex		Race				Location of High School			Home Residence by County						
	Male	Female	American Indian	Black	Caucasian	Mixed	Urban	Suburban	Rural	Wayne	Oakland	Macomb	Genesee	St. Clair	Washtenaw	Other
Less than $5,000	11	15	1	17	7	1	19	7		16	7					3
$5,000 - $8,000	16	14		13	17		18	12		15	10	1	2			2
$8,000 - $11,000	27	27		11	40	3	19	33	2	24	18	9			1	2
$11,000 - $14,000	22	17		1	38		13	26		11	15	11				2
$14,000 - $17,000	15	11		2	24		9	17		9	13	2				2
$17,000 - $20,000	15	6			21		8	12	1	4	15	1				1
$20,000 Plus	18	11			29		5	20	4	4	18	2	1	1		3
Total	124	101	1	44	176	4	91	127	7	83	96	26	3	1	1	15

of males and for the females in the sample, and what was the educational range for the fathers of members of each of the racial groups in the sample? How many with fathers in each of the educational ranges were from urban, from suburban, or from rural area high schools, and how many with fathers in each of the educational ranges had homes in each of the given counties? (Refer to Table 72.)

Of those in the sample, the majority of males (42.86%) had fathers who had at least one to three years of college while the majority, 44.14%, of the females had fathers who had at least one to three years of college. The majority (50.78%) of Caucasians in the sample had fathers who had at least one to three years of college while 14.29% of the Blacks had fathers who had completed at least one to three years of college.

The greatest number (70.21%) of those in the sample from urban high schools had fathers who were at least high school graduates, while a majority (51.05%) of those from the suburban high schools had fathers who had completed at least one to three years of college.

The majority of those in the sample from Wayne (66.67%) and Macomb (67.86%) had fathers who were at least high school graduates while a majority (52.78%) of those from Oakland County had fathers with at least one to three years of college.

Research Question 16: Of those in the sample, what was the range of education of their mothers? What was the educational range for mothers of the males and for the females in the sample, and what was the educational range for the mothers of members of each of the racial groups in the sample? How many with mothers in each of the educational ranges were from urban, from suburban, or from rural area high schools, and

TABLE 72: EDUCATIONAL RANGES OF FATHERS BY SEX, RACE, LOCATION OF HIGH SCHOOL, AND COUNTY OF HOME RESIDENCE

N = 244

Father's Educational Level	Sex		Race				Location of High School			Home Residence by County						
	Male	Female	American Indian	Black	Caucasian	Mixed	Urban	Suburban	Rural	Wayne	Oakland	Macomb	Genesee	St. Clair	Washtenaw	Other
0-6 Years	4	2	1	2	2	1	5	1		4		1				1
7-9 Years	7	16		8	15		11	11	1	10	7	5				1
10-11 Years	18	15		12	20	1	15	18		16	12	4				1
High School Graduate	47	29		14	60	2	35	40	1	26	32	9	2			7
1-3 Yrs. College	22	26		5	43		14	32	2	16	25	4			1	2
College Graduate	20	18			38		9	27	2	9	21	3		1	1	3
Some Graduate Work	4	1			5		2	3			2	1	1			1
Holds Graduate Degree	11	4			14		3	11	1	3	9	1				2
Total	133	111	1	42	197	4	94	143	7	84	108	28	3	1	2	18

how many with mothers in each of the educational ranges had homes in each of the given counties? (Refer to Table 73.)

Of those in the sample, the majority of both males (58.65%) and females (68.14%) had mothers who were at least high school graduates. The majority of Blacks (73.81%) and Caucasians (59.80%) in the sample had mothers who were at least high school graduates. Over 40% of the Caucasians had mothers with at least one to three years of college while less than 27% of the Blacks had mothers with at least one to three years of college. The majority of those from both urban (67.37%) and suburban (61.11%) areas had mothers with at least high school diplomas. About 33% of those from urban area schools and 39% from suburban schools had mothers with one to three years of college or more. About 82% of those from Macomb County, 72% from Wayne County and 54% from Oakland County had mothers with a high school education or less.

Research Question 17: Of those in the total sample, how many took a college admissions test such as the Scholastic Aptitude Test (SAT) or the American College Test (ACT) and of those who took such a test, how many did not have the scores interpreted for them? What is the male-female constituency and the racial constituency of these groups?

A. How many males and how many females who took a college admissions test (SAT or ACT) had the results of either or both of the tests interpreted for them? What is the male-female and the racial constituency of this group?

TABLE 73: EDUCATIONAL RANGES OF MOTHERS BY SEX, RACE, LOCATION OF HIGH SCHOOL, AND COUNTY OF HOME RESIDENCE

N = 246

Mother's Educational Level	Sex		Race				Location of High School			Home Residence by County						
	Male	Female	American Indian	Black	Caucasian	Mixed	Urban	Suburban	Rural	Wayne	Oakland	Macomb	Genesee	St. Clair	Washtenaw	Other
0-6 Years	4	2	1	1	3	1	5	1		4	1	1				
7-9 Years	7	8		4	11		10	3	2	9	2	2				2
10-11 Years	14	13		7	19	1	11	16		9	10	8				
High School Graduate	53	54		19	86	2	38	68	1	39	46	12	2	1		7
1-3 Yrs. College	35	21		10	46		21	34	1	16	27	5			2	1
College Graduate	13	7		1	19		6	12	2	4	15					1
Some Graduate Work	2	3			5		1	4		1	3					1
Holds Graduate Degree	5	5			10		3	6	1	3	5		1			1
Total	133	113	1	42	199	4	95	144	7	85	109	28	3	1	2	18

TABLE 74

MALE-FEMALE CONSTITUENCY

N = 122

			Total Sample	
	N	%	N	%
Male	64	52.46	115	55.65
Female	58	47.54	109	53.21
	122	100.00	224	

RACIAL CONSTITUENCY

N = 122

			Total Sample	
	N	%	N	%
American Indian	1	.82	1	100.00
Black	17	13.93	34	50.00
Caucasian	102	83.61	185	55.14
Mixed	2	1.64	4	50.00
	122	100.00	224	

B. How many members of the sample who took a college admissions test (SAT or ACT) did not have the results of one or both of the tests interpreted for them? What is the male-female and the racial constituency of this group?

TABLE 75

MALE-FEMALE CONSTITUENCY

N = 102

			Total Sample	
	N	%	N	%
Male	51	50.00	115	44.35
Female	51	50.00	109	46.79
	102	100.00	224	

RACIAL CONSTITUENCY

N = 102

			Total Sample	
	N	%	N	%
Black	17	16.67	34	50.00
Caucasian	83	81.37	185	44.86
Mixed	2	1.96	4	50.00
	102	100.00	223	

Of the total sample of 257, 224 (87.16%) indicated that they have taken a college admissions test such as the SAT or ACT. One of every 2.3 males and one of every 2.1 females who took such a test indicated that their results had not been interpreted. One of every 2 Blacks and one of every 2.2 Caucasians in the sample who had taken such a test had not had the results interpreted.

Because the SAT and ACT scores are returned with interpretation booklets, some indication of respondent's confusion was noted in the questionnaire. For this reason, no conclusions should be drawn from this set of responses.

Research Question 18: Of those in the total sample, how many believed when they were seniors in high school that they could do college level academic work? What is the male-female and the racial constituency of this group?

A. Of those in the sample, how many checked that while a senior in high school "I definitely believed that I had the academic capability" or "I thought I probably had the academic capability" to do college level academic work? What is the male-female and the racial constituency of this group? (18,22) (Only 240 of 257 responded to this question.)

TABLE 76

MALE-FEMALE CONSTITUENCY

N = 233

			Total Sample	
	N	%	N	%
Male	124	53.22	127	97.64
Female	109	46.78	113	96.46
	233	100.00	240	

RACIAL CONSTITUENCY

N = 233

			Total Sample	
	N	%	N	%
American Indian	1	.42	1	100.00
Black	41	17.60	43	95.35
Caucasian	187	80.26	192	97.40
Mixed	4	1.72	4	100.00
	233	100.00	240	

Of those in the total sample, the majority believed while seniors in high school that they were probably capable of performing college level academic work successfully. Only 2.38% of the males and 3.54% of the females indicated otherwise and all of those (3 males and 4 females) checked either "I was doubtful that I had the academic ability" or "I thought I probably lacked the academic capability." None of those in the sample checked either of the final two responses in the questionnaire ("I definitely thought I lacked the academic capability" or "I did not know if I had the academic capability.")

Because there were so few responses other than those to Answers #1 and #2, no tables were necessary for Responses #3 to #6.

Research Question 19: Of those in the total sample, how many currently believe they are capable of successfully completing college level academic work? What is the male-female and the racial constituency of this group? Of those in this group who entered institutions of higher education, how many have maintained college grade points within each of the ranges provided by the questionnaire? (17, 22, 26)

A. Of those in the sample, how many believe that "I definitely have the academic capability" to do college level academic work? What is the male-female and the racial constituency of this group; and how many who entered institutions of higher education have maintained college grade points within each of the ranges provided by the questionnaire? (17, 22, 26)

TABLE 77

MALE-FEMALE CONSTITUENCY

N = 246

			Total Sample	
	N	%	N	%
Male	133	54.07	135	98.52
Female	113	45.93	118	95.76
	246	100.00	253	

RACIAL CONSTITUENCY

N = 246

			Total Sample	
	N	%	N	%
American Indian	1	.42	1	100.00
Black	42	17.07	46	91.30
Caucasian	199	80.89	202	98.51
Mixed	4	1.62	4	100.00
	246	100.00	253	

CUMULATIVE COLLEGE GRADE POINT RANGES
OF THOSE WHO ENTERED HIGHER EDUCATION

N = 230

			Total Sample	
	N	%	N	%
3.50 or Above	17	7.39	17	100.00
2.80 - 3.40	112	48.70	113	99.12
2.00 - 2.70	90	39.13	91	98.90
1.60 - 1.90	6	2.61	6	100.00
1.50 or Below	5	2.17	6	83.33
	230	100.00	233	

Of those in the total sample, the majority believe that they are probably capable of performing college level academic work successfully. Only 1.48% of the males and 4.24% of the females indicated that they have some doubt about their ability and all of those persons (2 males and 5 females) indicated that "I do not know if I have the academic ability." No sample member checked either Response #3 ("I am doubtful that I have the academic capability") or Response #4 ("I probably do not have the academic capability").

Because there were so few responses other than those to Answers #1 and #2, no tables were necessary for Responses #3 to #6.

CHAPTER V

PRESENTATION OF FINDINGS

Characteristics of Those Entering and Not Entering Institutions of Higher Education

This chapter is divided into two sections. Section A describes the characteristics, views, and educational activities of those denied admission to the 1970 freshman class at Oakland University and who subsequently entered institutions of higher education. Section B describes the characteristics and future educational plans of those who were denied admission to the University, but who had not entered an institution of higher education by the time they returned the questionnaire.

A. Characteristics, Activities and Views of Those Entering Institutions of Higher Education

Research Question 20: Of those applicants in the sample who were denied admission to Oakland University, how many enrolled in institutions of higher education following graduation from high school? Of those who enrolled in institutions of higher education, how many are male and how many female; what was the racial constituency of the group; and how many were from urban, from suburban, or from rural area high schools? What was their mean grade point average in high school; what was the range of grade point averages, and the standard deviation of the mean grade point? How many had parents in each of the specific income ranges provided on the questionnaire? Based on the foregoing sub-groups (sex, race, grade point and parental income), how many entered senior colleges, how many entered junior or community

colleges, and how many entered trade or technical schools?

A. Of those applicants who were denied admission to Oakland University, how many males and how many females entered other private or public senior colleges, what was the racial constituency of this group, and how many were from urban, suburban or from rural area high schools? How many of those who entered senior colleges had parents in each of the specific gross annual income ranges? What was the mean and range of the high school academic grade point average for this group and what was the standard deviation of that mean grade point? (23)

TABLE 78

MALE-FEMALE CONSTITUENCY

N = 137

			Total Sample	
	N	%	N	%
Male	68	49.64	128	53.13
Female	69	50.36	105	65.71
	137	100.00	233	

RACIAL CONSTITUENCY

N = 137

			Total Sample	
	N	%	N	%
American Indian	1	.73	1	100.00
Black	22	16.06	43	51.16
Caucasian	113	82.48	185	61.08
Mixed	1	.73	4	25.00
	137	100.00	233	

LOCATION OF HIGH SCHOOL

N = 137

			Total Sample	
	N	%	N	%
Urban	50	36.50	88	56.82
Suburban	84	61.31	140	60.00
Rural	3	2.19	5	60.00
	137	100.00	233	

PARENTAL GROSS ANNUAL INCOME RANGE

N = 115

			Total Sample	
	N	%	N	%
$5,000 or Less	15	13.04	24	62.50
$5,000 - $8,000	13	11.30	24	54.17
$8,000 - $11,000	27	23.49	48	56.25
$11,000 - $14,000	15	13.04	36	41.67
$14,000 - $17,000	16	13.91	24	66.67
$17,000 - $20,000	9	7.83	19	47.37
$20,000 Plus	20	17.39	27	74.07
	115	100.00	202	

CUMULATIVE HIGH SCHOOL GRADE POINT MEAN, RANGE, AND STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 137

			Total Sample	
	N	%	N	%
3.24 - 3.00	2	1.46	3	66.67
2.99 - 2.75	5	3.65	11	45.45
2.74 - 2.50	37	27.01	56	66.07
2.49 - 2.25	42	30.66	63	66.67
2.24 - 2.00	39	28.46	64	60.94
1.99 - 1.75	3	2.19	14	21.43
1.74 - 1.50	5	3.65	14	35.71
1.49 - 1.25	3	2.19	6	50.00
1.24 - 1.00	0	0.00	1	0.00
.99 - .75	1	.73	1	100.00
	137	100.00	233	

M = 2.32

R = .92 - 3.00

σ = .33

B. Of those applicants who were denied admission to Oakland University, how many males and how many females entered private or public junior or community colleges, what was the racial constituency of this group, and how many were from urban, from suburban, or from rural area high schools? Of those who entered community colleges, how many had parents in each of the specific gross annual income ranges? What was the mean and range of the high school academic grade point average for this group, and what was the standard deviation of that mean grade point? (23, 22, 37)

TABLE 79

MALE-FEMALE CONSTITUENCY

N = 86

			Total Sample	
	N	%	N	%
Male	50	58.14	128	39.06
Female	36	41.86	105	34.29
	86	100.00	233	

RACIAL CONSTITUENCY

N = 86

			Total Sample	
	N	%	N	%
Black	18	20.93	43	41.86
Caucasian	66	76.74	185	35.68
Mixed	2	2.33	4	50.00
	86	100.00	232	

LOCATION OF HIGH SCHOOL

N = 86

			Total Sample	
	N	%	N	%
Urban	33	38.37	88	37.50
Suburban	51	59.30	140	36.43
Rural	2	2.33	5	40.00
	86	100.00	233	

PARENTAL GROSS ANNUAL INCOME RANGE

N = 78

			Total Sample	
	N	%	N	%
$5,000 or Less	6	7.69	24	25.00
$5,000 - $8,000	11	14.11	24	45.83
$8,000 - $11,000	20	25.64	48	41.67
$11,000 - $14,000	17	21.79	36	47.22
$14,000 - $17,000	7	8.97	24	29.16
$17,000 - $20,000	10	12.83	19	52.63
$20,000 Plus	7	8.97	27	25.93
	78	100.00	202	

CUMULATIVE HIGH SCHOOL GRADE POINT MEAN, RANGE, AND STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 86

			Total Sample	
	N	%	N	%
3.24 - 3.00	1	1.16	3	33.33
2.99 - 2.75	6	6.98	11	54.55
2.74 - 2.50	17	19.77	56	30.36
2.49 - 2.25	18	20.93	63	28.57
2.24 - 2.00	24	27.92	64	37.50
1.99 - 1.75	8	9.30	14	57.14
1.74 - 1.50	8	9.30	14	57.14
1.49 - 1.25	3	3.48	6	50.00
1.24 - 1.00	1	1.16	1	100.00
.99 - .75	0	0.00	1	0.00
	86	100.00	233	

M = 2.23

R - 1.08 - 3.04

σ = .40

C. Of those applicants who were denied admission to Oakland University, how many males and how many females entered private or public trade or technical schools, what was the racial constituency of this group, and how many were from urban, from suburban, or from rural area high schools? Of those who entered trade or technical schools, how many had parents in each of the specific gross annual income ranges? What was the mean and range of the high school academic grade point averages for this group, and what was the standard deviation of that mean grade point? (23, 22, 37)

TABLE 80

MALE-FEMALE CONSTITUENCY

N = 10

			Total Sample	
	N	%	N	%
Male	10	100.00	128	7.81
Female	0	0.00	105	0.00
	10	100.00	233	

RACIAL CONSTITUENCY

N = 10

			Total Sample	
	N	%	N	%
Black	3	30.00	43	6.98
Caucasian	6	60.00	185	3.24
Mixed	1	10.00	4	25.00
	10	100.00	232	

LOCATION OF HIGH SCHOOL

N = 10

			Total Sample	
	N	%	N	%
Urban	5	50.00	88	5.68
Suburban	5	50.00	140	3.57
	10	100.00	228	

PARENTAL GROSS ANNUAL INCOME RANGE

N = 9

			Total Sample	
	N	%	N	%
$5,000 or Less	3	33.33	24	12.50
$5,000 - $8,000	0	0.00	24	0.00
$8,000 - $11,000	1	11.11	48	2.08
$11,000 - $14,000	4	44.45	36	11.11
$14,000 - $17,000	1	11.11	24	4.17
$17,000 - $20,000	0	0.00	19	0.00
$20,000 Plus	0	0.00	27	0.00
	9	100.00	202	

CUMULATIVE HIGH SCHOOL GRADE POINT MEAN, RANGE, AND STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 10

			Total Sample	
	N	%	N	%
3.24 - 3.00	0	0.00	3	0.00
2.99 - 2.75	0	0.00	11	0.00
2.74 - 2.50	2	20.00	56	3.57
2.49 - 2.25	3	30.00	63	4.76
2.24 - 2.00	1	10.00	64	1.56
1.99 - 1.75	3	30.00	14	21.43
1.74 - 1.50	1	10.00	14	7.14
1.49 - 1.25	0	0.00	6	0.00
1.24 - 1.00	0	0.00	1	0.00
.99 - .75	0	0.00	1	0.00
	10	100.00	233	

M = 2.17

R = 1.62 - 2.64

σ = .30

Summary of Tables 78, 79, 80

Males

1. Of the males in the sample, 92.09% (128 of 139) entered institutions of higher education.
2. Of the males entering institutions of higher education, one of every 1.9 entered senior colleges, one of every 2.6 entered junior or community colleges, and one of every 12.8 entered trade or technical schools.

Females

1. Of the females in the sample 88.89% (105 of 118) entered institutions of higher education.
2. Of the females entering institutions of higher education, one of every 1.5 entered senior colleges and one of every 2.9 entered junior or community colleges. None of the females in the sample entered trade or technical schools.

American Indians

1. The single American Indian in the sample enrolled in a senior college.

Blacks

1. Of the Blacks in the sample, 89.58% (43 of 48) entered institutions of higher education.
2. Of the Blacks entering institutions of higher education, one of every 2 entered senior colleges, one of every 2.4 entered junior

or community colleges, and one of every 14.3 entered trade or technical schools.

Caucasians

1. Of the Caucasians in the sample, 90.69% (185 of 204) entered institutions of higher education.
2. Of the Caucasians entering institutions of higher education, one of every 1.6 entered senior colleges, one of every 2.8 entered junior or community colleges, and one of every 30.9 entered trade or technical schools.

Mixed

1. One hundred percent (4 of 4) of the Mixed in the sample entered institutions of higher education.
2. Of the Mixed entering institutions of higher education, one of 4 entered a senior college, 2 of 4 entered a junior or community college, and 1 of 4 entered a trade or technical school.

Location of High School

1. Of those in the sample from urban high schools, 88.89% (88 of 99) entered institutions of higher education. Of these, one of every 1.8 entered senior colleges, one of every 2.7 entered junior or community colleges, and one of every 17.6 entered a trade or technical school.
2. Of those in the sample from suburban high schools, 92.72% entered institutions of higher education. Of these, one of every 1.7 entered senior colleges, one of every 2.7 entered junior or community colleges and one of every 28 entered trade or technical schools.

3. Of those in the sample from rural high schools, 71.43% (5 of 7) entered institutions of higher education. Of these, three of 5 entered senior colleges, and two of 5 entered junior or community colleges. None entered trade or technical schools.

Parental Income

1. Nearly 48% of the parents of those entering senior colleges had gross annual incomes of $11,000 or less and about 35% of the parents of this group had incomes of between $11,000 and $20,000 per year. Approximately 17% of these parents had incomes of $20,000 plus.

2. Approximately 47% of parents of those entering junior or community colleges had gross annual incomes of $11,000 or less and about 44% had incomes of between $11,000 and $20,000 per year. Nearly 9% of these parents had incomes of $20,000 or over.

3. Approximately 4% of the parents of those entering trade or technical schools had gross annual incomes of $11,000 or less (4 of 9) and about 6% (5 of 9) had incomes between $11,000 and $17,000 per year. None had an income in excess of $17,000.

High School Grade Point Average

1. Those entering senior colleges had a higher mean high school academic grade point average than did those entering either junior-community colleges or trade-technical schools. Those entering junior-community colleges had a higher mean high school academic grade point average than did those entering trade or technical schools.

2. The range of grade point averages for those entering senior colleges

was .12 points (.92 - 3.00), larger than the 1.96 (1.08 - 3.04) range of grade point averages for those entering junior or community colleges.

The range of grade points for those entering junior-community colleges was .94 (1.08 - 3.04) greater than was the range of grade points for those entering trade or technical schools, (1.62 - 2.64).

3. Of those entering senior colleges, 62.8% (86 of 137) had high school cumulative academic grade point averages of 2.25 or above. Of those entering junior-community colleges 48.82% (42 of 86) had cumulative high school grade point averages of 2.25 or above. Of those entering trade or technical schools, 50% (5 of 10) had cumulative high school grade point averages of 2.25 or above.

Research Question 21: Of those in the sample who enrolled in institutions of higher education, how far from their homes were the institutions in which they decided to enroll? How many males and how many females selected institutions within each range (within commuting distance, too far to commute but within 200 miles, more than 200 miles); what was the racial constituency for each of these groups; and what was the mean high school academic grade point average, the range of grade point averages, and the standard deviation of the mean grade point? How many of each group had parents in each of the specific income ranges provided in the questionnaire?

A. Of those in the sample who enrolled in institutions of higher education located within commuting distance of their homes, how many are male and how many are female? What is the racial constituency

of this group? What was the mean high school academic grade point average for these applicants, the range of grade point averages, and the standard deviation of the mean grade point? How many had parents in each of the gross annual income ranges provided in the questionnaire? (23, 25, 22, 37)

TABLE 81

MALE-FEMALE CONSTITUENCY

N = 144

			Total Sample	
	N	%	N	%
Male	81	56.25	128	63.28
Female	63	43.75	105	60.00
	144	100.00	233	

RACIAL CONSTITUENCY

N = 144

			Total Sample	
	N	%	N	%
American Indian	1	.69	1	100.00
Black	30	20.84	43	69.77
Caucasian	111	77.08	185	60.00
Mixed	2	1.39	4	50.00
	144	100.00	233	

PARENTAL GROSS ANNUAL INCOME RANGE

N = 127

			Total Sample	
	N	%	N	%
$5,000 or Less	15	11.81	24	62.50
$5,000 - $8,000	18	14.17	24	75.00
$8,000 - $11,000	35	27.56	48	72.92
$11,000 - $14,000	23	18.11	36	63.89
$14,000 - $17,000	13	10.24	24	54.17
$17,000 - $20,000	11	8.66	19	57.89
$20,000 Plus	12	9.45	27	44.44
	127	100.00	202	

CUMULATIVE HIGH SCHOOL GRADE POINT MEAN,
RANGE, AND STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 144

			Total Sample	
	N	%	N	%
3.24 - 3.00	1	.69	3	33.33
2.99 - 2.75	8	5.57	11	72.73
2.74 - 2.50	30	20.83	56	53.57
2.49 - 2.25	34	23.61	63	53.97
2.24 - 2.00	45	31.25	64	70.31
1.99 - 1.75	12	8.33	14	85.71
1.74 - 1.50	9	6.25	14	64.29
1.49 - 1.25	3	2.09	6	50.00
1.24 - 1.00	1	.69	1	100.00
.99 - .75	1	.69	1	100.00
	144	100.00	233	

M = 2.25

R = 1.08 - 2.86

σ = .37

One of every 1.6 males and one of every 1.7 females in the sample who enrolled in institutions of higher education enrolled in institutions within commuting distance of their home. About one of every 1.4 Blacks and one of every 1.7 Caucasians were able to commute to the institution they entered. Of this group, 53.54% had parents whose gross annual income was $11,000 or less, and 37% of their parents made between $11,000 and $20,000. Of those applicants in this group, 51.69% had cumulative high school academic grade point averages of 2.25 or above and 18.06% had grade point averages of 1.99 or less.

B. Of those in the sample who enrolled in educational institutions located <u>too far to commute but within 200 miles</u> of their homes, how many are male and how many are female? What is the racial constituency of the group? What was the mean high school academic

grade point average, the range of those grade point averages, and the standard deviation of the mean grade point? How many had parents in each of the gross annual income ranges provided in the questionnaire? (23, 25, 22, 37)

TABLE 82

MALE-FEMALE CONSTITUENCY

N = 64

			Total Sample	
	N	%	N	%
Male	36	56.25	128	28.13
Female	28	43.75	105	26.67
	64	100.00	233	

RACIAL CONSTITUENCY

N = 64

			Total Sample	
	N	%	N	%
Black	9	14.06	43	20.93
Caucasian	54	84.38	185	29.19
Mixed	1	1.56	4	25.00
	64	100.00	232	

PARENTAL GROSS ANNUAL INCOME RANGE

N = 55

			Total Sample	
	N	%	N	%
$5,000 or Less	7	12.73	24	29.17
$5,000 - $8,000	4	7.27	24	16.67
$8,000 - $11,000	10	18.18	48	20.83
$11,000 - $14,000	11	20.00	36	30.56
$14,000 - $17,000	8	14.55	24	33.33
$17,000 - $20,000	5	9.09	19	26.32
$20,000 Plus	10	18.18	27	37.04
	55	100.00	202	

CUMULATIVE HIGH SCHOOL GRADE POINT MEAN,
RANGE, AND THE STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 64

			Total Sample	
	N	%	N	%
3.24 - 3.00	2	3.13	3	66.66
2.99 - 2.75	2	3.13	11	18.18
2.74 - 2.50	17	26.55	56	30.35
2.49 - 2.25	22	34.38	63	34.92
2.24 - 2.00	12	18.75	64	18.75
1.99 - 1.75	2	3.13	14	14.29
1.74 - 1.50	5	7.80	14	35.71
1.49 - 1.25	2	3.13	6	33.33
1.24 - 1.00	0	0.00	1	0.00
.99 - .75	0	0.00	1	0.00
	64	100.00	233	

M = 2.39

R = .92 - 3.00

σ = .35

About one of every 3.6 males and one of every 3.8 females in the sample who enrolled in institutions of higher education entered institutions located too far away to commute but within 200 miles of their homes. About one of every 4.8 Blacks and one of every 3.4 Caucasians who entered institutions of higher education also entered schools within this range. About 38.18% of the parents of the applicants in this group had gross annual incomes of less than $11,000 and 43.63% had incomes between $11,000 and $20,000. Over 67% (67.19) of the applicants in this group had cumulative high school grade point averages of 2.25 or above, and 18.75% had grade point averages between 2.00 and 2.24. Approximately 14.06% had cumulative grade point averages of 1.99 or less.

C. Of those in the sample who enrolled in institutions of higher edu-

cation more than 200 miles from their homes, how many are male and how many are female? What is the racial constituency of the group? What was the mean high school academic grade point average for these applicants, the range of those grade point averages and the standard deviation of the mean grade point? How many had parents in each of the gross annual income ranges provided in the questionnaire? (23, 25, 22, 37)

TABLE 83

MALE-FEMALE CONSTITUENCY

N = 25

			Total Sample	
	N	%	N	%
Male	11	44.00	128	8.59
Female	14	56.00	105	13.33
	25	100.00	233	

RACIAL CONSTITUENCY

N = 25

			Total Sample	
	N	%	N	%
Black	4	16.00	43	9.30
Caucasian	20	80.00	185	10.18
Mixed	1	4.00	4	25.00
	25	100.00	232	

PARENTAL GROSS ANNUAL INCOME RANGE

N = 20

			Total Sample	
	N	%	N	%
$5,000 or Less	2	10.00	24	8.33
$5,000 - $8,000	2	10.00	24	8.33
$8,000 - $11,000	3	15.00	48	6.25
$11,000 - $14,000	2	10.00	36	5.56
$14,000 - $17,000	3	15.00	24	12.50
$17,000 - $20,000	3	15.00	19	15.79
$20,000 Plus	5	25.00	27	18.52
	20	100.00	202	

CUMULATIVE HIGH SCHOOL GRADE POINT MEAN,
RANGE, AND THE STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 25

			Total Sample	
	N	%	N	%
3.24 - 3.00	0	0.00	3	0.00
2.99 - 2.75	1	4.00	11	9.09
2.74 - 2.50	9	36.00	56	16.07
2.49 - 2.25	7	28.00	63	11.11
2.24 - 2.00	7	28.00	64	10.94
1.99 - 1.75	0	0.00	14	0.00
1.74 - 1.50	0	0.00	14	0.00
1.49 - 1.25	1	4.00	6	16.67
1.24 - 1.00	0	0.00	1	0.00
.99 - .75	0	0.00	1	0.00
	25	100.00	233	

M = 2.36

R = 1.38 - 2.75

σ = .39

About one of every 11.6 males and one of every 7.5 females in the sample who entered institutions of higher education enrolled in institutions in excess of 200 miles from their homes. This was true also for about one of every 10.8 Blacks and one of every 9.3 Caucasians in the sample who entered institutions of higher education. Thirty-five percent of the parents of those in this group had gross annual incomes of $11,000 or less and 40% had incomes between $11,000 and $20,000. Sixty-eight percent of the applicants in this group had cumulative high school grade point averages of 2.25 or above, 28% had grade point averages between 2.00 and 2.24, and 4% had grade point averages of less than 1.99.

Responses #3 and #4 of Item 25 in the questionnaire were combined because of the small number of sample members (5) who enrolled in institutions 1,000 miles or more from their homes.

Research Question 22: Of those in the sample who entered institutions of higher education following their graduation from high school, approximately what cumulative grade point average have they maintained since entering their respective institutions? How many males and how many females have maintained grade point averages within each of the ranges designated within the questionnaire, and what is the racial constituency of each group within each of those grade point average ranges?

A. How many males and how many females in the sample who entered institutions of higher education have maintained cumulative grade point averages of 3.50 (mostly A's) or above since entering higher education? What is the racial constituency of this group? (23, 26, 22)

TABLE 84

MALE-FEMALE CONSTITUENCY

N = 17

	N	%	Total Sample N	Total Sample %
Male	10	58.82	128	7.81
Female	7	41.18	105	6.67
	17	100.00	233	

RACIAL CONSTITUENCY

N = 17

	N	%	Total Sample N	Total Sample %
American Indian	1	5.88	1	100.00
Black	2	11.76	43	4.65
Caucasian	13	76.48	185	7.03
Mixed	1	5.88	4	25.00
	17	100.00	233	

One of every 12.8 males and one of every 15 females in the sample who entered higher education have maintained a cumulative grade point average of 3.50 (on a 4.00 scale) or above since entering higher education. One out of every 21.5 Blacks, one of every 14.2 Caucasians and one of every 4 Mixed in the sample have maintained a cumulative 3.50 or above.

B. How many males and how many females in the sample who entered institutions of higher education have maintained cumulative grade point averages of 2.80 - 3.49 (on a 4.00 scale) since entering higher education? What is the racial constituency of this group? (23, 26, 22)

TABLE 85

MALE-FEMALE CONSTITUENCY

N = 113

			Total Sample	
	N	%	N	%
Male	57	50.44	128	44.53
Female	56	49.56	105	53.33
	113	100.00	233	

RACIAL CONSTITUENCY

N = 113

			Total Sample	
	N	%	N	%
Black	17	15.04	43	39.53
Caucasian	94	83.19	185	50.81
Mixed	2	1.77	4	50.00
	113	100.00	232	

Approximately one of every 2.2 males and one of every 1.9 females in the sample who entered institutions of higher education have maintained a cumulative grade point average of between 2.80 - 3.49 (on a 4.00 scale). About one of every 2.5 Blacks, one of every 2 Caucasians and two of the four Mixed in the sample have maintained a cumulative grade point average of 2.80 - 3.49.

C. How many males and how many females in the sample who entered institutions of higher education have maintained cumulative grade point averages of 2.00 - 2.79 (on a 4.00 scale) since entering higher education? What is the racial constituency of this group? (23, 26, 22)

TABLE 86

MALE-FEMALE CONSTITUENCY

N = 91

			Total Sample	
	N	%	N	%
Male	50	54.95	128	39.07
Female	41	45.05	105	39.04
	91	100.00	233	

RACIAL CONSTITUENCY

N = 91

			Total Sample	
	N	%	N	%
Black	20	21.98	43	46.51
Caucasian	70	76.92	185	37.84
Mixed	1	1.10	4	25.00
	91	100.00	232	

Approximately one of every 2.6 males and one of every 2.6 females in the sample who entered institutions of higher education have maintained a cumulative grade point average of between 2.00 and 2.79

(on a 4.00 scale) since entering higher education. One of every 2.2 Blacks, one of every 2.6 Caucasians and one of the four Mixed have maintained a cumulative grade point average between 2.00 - 2.79.

D. How many males and how many females in the sample who entered institutions of higher education have maintained cumulative grade point averages of 0.00 to 1.99 (on a 4.00 scale) since entering higher education? What is the racial constituency of this group? (23, 26, 22)

TABLE 87

MALE-FEMALE CONSTITUENCY

N = 12

			Total Sample	
	N	%	N	%
Male	11	91.67	128	8.59
Female	1	8.33	105	.95
	12	100.00	233	

RACIAL CONSTITUENCY

N = 12

			Total Sample	
	N	%	N	%
Black	4	33.33	43	9.30
Caucasian	8	66.67	185	4.32
	12	100.00	228	

Approximately one of every 11.6 males and exactly one of every 105 females in the sample who entered institutions of higher education have maintained a cumulative grade point average of between 0.00 and 1.99 (on a 4.00 scale) since entering higher education. About one of every 10.8 Blacks and one of every 23 Caucasians have maintained a

cumulative grade point average between 0.00 and 1.99.

Research Question 23: For those in the sample who enrolled in institutions of higher education following graduation from high school, what is the highest academic degree they expect to receive? How many males and how many females expect to receive each of the degrees specified; what is the racial constituency of each of the groups expecting to receive the specified degrees; and what is the educational level attained by the mother and father for those from the sample who expect each degree?

A. How many males and how many females in the sample who entered institutions of higher education expect to obtain an associate degree or less? What is the racial constituency of this group? How many fathers and how many mothers of these sample members have attained educational levels falling within each of the various ranges provided in the questionnaire? (32, 22, 38, 39)

TABLE 88

MALE-FEMALE CONSTITUENCY

N = 23

			Total Sample	
	N	%	N	%
Male	10	43.48	128	7.81
Female	13	56.52	105	12.38
	23	100.00	233	

RACIAL CONSTITUENCY

	N = 23		Total Sample	
	N	%	N	%
Black	6	26.09	43	13.95
Caucasian	17	73.91	185	9.19
	23	100.00	228	

FATHER'S EDUCATIONAL LEVEL

	N = 23		Total Sample	
	N	%	N	%
0-6 Years	0	0.00	4	0.00
7-9 Years	3	13.04	23	13.04
10-11 Years	5	21.74	30	16.67
High School Graduate	5	21.74	70	7.14
1-3 Years of College	8	34.78	46	17.39
College Graduate	2	8.70	36	5.56
Some Graduate Work	0	0.00	4	0.00
Holds Graduate Degree	0	0.00	11	0.00
	23	100.00	224	

MOTHER'S EDUCATIONAL LEVEL

	N = 23		Total Sample	
	N	%	N	%
0-6 Years	2	8.70	4	50.00
7-9 Years	1	4.34	13	7.69
10-11 Years	6	26.09	24	25.00
High School Graduate	11	47.83	97	11.34
1-3 Years of College	3	13.04	55	5.45
College Graduate	0	0.00	19	0.00
Some Graduate Work	0	0.00	5	0.00
Holds Graduate Degree	0	0.00	9	0.00
	23	100.00	226	

One of every 12.8 males and one of every 8 females in the sample who entered institutions of higher education expect to receive an associate degree or less at the completion of their formal education. About one in every 7.2 Blacks and one in every 10.9 Caucasians in the sample also expect an associate degree or less. About 35% of the

fathers and 39% of the mothers of the members of this group had less than a high school education; about 21.7% of the fathers and 47% of the mothers are high school graduates; and about 43% of the fathers, and 13% of the mothers have completed one to three years of college or more.

B. How many males and how many females in the sample who entered institutions of higher education expect to receive a bachelors degree? What is the racial constituency of this group? How many fathers and how many mothers of these sample members have attained educational levels falling within each of the various ranges provided in the questionnaire? (32, 22, 38, 39)

TABLE 89

MALE-FEMALE CONSTITUENCY

N = 69

			Total Sample	
	N	%	N	%
Male	25	36.23	128	19.53
Female	44	63.77	105	41.90
	69	100.00	233	

RACIAL CONSTITUENCY

N = 69

			Total Sample	
	N	%	N	%
Black	10	14.49	43	23.26
Caucasian	56	81.16	185	30.27
Mixed	3	4.35	4	75.00
	69	100.00	232	

FATHER'S EDUCATIONAL LEVEL

	N = 67		Total Sample	
	N	%	N	%
0-6 Years	1	1.49	4	25.00
7-9 Years	8	11.94	23	34.78
10-11 Years	13	19.40	30	43.33
High School Graduate	22	32.84	70	31.43
1-3 Years of College	10	14.93	46	21.74
College Graduate	10	14.93	36	27.78
Some Graduate Work	1	1.49	4	25.00
Holds Graduate Degree	2	2.98	11	18.18
	67	100.00	224	

MOTHER'S EDUCATIONAL LEVEL

	N = 69		Total Sample	
	N	%	N	%
0-6 Years	0	0.00	4	0.00
7-9 Years	6	8.70	13	46.15
10-11 Years	7	10.14	24	29.17
High School Graduate	38	55.07	97	39.18
1-3 Years of College	12	17.39	55	21.82
College Graduate	4	5.80	19	21.05
Some Graduate Work	1	1.45	5	20.00
Holds Graduate Degree	1	1.45	9	11.11
	69	100.00	226	

Approximately one of every 5.1 males and one of every 2.4 females in the sample who entered institutions of higher education expect to receive a bachelors degree at the completion of their formal education. One of every 4.3 Blacks, about one of every 3.3 Caucasians, and three of the four Mixed members of this group also expect terminal bachelors degrees. Nearly 33% of the fathers and 19% of the mothers of these group members have less than a high school education. About 33% of the fathers and 55% of the mothers are high school graduates, and 34% of the fathers and 26% of the mothers have one to three years of college or more.

C. How many males and how many females in the sample who entered institutions of higher education expect to obtain a masters degree? What is the racial constituency of this group? How many fathers and how many mothers of these sample members have attained educational levels falling within each of the various ranges provided in the questionnaire? (32, 22, 38, 39)

TABLE 90

MALE-FEMALE CONSTITUENCY

	N = 70		Total Sample	
	N	%	N	%
Male	48	68.57	128	37.50
Female	22	31.43	105	20.95
	70	100.00	233	

RACIAL CONSTITUENCY

	N = 70		Total Sample	
	N	%	N	%
Black	15	21.43	43	34.88
Caucasian	55	78.57	185	29.73
	70	100.00	228	

FATHER'S EDUCATIONAL LEVEL

	N = 69		Total Sample	
	N	%	N	%
0-6 Years	1	1.45	4	25.00
7-9 Years	8	11.59	23	34.78
10-11 Years	9	13.04	30	30.00
High School Graduate	18	26.09	70	25.71
1-3 Years College	14	20.29	46	30.43

College Graduate	14	20.29	36	38.89
Some Graduate Work	1	1.45	4	25.00
Holds Graduate Degree	4	5.80	11	36.36
	69	100.00	224	

MOTHER'S EDUCATIONAL LEVEL

	N = 70		Total Sample	
	N	%	N	%
0-6 Years	1	1.43	4	25.00
7-9 Years	4	5.71	13	30.77
10-11 Years	8	11.43	24	33.33
High School Graduate	24	34.29	97	24.74
1-3 Years of College	20	28.56	55	36.36
College Graduate	8	11.43	19	42.11
Some Graduate Work	3	4.29	5	60.00
Holds Graduate Degree	2	2.86	9	22.22
	70	100.00	226	

Approximately one of every 2.7 males and one of every 4.8 females in the sample who entered institutions of higher education expect to receive a masters degree at the completion of their formal education. About one of every 2.9 Blacks and one of every 3.4 Caucasians in this group expect a masters degree. About 26% of the fathers and 19% of the mothers of the members of this group have completed less than a high school education; 26% of the fathers and 34% of the mothers are high school graduates; and 48% of the fathers and 47% of the mothers have completed one to three years of college or more.

D. How many males and how many females in the sample who entered institutions of higher education expect to obtain a <u>doctoral degree?</u> What is the racial constituency of this group? How many fathers and how many mothers of these sample members have attained educational levels falling within each of the various ranges pro-

vided in the questionnaire? (32, 22, 38, 39)

TABLE 91

MALE-FEMALE CONSTITUENCY

	N = 44		Total Sample	
	N	%	N	%
Male	32	72.73	128	25.00
Female	12	27.27	105	11.43
	44	100.00	233	

RACIAL CONSTITUENCY

	N = 44		Total Sample	
	N	%	N	%
American Indian	1	2.27	1	100.00
Black	7	15.91	43	16.28
Caucasian	36	81.82	185	19.46
	44	100.00	229	

FATHER'S EDUCATIONAL LEVEL

	N = 43		Total Sample	
	N	%	N	%
0-6 Years	1	2.33	4	25.00
7-9 Years	3	6.98	23	13.04
10-11 Years	2	4.65	30	6.67
High School Graduate	17	39.53	70	24.29
1-3 Years of College	11	25.58	46	23.91
College Graduate	5	11.63	36	13.88
Some Graduate Work	2	4.65	4	50.00
Holds Graduate Degree	2	4.65	11	18.18
	43	100.00	224	

MOTHER'S EDUCATIONAL LEVEL

N = 43

			Total Sample	
	N	%	N	%
0-6 Years	0	0.00	4	0.00
7-9 Years	1	2.33	13	7.69
10-11 Years	2	4.65	24	8.33
High School Graduate	19	44.19	97	19.59
1-3 Years of College	14	32.55	55	25.45
College Graduate	5	11.63	19	26.32
Some Graduate Work	1	2.33	5	20.00
Holds Graduate Degree	1	2.33	9	11.11
	43	100.00	226	

One of every 4 males and one of every 8.8 females in the sample expect to obtain a doctoral degree at the completion of their formal education. About one of every 6.1 Blacks and one of every 5.1 Caucasians in the sample expect to receive a doctorate. Nearly 14% of the fathers and 7% of the mothers of those in this group have completed less than a high school education; approximately 40% of the fathers and 44% of the mothers are high school graduates; and 47% of the fathers and 49% of the mothers have completed one to three years of college or more.

E. How many males and how many females in the sample who entered institutions of higher education expect to obtain a degree or certificate other than those specified in the questionnaire? What is the racial constituency of this group? How many fathers and how many mothers of these sample members have attained educational levels falling within each of the various ranges provided in the questionnaire? (32, 22, 38, 39)

TABLE 92

MALE-FEMALE CONSTITUENCY

	N = 27		Total Sample	
	N	%	N	%
Male	13	48.15	128	10.16
Female	14	51.85	105	13.33
	27	100.00	233	

RACIAL CONSTITUENCY

	N = 27		Total Sample	
	N	%	N	%
Black	5	18.52	43	11.63
Caucasian	21	77.78	185	11.35
Mixed	1	3.70	4	25.00
	27	100.00	232	

FATHER'S EDUCATIONAL LEVEL

	N = 22		Total Sample	
	N	%	N	%
0-6 Years	1	4.55	4	25.00
7-9 Years	1	4.55	23	4.35
10-11 Years	1	4.55	30	3.33
High School Graduate	8	36.36	70	11.43
1-3 Years of College	3	13.63	46	6.52
College Graduate	5	22.72	36	13.89
Some Graduate Work	0	0.00	4	0.00
Holds Graduate Degree	3	13.64	11	27.27
	22	100.00	224	

MOTHER'S EDUCATIONAL LEVEL

	N = 21		Total Sample	
	N	%	N	%
0-6 Years	1	4.76	4	25.00
7-9 Years	1	4.76	13	7.69
10-11 Years	1	4.76	24	4.17
High School Graduate	5	23.81	97	5.15
1-3 Years of College	6	28.57	55	10.91
College Graduate	2	9.52	19	10.53
Some Graduate Work	0	0.00	5	0.00
Holds Graduate Degree	5	23.82	9	55.56
	21	100.00	226	

Approximately one of every 9.8 males and one of every 7.5 females in the sample who entered institutions of higher education expect to receive a degree or certificate other than the associate, bachelors, masters, or doctorate. About one of every 8.6 Blacks and one of every 8.8 Caucasians in the sample expect some other degree or certificate. About 14% of the fathers and 14% of the mothers of the members of this group have less than a high school diploma, 36% of the fathers and 24% of the mothers are high school graduates, and 50% of the fathers of those in this group and 62% of the mothers have completed one to three years of college or more.

Research Question 24: Of those in the sample who were denied admission to Oakland University and who entered institutions of higher education following graduation from high school, how many selected college majors falling within one of the following classifications: business, humanities, pre-professional, education, engineering, science, or other? How many males and how many females selected majors within each one of these areas and what was the racial constituency for those selecting majors within each of these general classifications?

A. How many males and how many females in the sample who entered other institutions of higher education selected majors falling within the general classification of business? What was the racial constituency? (23, 27, 22)

TABLE 93

MALE-FEMALE CONSTITUENCY

	N = 31		Total Sample	
	N	%	N	%
Male	16	51.61	128	12.50
Female	15	48.39	105	14.29
	31	100.00	233	

RACIAL CONSTITUENCY

	N = 31		Total Sample	
	N	%	N	%
Black	8	25.81	43	18.60
Caucasian	22	70.96	185	11.89
Mixed	1	3.23	4	25.00
	31	100.00	232	

One in eight of the males and one in seven females in the sample who entered institutions of higher education selected business majors. One of every 5.4 Blacks selected business majors, one in four Mixed, and one of every 8.4 Caucasians.

B. How many males and how many females in the sample who entered other institutions of higher education selected majors falling within the general classification of humanities majors? What was the racial constituency of this group? (23, 27, 22)

TABLE 94

MALE-FEMALE CONSTITUENCY

	N = 87		Total Sample	
	N	%	N	%
Male	46	52.87	128	35.94
Female	41	47.13	105	39.05
	87	100.00	233	

RACIAL CONSTITUENCY

	N = 87		Total Sample	
	N	%	N	%
Black	13	14.94	43	30.23
Caucasian	73	83.91	185	39.46
Mixed	1	1.15	4	25.00
	87	100.00	232	

About one of every 2.8 males and one of every 2.6 females in the sample who entered institutions of higher education selected humanities majors. About one of every 3.3 Blacks picked humanities majors, one of every 2.5 Caucasians, and one of four Mixed.

C. How many males and how many females in the sample who entered other institutions of higher education selected majors falling within the general classification of pre-professional majors? What was the racial constituency of this group? (23, 27, 22)

TABLE 95

MALE-FEMALE CONSTITUENCY

	N = 41		Total Sample	
	N	%	N	%
Male	27	65.85	128	21.09
Female	14	34.15	105	13.33
	41	100.00	233	

RACIAL CONSTITUENCY

	N = 41		Total Sample	
	N	%	N	%
American Indian	1	2.44	1	100.00
Black	7	17.07	43	16.28
Caucasian	32	78.05	185	17.30
Mixed	1	2.44	4	25.00
	41	100.00	233	

About one of every 4.7 males and one of every 7.5 females in the sample who entered an institution of higher education selected a pre-professional major. About one of every 6 Blacks, one of every 5.8 Caucasians, and one of four Mixed selected pre-professional majors.

D. How many males and how many females in the sample who entered institutions of higher education selected majors falling within the general classification of education majors? What was the racial constituency of this group? (23, 27, 22)

TABLE 96

MALE-FEMALE CONSTITUENCY

	N = 25		Total Sample	
	N	%	N	%
Male	2	8.00	128	1.56
Female	23	92.00	105	21.90
	25	100.00	233	

RACIAL CONSTITUENCY

	N = 25		Total Sample	
	N	%	N	%
Black	4	16.00	43	9.30
Caucasian	20	80.00	185	10.81
Mixed	1	4.00	4	25.00
	25	100.00	232	

One of every 64 males and about one of every 4.6 females who entered institutions of higher education selected education majors. One of every 10.8 Blacks, one of every 9.3 Caucasians, and one of four Mixed in the group selected education majors.

E. How many males and how many females in the sample who entered institutions of higher education selected majors falling within the general classification of engineering majors? What was the racial constituency of this group? (23, 27, 22)

TABLE 97

MALE-FEMALE CONSTITUENCY

	N = 11		Total Sample	
	N	%	N	%
Male	11	100.00	128	8.59
Female	0	0.00	105	0.00
	11	100.00	233	

RACIAL CONSTITUENCY

N = 11

			Total Sample	
	N	%	N	%
Black	5	45.45	43	11.63
Caucasian	6	54.55	185	3.24
	11	100.00	228	

One of every 11.6 males in the sample who entered institutions of higher education selected engineering majors, but none of the females selected majors in that area. One of every 8.6 Blacks and about one of every 31 Caucasians selected engineering majors.

F. How many males and how many females in the sample who entered institutions of higher education selected majors falling within the general classification of <u>science</u> majors? What was the racial constituency of this group? (23, 27, 22)

TABLE 98

MALE-FEMALE CONSTITUENCY

N = 18

			Total Sample	
	N	%	N	%
Male	14	77.78	128	10.94
Female	4	22.22	105	3.81
	18	100.00	233	

RACIAL CONSTITUENCY

N = 18

			Total Sample	
	N	%	N	%
Caucasian	18	100.00	185	9.73

One of every 9 males and one of every 26.3 females in the sample who entered institutions of higher education selected science majors. About one of every 10.3 Caucasians selected majors in this area. None of the Blacks in the sample selected science majors.

G. How many males and how many females in the sample who entered institutions of higher education selected majors falling within the general classification of <u>other</u> majors? What was the racial constituency of this group? (23, 27, 22)

TABLE 99

MALE-FEMALE CONSTITUENCY

N = 20

			Total Sample	
	N	%	N	%
Male	12	60.00	128	9.38
Female	8	40.00	105	7.62
	20	100.00	233	

RACIAL CONSTITUENCY

N = 20

			Total Sample	
	N	%	N	%
Black	6	30.00	43	13.95
Caucasian	14	70.00	185	7.95
	20	100.00	228	

One of every 10.7 males and one of every 13 females in the sample who entered institutions of higher education selected a major in a field other than those designated in the questionnaire. One in 7.2 Blacks and one of every 13.2 Caucasians selected majors in some other area.

Research Question 25: Of those in the sample who enrolled in institutions of higher education, how many semester hours of academic work did they expect to have completed by the end of the 1971 fall semester? Of those who were to have completed from zero to twenty hours, those who were to have completed from twenty-one to forty hours, and those who expect to have completed in excess of forty-one semester hours, what was the male-female and the racial constituency for each group? How many of each group enrolled in senior colleges, how many in junior-community colleges, and how many in trade or technical schools?

A. Of those in the sample who enrolled in institutions of higher education, how many expected to have completed from zero to twenty semester hours of academic work by the end of 1971 fall semester? How many of these are male and how many female, what is the racial constituency of the group, and how many were enrolled in senior colleges as contrasted with junior-community colleges and as compared with trade or technical schools? (23, 31, 22)

TABLE 100

MALE-FEMALE CONSTITUENCY

N = 43

			Total Sample	
	N	%	N	%
Male	23	53.49	128	17.97
Female	20	46.51	105	19.04
	43	100.00	233	

RACIAL CONSTITUENCY

N = 43

			Total Sample	
	N	%	N	%
American Indian	1	2.33	1	100.00
Black	14	32.55	43	32.56
Caucasian	27	62.79	185	14.59
Mixed	1	2.33	4	25.00
	43	100.00	233	

TYPE OF INSTITUTION ENTERED

N = 43

			Total Sample	
	N	%	N	%
Senior College	12	27.91	137	8.76
Junior-Community College	26	60.46	86	30.23
Trade-Technical School	5	11.63	10	50.00
	43	100.00	233	

Of those in the sample who enrolled in institutions of higher education, 43 of 233 (18.45%) expected to have completed 20 semester hours or less by the end of the 1971 fall semester. One of every 5.6 males and one of every 5.3 females in the sample of those who entered institutions expected to have completed 20 hours or less, and a larger percentage of Blacks (about one of every 3.1) than Caucasians (about one of every 6.9) also stated this to be their classification. Also, a larger percentage (about one of every 3.3) of junior-community college students than senior college students (about one of every 11) expected to have completed 20 hours or less.

B. Of those in the sample who enrolled in institutions of higher education, how many expected to have completed 21 to 40 semester hours of academic work by the end of the 1971 fall semester? How many of these are male and how many female, what is the racial constituency of the group, and how many were enrolled in senior colleges as contrasted with junior-community colleges and as compared with trade or technical schools? (23, 31, 22)

TABLE 101

MALE-FEMALE CONSTITUENCY

N = 70

			Total Sample	
	N	%	N	%
Male	39	55.71	128	30.47
Female	31	44.29	105	29.52
	70	100.00	233	

RACIAL CONSTITUENCY

N = 70

			Total Sample	
	N	%	N	%
Black	13	18.57	43	30.23
Caucasian	56	80.00	185	30.27
Mixed	1	1.43	4	25.00
	70	100.00	232	

TYPE OF INSTITUTION ENTERED

N = 70

			Total Sample	
	N	%	N	%
Senior College	37	52.86	137	27.01
Junior-Community College	31	44.28	86	36.05
Trade-Technical School	2	2.86	10	20.00
	70	100.00	233	

Of those in the sample who enrolled in institutions of higher education, 70 of 233 (30%) expected to have completed from 21 to 40 semester hours by the end of the 1971 fall semester. One of every 3.3 males and one of every 3.4 females in the sample who entered institutions of higher education were in this classification, as were about one of every 3.3 Blacks and 3.3 Caucasians. A larger percentage (about

one of every 2.8) of junior-community college students than senior college students (about one of every 3.7) expected to have completed from 21 to 40 hours.

C. Of those in the sample who enrolled in institutions of higher education, how many expected to have completed 41 semester hours or more of academic work by the end of the 1971 fall semester? How many of these are male and how many female, what is the racial constituency of the group, and how many were enrolled in senior colleges as contrasted with junior-community colleges and as compared with trade or technical schools? (23, 31, 22)

TABLE 102

MALE-FEMALE CONSTITUENCY

N = 120

			Total Sample	
	N	%	N	%
Male	66	55.00	128	51.56
Female	54	45.00	105	51.43
	120	100.00	233	

RACIAL CONSTITUENCY

N = 120

			Total Sample	
	N	%	N	%
Black	16	13.33	43	37.21
Caucasian	102	85.00	185	55.14
Mixed	2	1.67	4	50.00
	120	100.00	232	

TYPE OF INSTITUTION ENTERED

N = 120

			Total Sample	
	N	%	N	%
Senior College	88	73.33	137	64.23
Junior-Community College	29	24.17	86	33.72
Trade-Technical School	3	2.50	10	30.00
	120	100.00	233	

Of those in the sample who enrolled in institutions of higher education, 120 of 233 (51.50%) expected to have completed 41 semester hours or more of academic work by the end of the 1971 fall semester. About one of every 1.9 males and one of every 1.9 females in the sample who entered institutions of higher education were in this classification. A higher proportion of Caucasians (about one of every 1.8) than Blacks (about one of every 2.7) expected to have completed 41 hours or more. A larger percentage of senior college students (about one of every 1.6) than junior-community college students (about one of every 3) stated that this was their expectation.

Research Question 26: Of those in the sample who entered institutions of higher education, about how many hours per week do they spend on their college studies exclusive of the time spent in classes? What is the male-female and the racial constituency of each group to be established by the numbers of hours spent in such study?

A. Of those in the sample who entered institutions of higher education, how many spend from one to five hours per week in college study, exclusive of the time spent in class? What is the male-female and the racial constituency of this group? (23,35,22)

TABLE 103

MALE-FEMALE CONSTITUENCY

N = 58

			Total Sample	
	N	%	N	%
Male	31	53.45	125	24.80
Female	27	46.55	103	26.21
	58	100.00	228	

RACIAL CONSTITUENCY

	N = 58		Total Sample	
	N	%	N	%
American Indian	1	1.72	1	100.00
Black	11	18.97	42	26.19
Caucasian	45	77.59	181	24.86
Mixed	1	1.72	4	25.00
	58	100.00	228	

B. Of those in the sample who entered institutions of higher education, how many spend from six to ten hours per week in their college studies, exclusive of the time spent in the classroom? What is the male-female and the racial constituency of this group? (23, 35, 22)

TABLE 104

MALE-FEMALE CONSTITUENCY

	N = 92		Total Sample	
	N	%	N	%
Male	57	61.96	125	45.60
Female	35	38.04	103	33.98
	92	100.00	228	

RACIAL CONSTITUENCY

N = 92

			Total Sample	
	N	%	N	%
Black	21	22.83	42	50.00
Caucasian	69	75.00	181	38.12
Mixed	2	2.17	4	50.00
	92	100.00	228	

C. Of those in the sample who entered institutions of higher education, how many spend from 11 to 15 hours per week in their college studies, exclusive of the time spent in the classroom? What is the male-female and the racial constituency of the group? (23, 35, 22)

TABLE 105

MALE-FEMALE CONSTITUENCY

N = 47

			Total Sample	
	N	%	N	%
Male	21	44.68	125	16.80
Female	26	55.32	103	25.24
	47	100.00	228	

RACIAL CONSTITUENCY

N = 47

			Total Sample	
	N	%	N	%
Black	5	10.64	42	11.90
Caucasian	42	89.36	181	23.20
	47	100.00	223	

D. Of those in the sample who entered institutions of higher education, how many spend 15 hours or more per week in their college studies, exclusive of time spent in the classroom? What is the male-female constituency and the racial constituency of this group? (23, 35, 22)

TABLE 106

MALE-FEMALE CONSTITUENCY

N = 31

			Total Sample	
	N	%	N	%
Male	16	51.61	125	12.80
Female	15	48.39	103	14.56
	31	100.00	228	

RACIAL CONSTITUENCY

N = 31

			Total Sample	
	N	%	N	%
Black	5	16.13	42	11.90
Caucasian	25	80.64	181	13.81
Mixed	1	3.23	4	25.00
	31	100.00	227	

Of those in the sample who entered institutions of higher education (N = 233) 228 responded to this question. Of those responding, 24.56% spent from one to five hours per week in their college studies, exclusive of time spent in class, 40.35% spent from six to ten hours per week, 20.61% spent from eleven to fifteen hours and 13.60% spent fifteen hours per week or more in their studies.

One of every 4 males, about one of every 3.8 females, about one of every 3.8 Blacks, and one of every 4 Caucasians in the sample who entered institutions of higher education spent from one to five hours per week in their studies. About one of every 2.2 males, one of every 2.9 females, one of every 2 Blacks, and about one of every 2.6 Caucasians in the sample who entered institutions of higher education spent from six to ten hours in their college studies. One of every 6 males, one of every 4 females, one of every 8.4 Blacks, and one of every 4.3 Caucasians spent from 11 to 15 hours per week in their college studies.

For the final group (those who spent 15 hours or more per week in their college studies, again exclusive of the time spent in the classroom) about one of every 7.8 males and one of every 6.9 females in the sample fall into this category. This is true also for one of every 8.4 Blacks and about one of every 7.24 Caucasians in the sample who entered institutions of higher education.

Research Question 27: Of those in the total sample, about how many hours per week did they spend in their high school studies during their junior and senior years exclusive of the time spent in class? What is the male-female and the racial constituency of this group?

A. Of those in the total sample, how many rarely studied or spent from zero to five hours per week in study during their junior and senior year in high school exclusive of the time spent in class? What is the male-female and the racial constituency of this group? (36, 22)

TABLE 107

MALE-FEMALE CONSTITUENCY

N = 176

			Total Sample	
	N	%	N	%
Male	104	59.09	139	74.82
Female	72	40.91	118	61.02
	176	100.00	257	

RACIAL CONSTITUENCY

N = 176

			Total Sample	
	N	%	N	%
American Indian	1	.57	1	100.00
Black	38	21.59	48	79.17
Caucasian	135	76.70	204	66.18
Mixed	2	1.14	4	50.00
	176	100.00	257	

B. Of those in the total sample, how many studied between six and ten hours per week in high school during their junior and senior years in high school, exclusive of time spent in class? What is the male-female and racial constituency of this group? (36, 22)

TABLE 108

MALE-FEMALE CONSTITUENCY

		N = 63	Total Sample	
	N	%	N	%
Male	29	46.03	139	20.86
Female	34	53.97	118	28.81
	63	100.00	257	

RACIAL CONSTITUENCY

N = 63

			Total Sample	
	N	%	N	%
Black	7	11.11	48	14.58
Caucasian	55	87.30	204	26.96
Mixed	1	1.59	4	25.00
	63	100.00	256	

C. Of those in the total sample, how many studied 11 hours or more per week while juniors and seniors in high school, exclusive of time spent in class? What is the male-female and racial constituency of this group? (36, 22)

TABLE 109

MALE-FEMALE CONSTITUENCY

N = 18

			Total Sample	
	N	%	N	%
Male	6	33.33	139	4.32
Female	12	66.67	118	10.17
	18	100.00	257	

RACIAL CONSTITUENCY

N = 18

			Total Sample	
	N	%	N	%
Black	3	16.67	48	6.25
Caucasian	14	77.77	204	6.86
Mixed	1	5.56	4	25.00
	18	100.00	256	

Of those in the total sample, 68.48% spent five hours or less per week in study during their junior and senior years, exclusive of time spent in class. Nearly one-quarter (24.51%) of the sample spent from six to ten hours per week and 7% spent an average of eleven hours or more per week in study during their junior and senior years.

About one of every 1.3 males and slightly in excess of one of every 1.6 females in the total sample spent less than six hours per week in study during their junior and senior years in high school, exclusive of time spent in class. About one of every 1.3 Blacks and about one in every 1.5 Caucasians in the sample spent an average of six hours or less per week studying during their last two years of high school.

About one of every 4.8 males and one of every 3.5 females in the sample, and about one of every 6.9 Blacks and one of every 3.7 Caucasians in the sample studied between six and ten hours per week, exclusive of time in class, during their final two years in high school.

Approximately one of every 2.3 males, one of every 9.8 females, one of every 16 Blacks and about one of every 14.6 Caucasians in the sample studied an average of 11 hours or more per week during their junior and senior years, again exclusive of time spent in class.

Research Question 28: Of those in the sample who were enrolled in institutions of higher education at the time they completed the questionnaire, how many were enrolled as full time and how many were enrolled as part time students? For these two groups, how many are male and how many are female, what are the racial constituencies, and how many of each group (part time and full time) are enrolled

in senior colleges, how many are enrolled in junior-community colleges, and how many are enrolled in trade or technical schools?

A. Of those in the sample who were enrolled in institutions of higher education at the time they completed the questionnaire, how many were enrolled full time? What were the male-female, and the racial constituencies of this group, and how many were enrolled in senior colleges as opposed to junior-community colleges as compared to trade or technical schools? (30, 22, 23)

TABLE 110

MALE-FEMALE CONSTITUENCY

N = 186

			Total Sample	
	N	%	N	%
Male	104	55.91	111	93.69
Female	82	44.09	90	91.11
	186	100.00	201	

RACIAL CONSTITUENCY

N = 186

			Total Sample	
	N	%	N	%
American Indian	1	.54	1	100.00
Black	31	16.67	36	86.11
Caucasian	151	81.18	160	94.38
Mixed	3	1.61	4	75.00
	186	100.00	201	

TYPE OF INSTITUTION ENTERED

N = 186

			Total Sample	
	N	%	N	%
Senior College	120	64.52	125	96.00
Junior-Community College	61	32.80	70	87.14
Trade-Technical School	5	2.68	6	83.33
	186	100.00	201	

About one of every 1.2 males and one of every 1.3 females in the sample who were enrolled in an institution of higher education at the time the questionnaire was completed, were enrolled on a full time basis. This was true for one of every 1.4 Blacks and for one of every 1.2 Caucasians in the sample who were enrolled. About one of every 1.5 persons who enrolled in junior colleges, and one of every 1.2 who were enrolled in senior colleges were enrolled full time. One of every 2 enrolled in trade or technical schools were enrolled full time.

B. Of those in the sample who were enrolled in institutions of higher education at the time they completed the questionnaire, how many were enrolled <u>part time</u>? What were the male-female and the racial constituencies of this group, and how many were enrolled in senior colleges as opposed to junior-community colleges as compared to trade or technical schools? (30, 22, 23)

TABLE 111

MALE-FEMALE CONSTITUENCY

N = 15

			Total Sample	
	N	%	N	%
Male	7	46.67	111	6.31
Female	8	53.33	90	8.89
	15	100.00	201	

RACIAL CONSTITUENCY

N = 15

			Total Sample	
	N	%	N	%
Black	5	33.33	36	13.89
Caucasian	9	60.00	160	5.63
Mixed	1	6.67	4	25.00
	15	100.00	200	

TYPE OF INSTITUTION ENTERED

N = 15

			Total Sample	
	N	%	N	%
Senior College	5	33.33	125	4.00
Junior-Community College	9	60.00	70	12.86
Trade-Technical School	1	6.67	6	16.67
	15	100.00	201	

About one of every 18.3 males and one of every 13.1 females in the sample who enrolled in institutions of higher education were enrolled part time. This was true also for one of every 8.6 Blacks and for one of every 20.5 Caucasians in the sample who were enrolled at the time they completed the questionnaire. About one of every 27.4

who enrolled in senior colleges, one of every 9.6 who enrolled in junior-community colleges, and one of every ten who were enrolled in trade or technical schools were enrolled part time.

Research Question 29: Of those in the sample who entered institutions of higher education, how many believe they made a good choice in selecting the institution in which they enrolled? How many believe they may have or did make a poor selection? How many of each of these groups are male, how many are female, and what is the racial constituency?

A. Of those in the sample who entered institutions of higher education, how many believe that they definitely made the best decision or are fairly certain that they made the best decision in selecting the institution in which they enrolled following graduation from high school? What is the male-female and the racial constituency of this group? (23, 22, 22)

TABLE 112

MALE-FEMALE CONSTITUENCY

N = 168

			Total Sample	
	N	%	N	%
Male	87	51.79	128	67.97
Female	81	48.21	105	77.14
	168	100.00	233	

RACIAL CONSTITUENCY

N = 168

			Total Sample	
	N	%	N	%
American Indian	1	.60	1	100.00
Black	25	14.88	43	58.14
Caucasian	139	82.74	185	75.14
Mixed	3	1.78	4	75.00
	168	100.00	233	

B. Of those in the sample who entered institutions of higher education, how many are uncertain that they made the best decision in selecting the institution in which they enrolled, are fairly certain they should have gone elsewhere, or know definitely they should have gone elsewhere? What is the male-female and the racial constituency of this group? (23, 33, 22)

TABLE 113

MALE-FEMALE CONSTITUENCY

N = 65

			Total Sample	
	N	%	N	%
Male	41	63.08	128	32.03
Female	24	36.92	105	22.86
	65	100.00	233	

RACIAL CONSTITUENCY

N = 65

			Total Sample	
	N	%	N	%
Black	18	27.69	43	41.86
Caucasian	46	70.77	185	24.86
Mixed	1	1.54	4	25.00
	65	100.00	232	

Of those in the sample who entered institutions of higher education, 72.10% believe that they probably or definitely made the best decision in selecting the institution in which they enrolled. This was stated by about one of each 1.5 males and one of every 1.3 females in the sample who entered institutions of higher education. About one of every 1.7 Blacks, and one of every 1.3 Caucasians in this portion of the sample are at least fairly certain they made the best choice.

Of those in the sample who entered institutions of higher education 27.89% are uncertain that they made the best decision in selecting the institution in which they enrolled or are fairly certain or are certain that they should have gone elsewhere. Of those in the sample who entered institutions of higher education, about one of every 3.1 males and one of every 4.4 females are at least uncertain that they made the best choice. About one of every 2.4 Blacks and one of every four Caucasians in this portion of the sample are uncertain about their choice or are fairly certain or certain that they should have entered some other institution.

Research Question 30: Of those in the sample who entered institutions of higher education following graduation from high school, how many had discontinued their enrollment by the time they completed the questionnaire? How many of these are male and how many are female, and what is the racial constituency of the group? How many had parents in each of the gross annual income ranges, and how many were from urban, suburban, or rural area high schools? What was their cumulative high school academic grade point average, range of averages, and the standard deviation of the mean grade point, and how

many fell into each of the college grade point average ranges provided in the questionnaire? (23, 30, 22, 37, 20, 26)

TABLE 114

MALE-FEMALE CONSTITUENCY

N = 32

	N	%	Total Sample N	Total Sample %
Male	17	53.13	128	13.28
Female	15	46.87	105	14.29
	32	100.00	233	

RACIAL CONSTITUENCY

N = 32

	N	%	Total Sample N	Total Sample %
Black	7	21.88	43	16.28
Caucasian	25	78.12	185	13.51
	32	100.00	228	

PARENTAL GROSS ANNUAL INCOME RANGE

N = 30

	N	%	Total Sample N	Total Sample %
$5,000 or Less	4	13.33	24	16.67
$5,000 - $8,000	4	13.33	24	16.67
$8,000 - $11,000	4	13.33	48	8.88
$11,000 - $14,000	6	20.00	36	16.67
$14,000 - $17,000	4	13.33	24	16.67
$17,000 - $20,000	3	10.00	19	15.79
$20,000 Plus	5	16.68	27	18.52
	30	100.00	202	

LOCATION OF HIGH SCHOOL

N = 32

	N	%	Total Sample N	Total Sample %
Urban	13	40.62	88	14.78
Suburban	18	56.25	140	12.86
Rural	1	3.13	5	20.00
	32	100.00	233	

CUMULATIVE HIGH SCHOOL ACADEMIC GRADE POINT MEAN, RANGE, AND THE STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 32

	N	%	Total Sample N	Total Sample %
3.24 - 3.00	0	0.00	3	0.00
2.99 - 2.75	2	6.25	11	18.18
2.74 - 2.50	6	18.75	56	10.71
2.49 - 2.25	7	21.87	63	11.11
2.24 - 2.00	10	31.25	64	15.63
1.99 - 1.75	2	6.25	14	14.29
1.74 - 1.50	3	9.37	14	21.43
1.49 - 1.25	1	3.13	6	16.67
1.24 - 1.00	1	3.13	1	100.00
.99 - .75	0	0.00	1	0.00
	32	100.00	233	

M = 2.42

R - 1.08 - 2.92

σ = .41

CUMULATIVE GRADE POINT AVERAGE RANGE IN INSTITUTIONS OF HIGHER EDUCATION

N = 32

	N	%	Total Sample N	Total Sample %
3.50 or Above	2	6.25	17	11.76
2.80 - 3.40	14	43.75	113	12.39
2.00 - 2.79	10	31.25	91	10.99
1.99 or Below	6	18.75	12	50.00
	32	100.00	233	

One of every 7.5 males and one of every 7 females in the sample who entered institutions of higher education had "dropped out" or discontinued their enrollment by the time they had returned the questionnaire. Of this group, about one of every 6.1 were Blacks and one of every 7.4 were Caucasians. Sixty percent had parents whose gross annual income was $11,000 or higher, and 40% had parents whose income was less than $11,000.

The largest percentage of those who dropped out were from rural schools, but this was based on only five persons, one of whom discontinued enrollment. About one of every 6.8 of those from urban schools who enrolled in institutions of higher education dropped out, while about one of every 7.8 of those from suburban schools dropped out.

Of those who discontinued their enrollment, over 78.13% had cumulative high school grade point averages of 2.00 or higher, and 25% had grade point averages of 2.50 or above, and 21.88% had high school grade point averages of less than 2.00.

The majority (26 of 32 or 81.25%) of those who dropped out had college grade point averages of 2.00 or above and 50% had college grade point averages of 2.80 or above. Of the 32 who discontinued their enrollment, 18.75% had college grade point averages of 1.99 or below.

Research Question 31: Of those applicants in the sample who enrolled at institutions of higher education following graduation from high school, how many plan to continue their enrollment through the 1972-73 academic year. How many of those who plan to continue their enrollment are male and how many are female, what is the

racial constituency of the group, and in what type of institution (senior college, junior-community college, trade-technical school) are they currently enrolled?

A. Of those in the sample who are currently enrolled in institutions of higher education, how many plan to continue their enrollment at their current institution during the 1972-73 academic year? How many of this group are male and how many female, what is the racial constituency of the group and in what type of institution are they currently enrolled?

TABLE 115

MALE-FEMALE CONSTITUENCY

N = 96

			Total Sample	
	N	%	N	%
Male	54	56.25	128	42.19
Female	42	43.75	105	40.00
	96	100.00	233	

RACIAL CONSTITUENCY

N = 96

			Total Sample	
	N	%	N	%
American Indian	1	1.04	1	100.00
Black	15	15.63	43	34.88
Caucasian	80	83.33	185	43.24
	96	100.00	229	

TYPE OF INSTITUTION ENTERED

N = 96

			Total Sample	
	N	%	N	%
Senior College	73	76.04	137	53.28
Junior-Community College	17	17.71	86	19.77
Trade-Technical School	6	6.25	10	60.00
	96	100.00	233	

Of those in the sample who are currently enrolled in institutions of higher education, about one of every 2.4 males and one of every 2.5 females plan to remain next year at the institution at which they are currently enrolled. About one of every 2.9 Blacks, and one of every 2.3 Caucasians plan to remain at the institution they currently attend. About one of every 1.9 currently enrolled in senior colleges plan to continue next year without transferring, and about one of every 5.4 enrolled at junior or community colleges plan to remain at the college in which they are currently enrolled. One-fifth of those enrolled in trade or technical schools plan to remain at their current institution next year.

B. Of those in the sample who are currently enrolled in institutions of higher education, how many either plan to transfer to another institution next year (1972-73 academic year) or are planning to continue their educational program but are uncertain of the institution they will attend? How many of this group are male and how many are female, what is the racial constituency of the group, and in what type of institution are they currently enrolled?

TABLE 116

MALE-FEMALE CONSTITUENCY

N = 102

			Total Sample	
	N	%	N	%
Male	56	54.90	128	43.75
Female	46	45.10	105	43.81
	102	100.00	233	

RACIAL CONSTITUENCY

N = 102

			Total Sample	
	N	%	N	%
Black	21	20.59	43	48.84
Caucasian	77	75.49	185	41.62
Mixed	4	3.92	4	100.00
	102	100.00	232	

TYPE OF INSTITUTION ENTERED

N = 102

			Total Sample	
	N	%	N	%
Senior College	47	46.08	137	34.31
Junior-Community College	51	50.00	86	59.30
Trade-Technical School	4	3.92	10	40.00
	102	100.00	233	

Of those in the sample who are currently enrolled in institutions of higher education, about one in every 2.3 males and one of every 2.3 females are either planning to transfer or are thinking about transferring to another institution next year. About one of every 2 Blacks in the sample and one of every 2.4 Caucasians are planning to transfer or are thinking about it. About one of every

2.9 currently at senior colleges, and one of every 1.7 enrolled at community or junior colleges either plan to transfer or are at least uncertain where they will be enrolled next year. This was true for four of the ten enrolled at trade or technical schools.

C. Of those in the sample who are currently enrolled in an institution of higher education, how many either do not plan to continue their enrollment during the 1972-73 academic year, or are uncertain at this time whether they will continue their enrollment? How many of this group are male, how many are female, and what is the racial constituency of the group, and in what type of institution are they currently enrolled?

TABLE 117

MALE-FEMALE CONSTITUENCY

N = 35

			Total Sample	
	N	%	N	%
Male	18	51.43	128	14.06
Female	17	48.57	105	16.19
	35	100.00	233	

RACIAL CONSTITUENCY

N = 35

			Total Sample	
	N	%	N	%
Black	7	20.00	43	16.28
Caucasian	28	80.00	185	15.14
	35	100.00	228	

TYPE OF INSTITUTION ENTERED

N = 35

			Total Sample	
	N	%	N	%
Senior College	17	48.57	137	12.41
Junior-Community College	18	51.43	86	20.93
	35	100.00	223	

Of those in the sample who are currently enrolled in institutions of higher education, about one of every 7.1 males, and one of every 6.1 females either do not plan to continue their enrollment in an institution of higher education or are thinking about not continuing. One of every 6.1 Blacks, and one of every 6.6 Caucasians are either planning not to continue or are thinking about not continuing their enrollment next year. One of every 8.1 currently enrolled in a senior college, and one of every 5.1 enrolled in a community or junior college are either uncertain that they will enroll any place next year or do not plan to enroll at an institution in 1972-73.

Research Question 32: Of those applicants in the sample who enrolled in institutions of higher education, what would be their major reason for dropping out of school should they decide to do so? How many males and how many females would drop out for each of the reasons noted in the questionnaire, and what would be the racial constituency of each group?

A. Of those in the sample who enrolled in institutions of higher education, how many males and how many females would drop out of school because of academic problems should they decide to

drop out? What is the racial constituency of this group? (23, 34, 22)

TABLE 118

MALE-FEMALE CONSTITUENCY

N = 14

			Total Sample	
	N	%	N	%
Male	9	64.29	128	7.03
Female	5	35.71	105	4.76
	14	100.00	233	

RACIAL CONSTITUENCY

N = 14

			Total Sample	
	N	%	N	%
Black	4	40.00	43	9.30
Caucasian	10	60.00	185	5.41
	14	100.00	228	

Approximately one in every 14.2 males and one of every 21 females in the sample believe that the major reason for dropping out of their current higher educational program should they decide to drop out would be related to academic problems. One in every 10.8 Blacks and one in every 18.5 Caucasians in the sample also gave this as the probable reason should they decide to drop out.

B. Of those in the sample who enrolled in institutions of higher education, how many males and how many females would drop out of school because of <u>lack of interest</u> should they decide to

drop out? What is the racial constituency of this group? (23, 24, 22)

TABLE 119

MALE-FEMALE CONSTITUENCY

N = 53

			Total Sample	
	N	%	N	%
Male	32	60.38	128	25.00
Female	21	39.62	105	20.00
	53	100.00	233	

RACIAL CONSTITUENCY

N = 53

			Total Sample	
	N	%	N	%
Black	6	11.32	43	13.95
Caucasian	47	88.68	185	25.41
	53	100.00	228	

One of every four males and one in every five females in the sample believe that their major reason for dropping out of their current higher educational program should they decide to drop out would be related to a lack of interest. One of every 7.2 Blacks and one of every 3.9 Caucasians in the sample also gave this as the probable reason should they decide to drop out.

C. Of those in the sample who enrolled in institutions of higher education, how many males and how many females would drop out of school because of either the desire to marry or the need or

wish to enter military service should they decide to drop out? What is the racial constituency of this group? (23, 34, 22)

TABLE 120

MALE-FEMALE CONSTITUENCY

N = 30

			Total Sample	
	N	%	N	%
Male	18	60.00	128	14.06
Female	12	40.00	105	11.43
	30	100.00	233	

RACIAL CONSTITUENCY

N = 30

			Total Sample	
	N	%	N	%
American Indian	1	3.33	1	100.00
Black	3	10.00	43	6.98
Caucasian	25	83.34	185	13.51
Mixed	1	3.33	4	25.00
	30	100.00	233	

One in every 7.1 males and one in every 8.8 females in the sample believe that their major reason for dropping out of their current higher educational program should they decide to drop would be related to either the decision to marry or to enter military service. One of every 14.3 Blacks, one in every 7.4 Caucasians, and one of four Mixed in the sample also gave one of these two reasons as the probable reason should they decide to drop out.

D. Of those in the sample who enrolled in institutions of higher

education, how many males and how many females would drop out of school because of financial problems should they decide to drop out? What is the racial constituency of this group? (23, 34, 22)

TABLE 121

MALE-FEMALE CONSTITUENCY

N = 88

			Total Sample	
	N	%	N	%
Male	46	52.27	128	35.94
Female	42	47.73	105	40.00
	88	100.00	233	

RACIAL CONSTITUENCY

N = 88

			Total Sample	
	N	%	N	%
Black	24	27.27	43	55.81
Caucasian	63	71.59	185	34.05
Mixed	1	1.14	4	25.00
	88	100.00	232	

One in every 2.8 males and one in every 2.5 females in the sample believe that their major reason for dropping out of their current higher educational program would be related to financial problems. One in every 1.8 Blacks indicated that this would probably be their major reason for dropping out as did about one of every 2.9 Caucasians. One of the four Mixed in the sample stated that this would be the major reason for him also.

E. Of those in the sample who enrolled in institutions of higher education, how many males and how many females would drop out of school for reasons other than those provided in the questionnaire should they decide to drop out? What is the racial constituency of this group? (23, 34, 22)

TABLE 122

MALE-FEMALE CONSTITUENCY

N = 48

			Total Sample	
	N	%	N	%
Male	23	47.92	128	17.97
Female	25	52.08	105	23.81
	48	100.00	233	

RACIAL CONSTITUENCY

N = 48

			Total Sample	
	N	%	N	%
Black	6	12.50	43	13.95
Caucasian	40	83.33	185	21.62
Mixed	2	4.17	4	50.00
	48	100.00	232	

One of every 5.6 males and one of every 4.2 females in the sample stated that should they decide to drop out from their current higher educational program it would be for reasons other than those provided in the questionnaire. About one in every 7.2 Blacks and one in every 4.6 Caucasians stated that should they drop out, it would be for other reasons also. Two of the four

Mixed in the sample also believe this to be true for them.

B. Characteristics of Those Who Did Not Enter Institutions of Higher Education

Research Question 33: How many in the sample did not enter institutions of higher education following graduation from high school and had not entered by the time they responded to the questionnaire? What is the male-female and the racial constituency of this group, how many are from high schools in urban, suburban, or rural areas, and what is their mean high school grade point average, the range of grade point averages, and the standard deviation of the mean grade point? How many had parents in each of the gross annual income ranges provided in the questionnaire, how many had fathers and how many had mothers in each of the educational ranges provided in the questionnaire, and what was the attitude of their parents toward higher education? How did members of this group rate the helpfulness of their high school counselors? (23, 22, 20, 37, 38, 39, 53, 9)

TABLE 123

MALE-FEMALE CONSTITUENCY

N = 24

			Total Sample	
	N	%	N	%
Male	11	45.83	139	7.91
Female	13	54.17	118	11.02
	24	100.00	257	

RACIAL CONSTITUENCY

N = 24

			Total Sample	
	N	%	N	%
Black	5	20.83	48	10.42
Caucasian	19	79.17	204	9.31
	24	100.00	252	

LOCATION OF HIGH SCHOOL

N = 24

			Total Sample	
	N	%	N	%
Urban	8	33.34	99	8.08
Suburban	14	58.33	151	9.27
Rural	2	8.33	7	28.75
	24	100.00	257	

CUMULATIVE HIGH SCHOOL GRADE POINT AVERAGE
RANGE, AND THE STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 24

			Total Sample	
	N	%	N	%
3.24 - 3.00	2	8.33	5	40.00
2.99 - 2.75	2	8.33	13	15.38
2.74 - 2.50	6	25.00	63	9.52
2.49 - 2.25	7	29.18	66	10.61
2.24 - 2.00	3	12.50	68	4.41
1.99 - 1.75	2	8.33	18	11.11
1.74 - 1.50	2	8.33	16	12.50
1.49 - 1.25	0	0.00	6	0.00
1.24 - 1.00	0	0.00	1	0.00
.99 - .75	0	0.00	1	0.00
	24	100.00	257	

M = 2.42

R = 1.54 - 3.06

σ = .40

PARENTAL GROSS ANNUAL INCOME RANGE

N = 23

			Total Sample	
	N	%	N	%
$5,000 or Less	2	8.70	26	7.69
$5,000 - $8,000	6	26.08	30	20.00
$8,000 - $11,000	6	26.08	54	11.11
$11,000 - $14,000	3	13.04	39	7.69
$14,000 - $17,000	2	8.70	26	7.69
$17,000 - $20,000	2	8.70	21	9.52
$20,000 Plus	2	8.70	29	6.90
	23	100.00	225	

FATHER'S EDUCATIONAL LEVEL

N = 20

			Total Sample	
	N	%	N	%
0-6 Years	2	10.00	6	33.33
7-9 Years	0	0.00	23	0.00
10-11 Years	3	15.00	33	9.09
High School Graduate	6	30.00	76	7.89
1-3 Years of College	2	10.00	48	4.17
College Graduate	2	10.00	38	5.26
Some Graduate Work	1	5.00	5	20.00
Holds Graduate Degree	4	20.00	15	26.67
	20	100.00	244	

MOTHER'S EDUCATIONAL LEVEL

N = 20

			Total Sample	
	N	%	N	%
0-6 Years	2	10.00	6	33.33
7-9 Years	2	10.00	15	13.33
10-11 Years	3	15.00	27	11.11
High School Graduate	10	50.00	107	9.34
1-3 Years of College	1	5.00	56	1.79
College Graduate Work	1	5.00	20	5.00
Some Graduate Work	0	0.00	5	0.00
Holds Graduate Degree	0	5.00	10	10.00
	20	100.00	246	

PARENTAL ATTITUDE TOWARD COLLEGE

N = 24

			Total Sample	
	N	%	N	%
Encouraged to Continue	15	62.50	224	6.70
Discouraged from Continuing	3	12.50	3	100.00
Little Preference	4	16.67	18	22.22
Other	2	8.33	11	18.18
	24	100.00	256	

HIGH SCHOOL COUNSELOR'S HELPFULNESS

N = 17

			Total Sample	
	N	%	N	%
Very Helpful	5	20.83	48	10.42
Rather Helpful	6	25.00	71	8.45
Not Particularly Helpful	8	33.33	92	8.70
No Help Whatsoever	5	20.84	45	11.11
	24	100.00	256	

One of every 12.6 males and about one of every 9.1 females in the sample had not enrolled in institutions of higher education by the time they completed the questionnaire. The same was true for about one of every 9.6 Blacks and one of every 10.7 Caucasians in the sample. Over one-quarter of those (2 of 7) from rural area high schools had not enrolled as contrasted with about one of every 12.4 from urban area schools and one of every 10.8 from suburban area schools.

About 71% (70.83) of those in this group had cumulative high school academic grade point averages of 2.25 or above, and none had less than a 1.50. Approximately 61% (60.87) of this group had pa-

rents whose gross annual income was $11,000 or less. About 39% (39.13) of the parents were making $11,000 or more.

The fathers of those in this group tended to be high school graduates or to have education beyond the high school level. Seventy-five percent had completed high school or higher educational levels and 45% had one to three years or more of college.

Fifty percent of the members of this group indicated that high school was the highest level completed by their mothers and 25% stated that their mothers had not completed high school. Fifteen percent had mothers who had completed one to three years of college or more.

Most of those not entering institutions of higher education had been encouraged by their parents to do so, but 12.50% stated that they had been discouraged from continuing their education.

Slightly in excess of 54% (54.17) of this group indicated that their high school counselors were either "not particularly helpful" or "of no help whatsoever" in the admission to college procedure. Nearly 46% (45.83) stated that their counselors were "very helpful" or "rather helpful" in the process.

Research Question 34: Of those in the sample who had not enrolled in institutions of higher education by the time they completed the questionnaire, what were their major reasons for not enrolling? What is the male-female and the racial constituency of this group? (22, 42)

Of the 24 members of the sample who had enrolled in institutions of higher education by the time they had completed the questionnaire, 14 responded to this question and 10 chose not to res-

pond. Of those who did respond, two (one male, one female and both Caucasian) indicated that they had not enrolled because they had never really wanted to go to college. Three (two males, one female consisting of one Black and two Caucasians) stated that they had not entered an institution of higher education because they thought they might do better in college at a later time. Three (all males, two Black and one Caucasian) observed that they wished to complete their military obligation before entering college. Four (one male, three females consisting of one Black and three Caucasians) stated that they had decided for other reasons not to enter college.

None of those who responded indicated that they did not continue their formal education because they were discouraged by their admission to Oakland or because they could not be admitted to any institution to which they applied.

Research Question 35: Of those in the sample who did not enter institutions of higher education, how many plan to enter college in the future? What is the male-female and the racial constituency of this group, how many are from urban, from suburban, or from rural area high schools, and what was their mean high school grade point average, the range of their grade point averages, and the standard deviation of the mean grade point? (43, 22, 20)

TABLE 124

MALE-FEMALE CONSTITUENCY

N = 11

			Total Sample	
	N	%	N	%
Male	7	63.64	139	5.64
Female	4	36.36	118	3.39
	11	100.00	257	

RACIAL CONSTITUENCY

N = 11

			Total Sample	
	N	%	N	%
Black	4	36.36	48	8.33
Caucasian	7	63.64	204	3.43
	11	100.00	252	

LOCATION OF HIGH SCHOOL

N = 11

			Total Sample	
	N	%	N	%
Urban	6	54.55	99	6.06
Suburban	5	45.45	151	3.31
	11	100.00	250	

CUMULATIVE HIGH SCHOOL GRADE POINT MEAN,
RANGE, AND THE STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 11

			Total Sample	
	N	%	N	%
3.24 - 3.00	0	0.00	5	0.00
2.99 - 2.75	0	0.00	13	0.00
2.74 - 2.50	1	9.09	63	15.87
2.49 - 2.25	3	27.28	65	4.62
2.24 - 2.00	2	18.18	68	2.94

1.99 - 1.75	2	18.18	18	11.11
1.74 - 1.50	1	9.09	16	6.25
1.49 - 1.25	1	9.09	6	16.67
1.24 - 1.00	0	0.00	1	0.00
.99 - .75	1	9.09	1	100.00
	11	100.00	256	

M = 2.00

R = .92 - 2.50

σ = .49

Of those 24 members of the sample who did not enter institutions of higher education following graduation from high schools, 11 plan to do so in the future. A slightly higher percentage of males than females plan to enroll and a higher percentage of Blacks than Caucasians. Also, a higher percentage of those from urban schools than from suburban schools plan to go on at some future date. The mean grade point average for those who plan to enter in the future is 2.00 ("C"). About 45% (45.45) had a 1.99 or lower grade point average in high school, and about 55% (54.54) had a 2.00 grade point average or above.

Because of a relatively small number in the group who did not enter an institution of higher education following graduation from high school, no conclusions should be drawn. Further study would be necessary before conclusions would be warranted.

CHAPTER VI

PRESENTATION OF FINDINGS

Affective and Cognitive Reactions to the Admissions Process

This chapter consists of the findings for a group of six research questions developed to describe the reactions of the total sample of 257 to the general process of applying for admission to an institution of higher education and to the denial of admission. Both affective and cognitive reactions were elicited and are described.

Research Question 36: How did those in the total sample react to the denial of admission to Oakland University both from a cognitive and an affective viewpoint? How many males and how many females in the sample selected each of the reactions specified in the questionnaire, and what is the racial constituency for each of the responses noted?

Respondents were asked to check as many of the given responses in the questionnaire as they felt were appropriate. Thus, there is no predictable relationship between the number of responses and the number of sample members. (Refer to Table 125.)

Those in the total sample indicated that their reactions to the denial of admission at the time of denial were mostly negative in nature. The majority (74.82%) of the total number of responses to the denial were negative. (This excludes "other" which might be either positive or negative.) The negative responses include anger with the University, disappointment, the belief that the decision was unjustified, and that the University did not have their best interests in mind. About 73% of the total responses given by males and 77% of the

TABLE 125

REACTION TO THE DENIAL OF ADMISSION
BY MALE-FEMALE AND RACIAL GROUPINGS
(AT THE TIME OF DENIAL)

	I Was Disappointed	I Believe the Decision Was Unjustified	I Was Angry With the University	I Did Not Believe They Had My Best Interest in Mind	I Expected the Denial	I Believe They Made the Best Decision With the Information They Had Available	I Was Satisfied With the Decision	I Had a Reaction Other Than Those Specified	Total
Male	69	46	19	28	12	43	4	13	234
Female	75	38	8	31	12	28	6	14	212
American Indian	1	1	-	-	-	-	-	-	2
Black	28	14	9	12	2	11	-	5	81
Caucasian	114	66	17	46	22	60	10	22	357
Mixed	1	2	1	1	-	1	-	-	6
Total	288	167	54	118	48	143	20	54	892

total responses given by females (excluding "other") were negative in nature. Approximately 83% of the total reactions by Blacks and 73% of the total reactions by Caucasians (both excluding "other") were also negative.

Research Question 37: How do those in the sample currently react to the denial of admission to Oakland University both from a cognitive and an affective viewpoint? How many males and how many females in the sample selected each of the reactions specified in the questionnaire, and what is the racial constituency for each of the responses noted?

Respondents were asked to check as many of the given reasons in the questionnaire as they felt appropriate. Thus, there is no predictable relationship between the number of responses and the number of sample members. (Refer to Table 126.)

Those in the total sample indicated that their current reactions to the denial are negative in nature. A majority (55.69%) of the total responses given (excluding "other" which might be either positive or negative) were those of anger with the University, the belief that the University made an unjustified decision, and that it did not have their best interests in mind. About 59% of the total responses given by males and 52% of those given by females (excluding "other") are negative. Approximately 72% of the total responses given by Blacks and 51% of the total number given by Caucasians (both excluding "other") are also currently negative.

Research Question 38: Of those in the total sample, how many believe their high school counselor to have been very helpful, how many believe him to have been rather helpful, how many felt that he was not parti-

TABLE 126

CURRENT REACTION TO THE DENIAL OF
ADMISSION BY MALE-FEMALE AND RACIAL GROUPINGS

	I Do Not Believe the Decision Was Justified	I Am Angry With the University	I Do Not Believe They Had My Best Interest in Mind	I Believe They Made the Best Decision With the Information Available	I Am Satisfied with the Decision	Some Other Reaction	Total
Male	18	13	47	35	19	27	159
Female	18	4	35	31	22	31	141
American Indian	1	-	1	-	-	-	2
Black	5	6	22	6	7	9	55
Caucasian	30	11	57	60	33	47	238
Mixed	-	-	1	-	1	2	4
Total	72	34	163	132	82	116	599

cularly helpful and how many others believe him to have been of no help whatsoever in the college admissions procedure? Of those in each of these divisions, how many are male and how many are female, what is the racial constituency of each group, and how many were from urban, from suburban, or from rural area high schools? How many contacts did each of these groups have with their counselor to discuss college planning, and what was their cumulative academic grade point average in high school?

A. How many males and how many females believe their high school counselor to have been very helpful in the admission to college procedure? What is the racial constituency of this group; how many are from urban, from suburban, or from rural area high schools; how many contacts did they have with their counselor to discuss college planning; what was the mean high school academic grade point average, the range of grade point averages, and the standard deviation of the mean grade point for this group? (9, 22, 20, 10)

TABLE 127

MALE-FEMALE CONSTITUENCY

N = 48

			Total Sample	
	N	%	N	%
Male	22	45.83	138	15.94
Female	26	54.17	118	22.03
	48	100.00	256	

RACIAL CONSTITUENCY

N = 48

			Total Sample	
	N	%	N	%
American Indian	1	2.08	1	100.00
Black	13	27.08	48	27.08
Caucasian	33	68.76	204	16.18
Mixed	1	2.08	3	33.33
	48	100.00	256	

LOCATION OF HIGH SCHOOL

N = 48

			Total Sample	
	N	%	N	%
Urban	22	45.83	98	22.45
Suburban	26	54.17	151	17.22
	48	100.00	249	

NUMBER OF CONTACTS WITH HIGH SCHOOL COUNSELOR TO DISCUSS COLLEGE PLANNING

N = 48

			Total Sample	
	N	%	N	%
One or Two	10	20.83	60	16.67
Three or Four	15	31.25	110	13.64
Five or Six	8	16.67	53	15.09
Seven or Eight	7	14.58	20	35.00
Nine or More	8	16.67	13	61.54
	48	100.00	256	

CUMULATIVE HIGH SCHOOL GRADE POINT AVERAGE,
RANGE, AND THE STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 48

			Total Sample	
	N	%	N	%
3.24 - 3.00	1	2.08	5	20.00
2.99 - 2.75	3	6.25	13	23.08
2.74 - 2.50	10	20.83	63	15.87
2.49 - 2.25	10	20.83	65	15.38
2.24 - 2.00	9	18.75	68	13.24
1.99 - 1.75	7	14.59	18	38.89
1.74 - 1.50	7	14.59	16	43.75
1.49 - 1.25	0	0.00	6	0.00
1.24 - 1.00	1	2.08	1	100.00
.99 - .75	0	0.00	1	0.00
	48	100.00	256	

M - 2.21

R = 1.16 - 3.00

σ = .41

One of every 6.3 males and one of every 4.5 females in the sample believe their high school counselor was very helpful in the admission to college procedure. This was true also for approximately one of every 3.7 Blacks and one of every 6.2 Caucasians in the sample. One of every 4.5 of those from urban high schools and one of every 5.8 from suburban schools believe their counselor was very helpful. Approximately 52% of those in this group had four or less contacts with their counselor to discuss college planning, and 57.91% had five or more such contacts. Fifty percent of those in this group had high school academic grade points of 2.25 or above, 21.15% had grade points from 2.00 to 2.24, and 28.84% had grade points of 1.99 or less.

B. How many males and how many females believe their high school counselor to have been <u>rather helpful</u> in the admission to college procedure? What is the racial constituency of this group; how many

are from urban, from suburban, or from rural area high schools; how many contacts did they have with their counselor to discuss college planning; what was the mean high school academic grade point average, the range of grade point average, and the standard deviation of the mean grade point for this group? (9, 22, 20, 10)

TABLE 128

MALE-FEMALE CONSTITUENCY

N = 71

			Total Sample	
	N	%	N	%
Male	43	60.56	138	31.16
Female	28	49.44	118	23.73
	71	100.00	256	

RACIAL CONSTITUENCY

N = 71

			Total Sample	
	N	%	N	%
Black	13	18.31	48	27.08
Caucasian	56	78.87	204	27.45
Mixed	2	2.82	3	66.67
	71	100.00	255	

LOCATION OF HIGH SCHOOL

N = 71

			Total Sample	
	N	%	N	%
Urban	24	33.80	98	24.49
Suburban	44	61.97	151	29.14
Rural	3	4.23	7	42.86
	71	100.00	256	

NUMBER OF CONTACTS WITH HIGH
SCHOOL COUNSELOR TO DISCUSS COLLEGE PLANNING

N = 71

			Total Sample	
	N	%	N	%
One or Two	25	35.21	60	41.67
Three or Four	29	40.85	110	26.36
Five or Six	11	15.49	53	20.75
Seven or Eight	5	7.04	20	25.00
Nine or More	1	1.41	13	7.69
	71	100.00	256	

CUMULATIVE HIGH SCHOOL GRADE POINT AVERAGE,
RANGE, AND THE STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 71

			Total Sample	
	N	%	N	%
3.24 - 3.00	2	2.82	5	40.00
2.99 - 2.75	5	7.04	13	38.46
2.74 - 2.50	15	21.13	63	23.81
2.49 - 2.25	25	35.21	65	38.46
2.24 - 2.00	15	21.13	68	22.06
1.99 - 1.75	5	7.04	18	27.78
1.74 - 1.50	3	4.23	16	18.75
1.49 - 1.25	1	1.40	6	16.67
1.24 - 1.00	0	0.00	1	0.00
.99 - .75	0	0.00	1	0.00
	71	100.00	256	

M = 2.34

R = 1.31 - 3.01

σ = .34

One of every 3.2 males and one of every 4.2 females in the sample believe their high school counselor was rather helpful in the admission to college procedure. This was true also for one of every 3.7 Blacks and about one of every 3.6 Caucasians in the sample. One of every 4.1 of those from urban schools, one of every 3.4 from suburban schools, and one of every 2.3 of those in the sample from rural schools believe

their counselor to have been rather helpful. Over 76% (76.05) of those in this group had four or fewer contacts with their counselor to discuss college planning, but 23.94% had five or more such contacts. Nearly 66% (65.71) of those in this group had high school academic grade point averages of 2.25 or above, 21.43% had grade point averages between 2.00 and 2.24, and 12.68% had grade point averages of 1.99 or less.

C. How many males and how many females believe their high school counselor to have been <u>not particularly helpful</u> in the admission to college procedure? What is the racial constituency of this group; how many are from urban, from suburban, or from rural area high schools; how many contacts did they have with their counselor to discuss college planning; what was their mean high school academic grade point average, the range of grade point averages, and the standard deviation of the mean grade point for this group? (9, 22, 20, 10)

TABLE 129

MALE-FEMALE CONSTITUENCY

N = 92

			Total Sample	
	N	%	N	%
Male	54	58.70	138	39.13
Female	38	41.30	118	32.20
	92	100.00	256	

RACIAL CONSTITUENCY

N = 92

			Total Sample	
	N	%	N	%
Black	10	10.87	48	20.83
Caucasian	82	89.13	204	40.20
	92	100.00	252	

LOCATION OF HIGH SCHOOL

N = 92

			Total Sample	
	N	%	N	%
Urban	30	32.60	98	30.61
Suburban	59	64.14	151	39.07
Rural	3	3.26	7	42.86
	92	100.00	256	

NUMBER OF CONTACTS WITH HIGH SCHOOL COUNSELOR TO DISCUSS COLLEGE PLANNING

N = 92

			Total Sample	
	N	%	N	%
One or Two	10	10.87	60	16.67
Three or Four	48	52.17	110	43.64
Five or Six	25	27.18	53	47.17
Seven or Eight	6	6.52	20	30.00
Nine or More	3	3.26	13	23.08
	92	100.00	256	

CUMULATIVE HIGH SCHOOL GRADE POINT AVERAGE,
RANGE, AND THE STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 92

			Total Sample	
	N	%	N	%
3.24 - 3.00	2	2.17	5	40.00
2.99 - 2.75	3	3.27	13	23.08
2.74 - 2.50	28	30.43	63	44.44
2.49 - 2.25	25	27.17	65	38.46
2.24 - 2.00	26	28.26	68	38.24
1.99 - 1.75	3	3.27	18	16.67
1.74 - 1.50	2	2.17	16	12.50
1.49 - 1.25	2	2.17	6	33.33
1.24 - 1.00	0	0.00	1	0.00
.99 - .75	1	1.09	1	100.00
	92	100.00	256	

M = 2.34

R = .92 - 3.04

σ = .41

One of every 2.6 males and one of every 3.1 females in the sample believe their counselor was not particularly helpful in the college admission procedure. This was true also for one of every 4.8 Blacks and one of every 2.5 Caucasians in the sample. One of every 3.3 of those from urban high schools, one of every 2.6 from suburban schools, and one of every 2.5 of those in the sample from rural area schools stated that their counselor was not particularly helpful. Sixty-three percent of those in the group had four or less contacts with their counselor to discuss college planning and 36.96% had five or more such contacts. Sixty-three percent of those in this group had high school academic grade point averages of 2.25 or above, 27.78% had grade point averages between 2.00 and 2.24, and 8.89% had grade point averages of 1.99 or less.

D. How many males and how many females believe their high school counselor to have been of no help whatsoever in the admission to college procedure? What is the racial constituency of this group; how many are from urban, from suburban or from rural area high schools; how many contacts did they have with their counselor to discuss college planning; what was the mean high school academic grade point average, the range of grade point averages, and the standard deviation of the mean grade point for this group? (9, 22, 20, 10)

TABLE 130

MALE-FEMALE CONSTITUENCY

N = 45

			Total Sample	
	N	%	N	%
Male	19	42.22	138	13.77
Female	26	57.78	118	22.03
	45	100.00	256	

RACIAL CONSTITUENCY

N = 45

			Total Sample	
	N	%	N	%
Black	12	26.67	48	25.00
Caucasian	33	73.33	204	16.18
	45	100.00	252	

LOCATION OF HIGH SCHOOL

N = 45

			Total Sample	
	N	%	N	%
Urban	22	48.89	98	22.45
Suburban	22	48.89	151	14.57
Rural	1	2.22	7	14.29
	45	100.00	256	

NUMBER OF CONTACTS WITH HIGH
SCHOOL COUNSELOR TO DISCUSS COLLEGE PLANNING

N = 45

			Total Sample	
	N	%	N	%
One or Two	15	33.33	60	25.00
Three or Four	18	40.00	110	16.36
Five or Six	9	20.00	53	16.98
Seven or Eight	2	4.44	20	10.00
Nine or More	1	2.23	13	7.69
	45	100.00	256	

CUMULATIVE HIGH SCHOOL GRADE POINT AVERAGE,
RANGE, AND THE STANDARD DEVIATION OF THE MEAN GRADE POINT

N = 45

			Total Sample	
	N	%	N	%
3.24 - 3.00	0	0.00	5	0.00
2.99 - 2.75	2	4.44	13	15.38
2.74 - 2.50	10	22.22	63	15.87
2.49 - 2.25	5	11.11	65	7.69
2.24 - 2.00	18	40.00	68	26.47
1.99 - 1.75	3	6.67	18	16.67
1.74 - 1.50	4	8.89	16	25.00
1.49 - 1.25	3	6.67	6	50.00
1.24 - 1.00	0	0.00	1	0.00
.99 - .75	0	0.00	1	0.00
	45	100.00	256	

M = 2.18

R = 1.28 - 2.77

σ = .34

One of every 7.3 males and one of every 4.5 females in the sample believe their counselor was of no help whatsoever in the admission to college procedure. This was true also for one of every 4 Blacks and for one of every 6.2 Caucasians in the sample. One of every 4.5 from urban schools and one of every 6.8 from suburban schools stated their counselor was of no help whatsoever. Seventy-three percent of those in this

group had four or fewer contacts with their counselor to discuss college planning, and 26% had five or more such contacts. Thirty-eight percent of those in this group had high school academic grade point averages of 2.25 or above, 38.04% had grade point averages between 2.00 and 2.24, and 22.73% had grade point averages of 1.99 or less.

Research Question 39: Of those in the sample, what was their reaction to the college admissions process in general? (45)

This was an open-ended, objective question. Two hundred and sixteen or 84.05% of the sample responded and each response was classified by the type of comment. The comments were generally critical, and in many cases, several criticisms were offered, each falling under different classifications. Thus, the total number of categorized comments is in excess of N = 216.

A. How did the members of the sample react to the general admission to college procedure?

TABLE 131

GENERAL REACTIONS TO THE COLLEGE ADMISSIONS PROCESS

N = 248

Specific Comments	N	%
Too Little Personal Contact Between Admissions Personnel and Applicants	43	17.34
Too Few Factors Considered by Admissions Personnel When Making Admissions Decisions	35	14.11
Too Much Emphasis Placed on High School Grade Point Average	29	11.69

Too Much Emphasis Placed on College Admissions Tests	28	11.29
All Applicants Should be Given Opportunity to Enroll at College of Their Choice	19	7.66
The Process is Undermining and Belittling	10	4.03
Too Many Racial Inequities in Admissions Criteria	9	3.63
Admissions Criteria are Too Inconsistent (Both Between Colleges and Within Given Colleges)	5	2.02
Application Fees are Too High	5	2.02
General Comments		
Admissions Process is Generally Poor	29	11.69
Admissions Process is Generally Good	36	14.52
	248	100.00

CHAPTER VII

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Brief and specific summary statements were presented in the previous three chapters pertaining to the given research questions and the specific tables involved. In this chapter the conclusions which may be drawn from the study are presented as are the implications of the findings and a series of recommendations for college and high school counselors and admissions personnel. Also included is a brief discussion of the need for further investigations, either as separate enterprises or as further followup studies using the data base provided by this study.

CONCLUSIONS

Decision to Apply for Admission to College

Even though the great majority of the students in the sample had rather low grade point averages, most had decided before they reached the eleventh grade in high school to apply for admission to college. The fact that they were not strong academically, apparently had no substantial influence regarding their college entrance aspirations. There is evidence that Blacks tended to decide later to apply for admission than did Caucasians.

There appeared not to be any strong relationship between levels of parental income and the early decision to apply. Although lower percentages of those applicants who had parents in the less than $5,000 and in the $8,000 to $11,000 gross annual income ranges decided to apply for admission earlier than did those with parents in higher ranges, it

is also true that over eighty percent of those with parents in the $5,000 to $8,000 range had decided before the end of the tenth grade to apply for admission to college.

There did appear to be a relationship between parental educational levels and the time the applicants decided to apply for admission. In both the case of the father and the mother, the higher their educational levels, the more likely their children were to decide prior to the eleventh grade that they would apply for admission. This was a general trend and was not true for every educational interval.

Decision to Apply for Admission to Oakland University

Nearly three-quarters of those in the sample had decided prior to the completion of the tenth grade that they would apply for admission to Oakland University. There has been a general conception among high school counselors and college admissions personnel that although most students think about college prior to their last two years of high school, relatively few actually decide that they will apply to a specific college until their junior year in high school. Many do not make this decision until early in their senior year. Thus, it may come as some surprise to note that such a large number of those in the sample, most of whom were not doing particularly well academically and who might not be expected to harbor strong motivations to enter college, had in fact decided before they entered their junior year that they would apply for admission to a given institution.

Oakland University Selected As First Choice Institution

Nearly half of those who responded to the questionnaire had indicated that Oakland University was their first choice college. Of particular interest is the fact that such a large proportion of those in this group filed applications to three or more colleges. It is not possible to determine from the questionnaire how many of those applications were submitted following the denial of admission, but it is probably safe to assume that most were filed about the same time as was the application to Oakland University. Thus, even though these applicants were generally not qualified for admission to the University they persisted in retaining the institution as their first choice college and apparently considered other colleges to be their second and third choices.

Over sixty percent of the Blacks who responded to the questionnaire listed Oakland University as their first choice college, contrasted with forty-four percent of the Caucasians. It is likely that this phenomenon results from the rather extensive Black recruitment program begun by the University in 1968 during which Blacks receive encouragement from the University's admissions personnel to apply for admission. It seems pertinent that half of the students from Wayne County and most of those from Macomb County indicated that Oakland University was their first choice college as contrasted with less than half of those from Oakland County, in which the University is located.

There was also a relationship between parental income and the naming of Oakland University as the applicant's first choice college.

Generally, those with parents in the higher income ranges ($17,000 and above) were less likely to name the University their first preference than were those with parents in the medium and lower income ranges.

College Night Program Attendance and Influence

Even though the majority of those in the study had decided early in their high school careers to apply for admission to college, only a small number of those in the sample ever attended a College Night Program. The fact that such programs are thought by high school students and counselors to be a major source of college admissions information seems an incongruence with the fact that so few of those in the sample took advantage of such a program. College admissions officers in Michigan have generally been critical of such programs because of the expense involved, the circus-like nature of many programs, and the belief that they usually have little influence on the students who attend. However, even though only a fifth of those in the sample participated in such a program, a large number of those who did attend found the program(s) influential in their selection of the colleges to which they would file applications.

Contact With Oakland University Admissions Officer

Nearly a third of those in the sample met with an Oakland University Admissions Officer sometime during the admissions process. Half of the Blacks in the sample met with an admissions representative from the University as contrasted with just over a quarter of the Caucasians, and a

larger percentage of those from urban areas than from suburban areas met with an Oakland University admissions representative. This, again, is probably a result of the emphasis on the minority group recruitment program part of which is based on personal contact with the students. In some cases personal interviews are required.

Altering of Educational Plans as a Result of the Denial

Related to the selection of Oakland University as a first choice college and the small number attending a College Night Program or speaking with an Oakland University representative is the fact that a majority of those in the sample were forced to alter their educational plans because of the denial. Even though there is no evidence that these students were strong academically, it was found that most had decided early in their high school careers to apply for admission to college and that the majority selected Oakland University as their first choice college. The fact that they found it necessary to alter their plans is an indication that they were planning, at least to some degree, on admission to the University until they were actually denied. The fact that they did not attend a College Night Program or speak with an Oakland University admissions representative is reason to believe that few had any substantial knowledge about the institution's admissions requirements. In addition, they generally did not find their high school counselors helpful in this process so it is not expected that they received this information from them. They apparently settled on Oakland University with little information about the institution's admissions requirements.

Persons Considered Influential in Decision to Apply to Oakland University

The majority of those in the sample do not believe that there was a single person who was most influential in their decision to apply for admission to the University. Although the high school counselor was the most influential person for nearly a third of the Blacks in the sample, he was the most influential for less than a tenth of the Caucasians. On the other hand, mothers and fathers were considered the most influential by a larger percentage of the Caucasians than Blacks. College admissions officers were not considered very influential for any of the given groups in the sample.

Reasons For Application to Oakland University

It can be noted that nearly a third of the sample indicated that they decided to apply to Oakland University because it was close to home and they could commute. Although the institution's academic reputation was the reason for application by the next highest number of applicants in the sample, commuting distance took priority. A higher percentage of Caucasians than Blacks selected the University because of its closeness to their home. Most of the Black applicants in the sample were from Wayne County and much of that County is on a fringe area (30-45 miles) for easy commuting. For those who live in those fringe commuting areas this reason for the selection of a college is apparently of less importance than are other considerations. This is supported by the fact that a large percentage (nearly 45 percent) of those from Oakland County indicated that commuting distance was the major reason for application while less than a fifth of those from

Wayne County gave commuting distance as their major reason.

Locations of Institutions In Which Sample Members Enrolled

Related to the selection of Oakland University because of its proximity is the fact that the majority of those who enrolled in institutions of higher education selected schools within commuting distance. Slightly over a quarter indicated that they entered institutions within 200 miles of their home but not within commuting distance. Although those in the sample were denied admission to Oakland University it appears that for the most part they were able to gain admission to institutions within commuting distance.

Generally, those with parents in the lower and middle income ranges enrolled in institutions within commuting distance or at least within 200 miles of their homes. Larger percentages of those with parents in the higher income ranges enrolled in institutions more than 200 miles from home than was the case for those with parents in the middle and lower income ranges.

Number of Applications for Admission Submitted

Nearly three quarters of those in the sample initially filed applications to either two or three institutions of higher education. There appears to be some relationship between race and the number of applications filed in that over a third of the Blacks filed only two applications for admission while just over a quarter of the Caucasians filed only two. This differential holds racially also for those filing three or four applications for admission with higher percentages of

Caucasians than Blacks filing three and four applications, but it breaks down somewhat for those filing five or more. A reasonable case can be made that Blacks on the average filed fewer applications for admission than did Caucasians. It is probable that this is related to parental income. The study shows that the gross annual parental income for Blacks in the sample was less than that of Caucasians. Application fees may present a problem for Blacks and perhaps limit the number of applications they are financially able to submit.

There also appears to be a relationship between the grade point average in high school and the number of applications filed. Those who filed only one application for admission had a lower mean grade point (2.18) than did those who filed two or more applications. The next lowest grade point average was 2.26 for those who applied to three and four institutions. Extreme conjecture would be required to draw a conclusion from this, but it is an area to consider for further investigation.

It appears that those who filed only one application for admission did not consider their counselors particularly helpful in this process, while those who filed two or more applications indicated a greater degree of helpfulness on the part of their counselors. Thus, it seems reasonable to conclude that those applicants who perceived their counselors as being of little help in this process were inclined to file fewer applications than did those who perceived their counselors as being of greater help.

Helpfulness of High School Counselors in Admissions Process

Of those who entered institutions of higher education, over half

indicated that their counselors were either "not particularly helpful" or "of no help whatsoever" in the college admissions procedure. At a time when high school counselors are being criticized for spending too much time with college-bound students, it may be significant to note that of 233 in the sample who did enter college, over half of them stated that they received relatively little assistance in this regard from their counselors. It may be that a third group of students is being identified, one which is neither obviously college-bound nor obviously non-college-bound. It may also be that counselors are spending more time with the relatively strong college-bound students than with the less strong college-bound students. If this is true, then the student who is not particularly strong academically and who perhaps needs even greater assistance of this type is actually receiving less of it.

In that a large number of the respondents in the sample indicated that their high school counselors were either "not particularly helpful" or "of no help whatsoever" in the admission to college procedure, additional information seemed desirable. Letters (Appendix G) were mailed to a sample of 100 of the 137 (53.52 percent of the sample) who gave either of the two negative responses, asking how their counselors might have been of greater assistance. Responses were received from 58. A number of excerpts from those responses are quoted here because of their pertinence to the study.

"My counselor was helpful when I asked for specific things such as transcripts, rescheduling, and selecting courses. Counselors are over-burdened with paper work when they should be spending time talking with and counseling students. My counselor should have been of greater assistance in helping me choose colleges during my sophomore and junior years."

"I know my counselor could have been of greater assistance but she was prejudice. I am certain a good recommendation from her could have gotten me into any college, but she gave me a poor recommendation. She was wrong because last quarter I pulled a 3.25 carring 18 credits and this quarter I have 22 credits and will do even better."

"I graduated from _____ high school where there was only one counselor for the entire school. She did absolutely nothing for me but send out my applications. I asked to see her several times and if she would have seen me she might have been able to tell me that some of the colleges I applied to had scholastic standards that were too high for me."

"My counselor provided me with applications to those colleges I expressed an interest in and gave me information pertaining to the admissions policies of those institutions, but he provided no guidance in the selection of colleges."

"My counselor could have been better informed about the different colleges and universities. I was undecided as to college major when I went into his office and when I came out I chose engineering because my brother is an engineer. I feel that to a lot of counselors college selection is just a job that must be done, so students should hurry up and decide."

"My counselor was pretty much out of touch with the college scene. He painted a drab picture of college life. His knowledge of what classes would be needed in high school to prepare for college was minimal."

"My counselor was interested mainly in discipline rather than counseling. Every time I entered his office there was more discussion about my skirts than about my future. He led me to believe that my grades were good enough to get into a university. Had he checked qualifications and requirements he would have saved me time, disappointment, and money."

"I feel my counselor could have been more help by providing information on scholarships, fees, grants and curriculum available. I found those things a bit confusing."

"My counselor provided admission forms. I would have liked him to recommend colleges that I could enter with my qualifications and those which had good programs in my particular field."

"Just about anything would have been of help but especially he could have encouraged me by giving me more support, instead of acting as if I were not college material. Everything I found out about college and college entrance requirements was found out by talking with friends and just on a hit-and-miss basis. My counselor could have given me plain down-to-earth information on what college was like."

"I believe that high school counselors should make themselves available to their seniors as much as needed. They should not leave right after the last class or hide out in the teacher's lounge. My idea of a good counselor is one that has your best interests in mind and one who has a least an adequate knowledge of the universities and colleges in your state. I wanted to go away to school and one of my teachers just suggested _____ University. So, I went. The school doesn't offer the major I am interested in and now I have to transfer."

"My counselor would have been helpful if he had taken the time to sit down and explain what to look for in deciding on a college. For example: What are the advantages and disadvantages of living on campus or at home? What are the typical expenses for a term? What types of requirements would I be confronted with at the different schools? What do the colleges look for when they are screening applications? My counselor didn't seem able to answer my questions nor was he interested in them. Most of what I learned was from fellow students in similar situations. As a result I went away to college and was very disappointed with my choice of schools."

"Because of the many problems in my school, counselors were assigned jobs over and above those which they were trained for. Their time was almost always consumed as hall guards, by filling out hall passes, absence excuses, etc."

"I was assigned to my counselor along with 800 others and as far as college selection goes he asked me at the end of my first senior semester if I have applied to any college. When I said yes, he dropped the subject."

"My counselor never called to talk with me about where my head was, what I would like to do, or whether she could be of help. I saw my counselor twice during my senior year, once to transfer from one class to another and another time to pick up a college application."

"In my school the real brains were helped to get in the real good colleges and to get scholarships. The coaches helped to get the good athletes scholarships. Those like me who were just average students were left to get along by themselves."

The foregoing is not an exhaustive listing of the remarks made by those students who classified their counselors as being either "not particularly helpful" or "of no help whatsoever." Those remarks quoted are, however, typical of the responses received.

It would seem that several conclusions might be reached from this section of the study:

1. Students often perceive their counselors as spending so much time in areas extraneous to their counseling functions that they are not available to students to the extent that they should be.

2. Students often perceive their counselors as working primarily with those students who are obviously qualified for college to the extent that the average student is not getting the help he needs in the college admission process.

3. Students often perceive their counselors as not being current in the field of college admissions and as often being unaware of current admissions requirements, costs, or financial aid.

4. Students often perceive their counselor's perception of their jobs as one of providing applications, writing recommendations and mailing forms. They often perceive their counselors as offering little actual guidance in the selection of colleges to which applications should be sent and as offering little effort to provide other types of related information.

5. Students often perceive their counselors as having no personal knowledge of their students. Many doubted that a counselor with such limited personal knowledge of them can be very successful in providing college admissions assistance.

Satisfaction With Selection of Institution Entered

Perhaps related to the degree of counselor helpfulness is the amount of satisfaction expressed by those in the sample regarding the selection of the colleges entered. Nearly a quarter of those in the sample who entered institutions of higher education indicated that they

are either uncertain they selected the appropriate institution or that they are certain they selected the wrong institution. The percentage who are not satisfied with their choice was higher for Blacks than for Caucasians. Over 40 percent of those who entered institutions of higher education are either planning on transferring or are thinking about transferring to another institution for the 1972-73 academic year. It may be assumed, however, that many of those are community college students who will have completed approximately 60 semester hours of work and will find it necessary to transfer if they are to make further progress toward a baccalaureate degree.

Type of Institution of Higher Education Entered

There appeared to be no obvious direct relationship between the type of college entered and parental income, probably because such a large number entered colleges within commuting distance from their homes and because the financial disparity between the cost of a senior college and a community or junior college was not enough to sway large numbers from one type of institution to the other. However, a larger percentage of Blacks than Caucasians entered community or junior colleges and this may be related to the lower parental incomes for this group. It is reasonable to conclude that the difference in cost between a junior or community college and a senior college played a larger role for Blacks in this selection process than it did for Caucasians.

There is also some evidence of a relationship between high school academic grade point average and type of institution entered. Generally, those with the higher grade point averages entered senior

colleges, those with the next highest averages entered junior or community colleges, and those with the lowest averages in the sample entered trade or technical schools.

Academic Success in Institutions of Higher Education

There is substantial evidence that those entering institutions of higher education have performed well academically. Over half of those entering college have maintained grade point averages of 2.80 (on a 4.00 scale) or above since entering college, and the great majority maintained averages of 2.00 or above. Related to this are the facts that the majority have been enrolled on a full time basis and that the majority had completed 41 semester hours or more of academic work by the end of the 1971 fall semester. There was a tendency for Blacks to have completed fewer hours than Caucasians and for those in community colleges to have completed fewer semester hours than those in senior colleges. Only a small number discontinued their enrollments or withdrew from college by the time they had completed the questionnaire.

Thus, most of those who were denied admission were able to enroll in other institutions of higher education, usually in senior or community colleges, they have remained in school, are full-time students for the most part, and have performed satisfactorily academically.

Time Allocated for Academic Study

Another area to be noted is the time spent in academic study outside of the classroom after admission to college, as contrasted with the time spent in study during high school. The findings indicate that

those in the sample substantially increased the amount of time spent in their studies after entering college. Based on the degree of academic success those in the sample have experienced, this factor perhaps should be considered more carefully when an admissions decision is being made. Apparently when the academic pressure is on, many students are able to adapt, and the increased time spent in study compensates to some extent for their seeming lack of preparation in high school.

Academic Degrees Anticipated

Relatively few of those in the study expect a degree lower than bachelors level, although a higher percentage of Blacks than Caucasians are expecting less than a bachelors. A much larger percentage of the females than males in the sample plan on the bachelors as their ultimate degree while most of the males expect to receive a graduate degree. Males in the sample were apparently more inclined to set higher degree goals for themselves than were the females.

Selection of Academic Majors

In the selection of majors it may be noteworthy that only two of the 128 males entering institutions of higher education selected a teacher education curriculum whereas over a fifth of the women in the sample selected teacher education. It may be that the current surplus of teachers is having a more direct influence on the males who probably have greater concerns over employability than do females. Also, not a single Black indicated that he had selected a science major.

Estimated Ability to do College Level Academic Work

It should be noted that the vast majority of those in the sample had no doubt while in high school that they could perform satisfactorily academically in college, nor do they doubt it now after exposure to the rigors of higher education. This is a confident group of applicants and it appears that this may be reflected in their persistence to gain admission to an institution of higher education. Denial of admission did not have a significant effect on their decision as to whether they should enter college. They determined early that they would continue, they believed that they could perform satisfactorily, and they persisted until an admission was granted.

Reaction to the Denial and the Application Process

The reactions of the members of the sample to the denial of admission were hostile for the most part. They were neither satisfied nor pleased with the denial and they have not become less critical of the decision with the passing of time. A number of the comments made regarding the admission to college procedure are of value and are included here for the purpose of stressing the major types of concerns held by those in the sample. The comments are by no means inclusive but they are representative.

"I think it (the process) is very discriminatory and not very well administered as far as actual contact with the individual in question."

"I thought that it (the process) was not really concerned with human beings or with wanting to provide education to people. It appeared

that it was simply concerned with taking in robots on the basis of grade and test scores."

"It (the process) is general and not at all personal. It seems that your only interest is how well you pulled your way through high school and how lucky you were on the SAT (Scholastic Aptitude Test)."

"There was little chance for personal interviews. I believe interviews would be helpful to the college people in making admissions decisions."

"The admissions process is very dehumanizing. It doesn't feel like you are a person but, rather, just a number that they run through a computer and you end up rejected."

"The true potential and quality of the student is not fairly represented in the admissions forms. If there were more personal contact with the students there might be a more realistic account of his abilities."

"When I was turned down I wasn't told why I was rejected. I got a form letter that everybody who was denied got. It was impersonal and not much help to me. Couldn't the rejection letters at least be sent with the intent of helping the student?"

"Consideration of the prospective student is too superficial, being based primarily on prior grade point accumulation. Are you interested in accomplished grade point achievers or in human beings involved in the world around them? Which do think will better advance the ideals of your University?"

"I came to the conclusion that large institutions use the 'what you see is what you get' approach. They only consider test scores and grade point average and don't concern themselves with anything else."

"The admissions process fails to adequately measure the potential of the individual student instead placing the emphasis almost entirely on the grade point averages in addition to supplementary tests. These criteria fall short of providing an adequate picture of the student."

"Anyone who is able to meet certain ephemeral and arbitrary standards is acceptable while those who are especially strong in other areas are rejected. This tends to produce a student population all within the narrow confines of an artificial average. This would not seem to be an optimum blend of mentalities and probably produces some sort of high level stagnation."

"The admissions policy is all fouled up. You care nothing about me, only my grade point average."

"The process is unfair in that it admits only students whom they think will increase the school's reputation because of their grade point average."

"ACT and SAT tests are not a good measure of how one will do in college. Many students will study when it really becomes necessary and people usually are able to adjust to the situation and learn to cope with its problems."

"I had a good grade point average and was rejected because my test scores weren't good. If I could do the work in high school I think I should be given the chance in college, regardless of my test scores."

"I believe anyone should be given a chance at the college of their choice. I'm sure that with enough initiative one could handle any situation involved."

"It is my time and my money. What does the college have to lose even if I can't make it? I should be able to enroll in any college I want at least until I prove that I can or can't carry the program."

"After so many rejections you just give up. After so many form letters telling you're no good, how can you have any pride left?"

"The process is all very technical and dehumanizing. It tends to undermine the individual."

"When I was denied admission my pride was really hurt. It's hard to have to swallow your pride so often."

"It's a very bad feeling being rejected by colleges. I'm very grateful to the college that admitted me because they gave me back some of my self respect."

"A Black friend of mine had lower grades in high school, lower test scores and he was asked to enroll. Then he was given a scholarship. I had higher test scores and better grades and I was rejected with a mimeographed letter."

"It seems that the only criteria used anymore is whether you are Black or White."

"Denial of admission seems to be based on stupid reasons like needing more dorm students as opposed to commuters."

"At some colleges they take low grade point averages for some people and require high of others. One institution I applied to had a dorm foul up and were taking low grade point average students to fill their dorm. Because I wanted to commute I was not accepted. There are so many different things to know about when you are applying for admission that it is all very confusing. You need to know about grade

point averages required, test scores needed, and all these other things like dorm needs by the college, the number of Black and White students and everything else. It's confusing."

"I feel the application fees are awfully high. This makes it really difficult when you need to apply to more than one college."

"As petty as this may sound, I still can't believe it costs $15.00 to cover the processing of an application for admission. Especially when I am denied."

"The whole process is just politics. It just depends on who you know. I don't know why you want to spend time on this because there is nothing anyone can do to straighten out a process that is so badly screwed up."

"The college knows better how the student will do than does the student. Certain standards must be maintained, such as grade point average, and I think the current process does that."

"I feel that in most cases the process is fair, for the colleges have a great undertaking in the role of admissions. They can't get to know every person who applies so it is basically just a problem of numbers which is where the whole world is now."

"It is as fair as it could possibly be with all the people that apply. You have to draw the line somewhere, and a grade point average and SAT tests are probably the best way to determine who gets accepted."

The foregoing comments are typical and most admissions personnel may have heard them before. However, the comments should not receive less attention simply because they are familiar. Several conclusions can be drawn from the total group of responses.

1. Students often perceive of the importance of the grade point average and test scores in the admissions decision, but they do not understand the reasons for their importance.
2. Students often perceive the admissions process as involving too little personal contact between the applicant and the college. The procedure appeared to many of those in the sample to be inhuman, unfeeling, and impersonal.

3. Students often do not perceive of the denial as being especially helpful. They do not view it as a learning process nor do they believe that it helps restrain them from making a similar mistake again.
4. Students often perceive the admissions process to be too exclusive in terms of the criteria employed. They believe that there are other attributes they could present for consideration and that the current process does not make this possible.
5. Students often perceive the admissions process as one that is increasing in complexity. Recruitment programs for minority students and efforts on the part of greater numbers of institutions to fill dormitories seem to be further confusing the often difficult to interpret admissions requirements.
6. Students often perceive of the use of differing criteria for minority groups as being unfair and this impression may be creating some resentment among non-minority groups.

IMPLICATIONS

This portion of the chapter will deal with those implications that may be drawn from the study. Although in each case the resulting recommendation may be implicit, the final section of this chapter will be more specific in terms of those recommendations.

Early Decisions to Apply for Admission to College

Evidence from this study indicates that students are making decisions regarding application to college early in their high school

careers. The implication is that the current concepts of college admissions advising and recruiting may be outdated. In the majority of high schools little attention to college programs and admissions requirements is given the student much before the junior year, and most admissions officers are not inclined to begin working with students much before the end of the junior year. High school counselors are understandably hesitant to provide the opportunity for college admissions personnel to begin working with students before they are juniors and many others are resistant to admissions counselor-student contact before the senior year. However, many opportunities in higher education for students with weak or poor high school grade point averages are not available. This was not the case in the late 1950's and 1960's. It has been some time since high school and college admissions personnel have taken action to adjust their college admissions and advising practices and perhaps admissions practices still reflect the educational opportunities of a decade or more ago.

The evidence that Blacks begin thinking about college later than Caucasians has several implications. The first implication is that it may place them at a further disadvantage to Caucasians. Because they do not begin to consider the possibilities of entering college until late in their junior or early in their senior year they are required to make decisions more rapidly than those who begin the plan earlier. The second implication is that Blacks have fewer resource people to draw upon for advice in the college selection and admissions procedure than do Caucasians. They tend to use their high school counselors more than Caucasians perhaps because their parents have had little college

experience and are not particularly helpful, and because most of their friends and relatives have had little opportunity for such experiences. A third implication is that because the Blacks are relying on their counselors more heavily than are Caucasians, admissions personnel should perhaps consider approaching Blacks on a basis different from that used for Caucasians who rely on their counselors to a lesser extent.

Minority Group Recruitment Programs

There is also evidence that minority group recruitment programs may be hurting the Blacks as much as it is helping, although admittedly in different ways. The majority of Blacks in this sample probably applied to Oakland University because of the intensive minority group recruitment program employed by the University. The program consists of intense personal contact and substantial financial aid programs backed by special academic support once the students reach the campus. The implication is that there appears to be a strong possibility that a large number of Blacks are being contacted and encouraged about the possibilities for their admission but that they are then denied admission when they do apply. A second implication is that if admissions programs are to be constructed especially for minority group members, then denial programs should also reflect those special programs. Form denial letters of the type normally used by large numbers of college admissions offices are probably not suitable in situations where heavy minority group recruitment is in operation.

College Night Programs

Students in the sample did not use College Night Programs extensively and yet those who did found them influential in their college selection process. The implication is that methods to increase the attendance at such programs by students with academic averages of C+ or less should be found and that special sections of College Night Programs designed specifically for the average and below average student should be considered.

High School Counselor's Helpfulness

If most of the applicants did not find their high school counselors particularly helpful in this process, and if they did not consider them influential, the implication is that this particular role of the counselor should be placed under scrutiny. High school counselors have been criticized steadily and heavily over the past fifteen years because they supposedly place such great emphasis on the college-bound student. Yet this study indicates that a group, perhaps not obviously college-bound, but in reality ending up in college, was especially critical of their counselor's assistance in the college entrance process. Again, now that so many opportunities are available for students of all grade point levels to enter institutions of higher education, there is the distinct possibility that high school counseling practices do not reflect this change. It may well be that they continue to reflect the late fifties and early sixties when only the top quarter of the high school graduating class could find their way into college with any degree of success.

College Application Fees

There appears to be evidence that the application fee is having some ramifications on the numbers of applications submitted. Several persons in the sample commented that the fee was difficult for them to understand, especially when the application elicited a denial. There is evidence to support the stance that Blacks file fewer applications for admission than do Caucasians. Because the study showed the parents of Blacks in the sample made considerably less money each year than did the parents of the Caucasians, it is reasonable to assume that application fees may be limiting the number of applications which Blacks are able to file. The implication is that application fees may be causing Blacks greater disadvantages than Caucasians. The question needs to be asked, "Are application fees still necessary or are they used solely because the institutions have come to rely on them for additional income?" That was not the original intent. They were imposed for the most part to limit the number of multiple applications. There is some doubt that such fees are needed, especially now that state supported institutions are experiencing rather severe declines in applications for admission.

Student Selection by Institutions of Higher Education

Perhaps the major implication for the entire study results in this question: "If so many students who were denied admission to Oakland University have continued their enrollments elsewhere and are succeeding academically, could the University have admitted a considerable number of these persons and expected satisfactory performance from them?" The

implication is that this is a distinct possibility. There is evidence that they have changed their study habits since high school or they have at least increased their study time, and it should not be overlooked that this is a confident group of young people. Their contention that these things do not show up in grade point averages and aptitude test scores may have more validity than college officials have been willing to admit.

Reactions to Denial of Admissions Processes

Current denial processes are creating a group of angry citizens. It is to be expected that denial of admission will rarely result in a pleased reaction. However, there is the distinct possibility that the rationalization that the denial is probably going to elicit an angry response may have prevented many admissions personnel from reviewing denial processes more often and more carefully. In addition, admissions persons seem to have been more concerned with the admitted students. It is not uncommon practice for the processes involving admitted students to be reviewed annually. It is also not uncommon for denial procedures to go without scrutiny for three or four years or more. For example, college rejection letters probably receive less attention than any other single document utilized by college admissions personnel. It is apparent that the applicants who have gone through the experience of being denied are hostile not only toward the fact that they were denied, but the way in which they were denied. Implied by some and stated frankly by other applicants denied admission was the fact that they considered it a dehumanizing and belittling process and that there was no opportunity to

gain or to learn from the experience. The implication is that admissions officers should attempt to identify ways in which they can inform students that in their best judgement they should not be enrolling at that institution but to inform them in such a way that the applicants can retain their self-respect. The notification should be also given in such a way that something can be learned from the experience. It appears that the process of denial can be improved. It should be recognized that these students have confidence in themselves to be able to handle academic programs. Admissions personnel should accept the responsibility of helping them to build on this confidence and they should refrain from discrediting or demeaning that confidence.

College Admissions Criteria

One of the noteworthy observations made by three applicants was that admissions requirements have become more fuzzy and difficult to understand. If this is true, then admissions personnel should provide the leadership in dealing with the problem. It is no longer a matter of meeting specific academic requirements for admission. As late as the middle sixties, admissions requirements were still rather easily understood. Unfortunately there were many who were unable to enter colleges or universities because they did not meet these easily understood requirements. Recruitment of minority group students and often the resulting altering of admissions requirements for minority group members added a new dimension to the process. In addition, a number of Michigan institutions have had residence hall difficulties, first with too many residence hall applicants, and then with too few. The

first problem resulted in commuters being admitted with lower grade point averages than residence hall applicants. However, more recently colleges have been faced with the problem of attempting to fill dormitories or keeping them at least at the minimal capacities needed to pay the mortgages and often residence hall applicants have been admitted with lower grade points than commuters. As applications tend to decrease in numbers, it is expected that admissions requirements will be altered again in an effort to maintain enrollments. It is often difficult for admissions personnel to recall what the requirements were for admissions on their campus three years ago, and it is even more difficult to describe what they are today. It must be realized how confusing this is not only to the applicants but to the high school counselor who is expected by his students to be knowledgeable about current admissions requirements. The implication is that colleges and universities and particularly their admissions personnel must place greater effort into communicating more easily understood admissions requirements to the high schools and to their potential applicants. Admissions officers must also resist with great force changes by their colleges or universities in admission requirements, unless there appears to be no reasonable alternative. It is not difficult to understand why students consider the admissions process to be confusing and in the words of a rejected applicant, "...all screwed up."

There is still great criticism of the use of grades and test scores as the major criteria for admission. Although colleges may feel that this is an unjustifiable criticism, there is evidence that they have been able to employ other criteria for minority group students with some

success. There is not as much evidence to indicate that they have attempted to employ similar criteria for non-minority group students, and they are being criticized for this. When test scores and grades are important to the decision, students should be informed why these are the major criteria being employed. Students know they are being used as the major criteria, but admissions personnel have not always done a good job of stating why they are relied on so heavily. Their use may be justified, but implied from the criticisms expressed by those in the sample is the fact that they don't understand why they receive such great emphasis. The implication is that admissions officers should be as specific as possible in all appropriate literature and presentations of what the admissions criteria are, why those criteria were selected by the institution and with what degree of success those criteria are employed.

RECOMMENDATIONS

With conclusions having been noted and the implications of those conclusions having been stated, this portion of the chapter is a statement of specific recommendations. These recommendations are listed concisely and are action oriented. It is not the intent to list every minor recommendation that might be made as a result of this study, but more to list specifically those problem areas which if given immediate attention might produce the most far-reaching results.

1. College and university admissions officers should work with high school counselors in an attempt to identify new ways of relating to a group of high school students who are beginning to think

about college earlier in their high school careers than has been previously recognized. Current modes of communication may be effective for juniors and seniors, but there is little evidence that they exist or are effective for freshmen and sophomores.

2. College and university admissions officers and particularly high school counselors should change their current conception of what constitutes the "college bound" student. It is shown in the study that the majority of those denied admission by a single university, most of whom had 2.50 grade points or below, were successful in gaining admission to a college or university. These students must be identified as a part of the "college bound" population and should be provided with as much assistance in this regard as those with 2.51 grade point averages and above.
3. High school counselors should recognize that those students with lower grade point averages who hope to enter college, often consider their counselors ineffective helpers in the college admissions procedure. They must review their responsibilities and their performance in college admissions areas and effect changes which will meet the expectations of students who are attempting to plan their college programs.
4. College admissions officers should realize that at least currently high school students with lower grade point averages often consider their high school counselors ineffective helpers in the admissions to college procedure. Continued major emphasis on high school counselor contacts may result in a large number of students who receive little or no attention in this regard. Admissions officers

may be well advised to exert pressure on high school counseling and administrative personnel to provide the needed contacts with this group of students.

5. College admissions personnel involved in minority group recruitment programs should guard against soliciting large numbers of applications from minority students with the idea of meeting quotas established by their institution. Only applications from minority group students who have a reasonable expectation of admission should be solicited and others should be encouraged to consider alternate possibilities. Otherwise it must be expected that some self respect on the part of those denied admission will be sacrificed for those who gain admission. Typical admission-rejection patterns and procedures are not applicable to minority group recruiting programs.
6. Denial procedures for all applicants should be reviewed, keeping in mind the fact that applicants now find the process impersonal, dehumanizing, and of little value. Rejection letters should be more specific as to the reason for the rejection and whenever possible personal interviews should be offered to discuss in detail the reason(s) for rejection. Admissions officers must accept as much responsibility for the denied applicant as for the successful applicant. It may not be inappropriate to consider setting aside a particular time or designating one or more members of a staff to spend significant amounts of time dealing with those applicants who have been denied.
7. College Night Program formats should be reviewed. These programs still exist in large numbers even though their value has been

questioned extensively. This retention may be reason enough to believe that they are serving a purpose. The reaction to those programs by the few sample members who attended such a session reinforces that possibility. However, is the typical half hour exposure to three or four colleges enough? It appears likely that college admissions officers could be of particular help to those students who expect to graduate with high school grade point averages of 2.50 or below. For example, two or three college admissions officers who are particularly familiar with the educational opportunities available to students with those academic qualifications could provide a most helpful presentation directed to those students with averages of 2.50 and below. Other efforts to encourage the attendance of these students at the programs and to involve them with the specific colleges and universities that would be interested in having them should be considered. In addition, it appears to be appropriate for ninth and tenth grades to be invited, whereas they have generally been excluded in the past.

8. The role of and the necessity for an application fee should be re-evaluated. Admissions officers, who first proposed the fee to institutions of higher education as a means of discouraging or controlling the number of multiple applications, should discourage its continued use if it is no longer appropriate. If necessary, high school counselors can find ways of controlling the number of applications processed, but there is enough evidence to indicate that the application fee is over-controlling multiple applications

for minority group members. At the very least, a systematic procedure for exempting all applicants who cannot afford the fee should be considered.

9. A state-wide task force of admissions officers and high school counselors should be established to consider the badly clouded college admissions picture in the State. Increasingly variable admissions requirements, both between institutions and within given institutions, may be necessary and valuable, but this does increase the necessity for institutions to spend more time and money in the communication of these criteria to high school students and their counselors.
10. High school counselors should make greater efforts to remain current with college admissions requirements with the understanding that this is expected of them by their students. Where these requirements are not clear, specific and perhaps organized pressure must be placed on the colleges to make certain that the criteria are public and understandable.
11. Admissions officers, specifically at Oakland University, but also at other institutions, should conduct trial programs accepting numbers of students (not just minority group students) whom they would not normally have accepted to determine whether current admissions criteria might be eliminating students who could have performed successfully.

RECOMMENDATION FOR FURTHER STUDY

Due to the extensive scope of this study, it was not possible to give considerable attention to those students who did not enroll in institutions

of higher education. A separate and more detailed involvement of that group using personal interviews as the major source of information is currently being considered. It is probable that the sample should be increased to obtain a larger base.

A separate study of the degree to which applicants with average high school grades and below believed their high school counselors to be helpful in the admissions process would also be of interest. This group might be compared with a second group with higher academic averages. Such a study would help to further determine whether those students who are stronger academically in high school do receive a greater amount of attention in college admissions processes than do those students with lesser degrees of academic success.

Additional information regarding the academic performance of those denied admission who entered other institutions would also be of interest. This present study dealt with the student's estimate of their academic success and a more intense study, perhaps utilizing actual transcripts of work completed, could either confirm or refute the findings of this study.

It has been the contention of studies conducted earlier, particularly the Wentworth study at Michigan State University, that College Night Programs were of no particular value to the students and had very little influence on their selection of a college. This study tends to disagree with those findings and it might be helpful to conduct a separate formal study on the effectiveness of College Night Programs for students of different races, in different high schools, and perhaps in different high schools, and perhaps in different states.

A study regarding the influence the college admissions officer has in the college selection process might also be of assistance to high school counselors and to college admissions personnel. This study indicated that he was not a particularly influential person for those in the sample; however this may have been because the students were afforded relatively little contact with him. The admissions person may play a greater role for those with stronger grade point averages and there may, in fact, be a correlation between his degree of influence and the students' high school grade point average.

Finally there is no reason why additional studies similar to this should not be conducted at other institutions. Although much of this study may be useful to admissions officers in other colleges and universities and to high school counselors, other studies at other institutions would undoubtedly contribute significantly toward a better understanding of the rejected applicant. Because so few studies of students denied admission to a college or university have been conducted,there is room for a great deal more research. It is hoped that this study will provide a basis from which others will develop.

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APPENDIX B - LIST OF DEFINITIONS

For the purpose of this study, the following terms shall have the definitions noted.

"Institutions of Higher Education" -- to include public and private four year colleges and universities, two year public and private community and junior colleges, and private or public technical or trade educational institutions in the United States.

"Denied Admission" -- refused admission on the basis of inadequate academic preparation.

"Academic Variables" -- such as grade point average, Scholastic Aptitude Test scores, and proclaimed academic major.

"Non-Academic Variables" -- such variables as parent's socio-economic background, student's sex and age.

"College Bound Student" -- students planning to enter an 'institution of higher education.'

"Secondary School Counselors" -- persons employed either part or full time as counselors in grades 9 or 10 or 11 or 12 in those grades inclusively in any public or private school in the United States.

"Admissions Officers" -- persons employed in 'institutions of higher education' whose function is to operate an office of admissions or to serve as support personnel with the responsibility of reviewing and determining the admissibility of persons filing applications for admission to the given institution.

"Grade Point Average" -- accumulation of grades in academic courses only (English, Mathematics, Science, Social Science, Natural Science) converted to a four point scale (4.00 = A).

APPENDIX C - QUESTIONNAIRE

DIRECTIONS FOR COMPLETING THE QUESTIONNAIRE:

1. If you enrolled in an institution of higher education (i.e. technical-trade school, junior or community college, or senior college) any time after graduation from high school please complete items 1 through 41. In addition, you should respond to item 45 if possible. (Disregard the italicized numbers in parentheses. These are for tabulating purposes only.)

2. If you did not enroll in an institution of higher education (i.e. technical-trade school, junior or community college, or senior college) you are asked to complete items 1 through 22 and 36 through 45. (Disregard the italicized numbers in parentheses. These are for tabulating purposes only.)

3. Please use a check mark in the appropriate box. Check no more than one box per item except where it is noted that more than one may be checked.

College Admission Characteristic and Attitude Survey

[](1)
[](2)
[](3)

1-(4) When did you decide to continue your formal education after high school?

(1)[] Prior to the 7th grade
(2)[] During the 7th or 8th grade
(3)[] During the 9th grade
(4)[] During the 10th grade
(5)[] During the 11th grade
(6)[] During the 12th grade

2-(5) When did you decide to apply for admission to Oakland University?

(1)[] Before the 9th grade
(2)[] During the 9th or 10th grade
(3)[] During the 11th grade
(4)[] Early in the 12th grade
(5)[] Late in the 12th grade
(6)[] Following graduation from high school

3-(6) Did you attend a College Night Program during your sophomore, junior or senior year in high school?

(1)[] Yes
(2)[] No (If "no," skip items 4 and 5)

4-(7) Was the College Night Program influential in your selection of the colleges to which you applied?

(1)[] Yes
(2)[] No

5-(8) Did you have an opportunity during the College Night Program to hear an Oakland admissions officer discuss admissions requirements to Oakland?

(1)[] Yes
(2)[] No

6-(9) Was Oakland University your first choice college?

(1)[] Yes
(2)[] No

7-*(10)* Who was most influential in helping you decide to apply to Oakland?

(1)[] Mother
(2)[] Father
(3)[] High School Counselor
(4)[] College Admissions Officer
(5)[] Adult friend
(6)[] Teacher friend
(7)[] Student friend
(8)[] It was my decision alone

8-*(11)* What was your major reason for applying for admission to Oakland?

(1)[] Advice of others
(2)[] Close to my home and I could commute
(3)[] Academic reputation
(4)[] I liked the appearance of the campus
(5)[] Strong program in my major area of interest
(6)[] My friends applied to Oakland
(7)[] Other (please specify) _____

9-*(12)* Was your high school counselor helpful in the admission to college procedure?

(1)[] Very helpful
(2)[] Rather helpful
(3)[] Not particularly helpful
(4)[] Of no help whatsoever

10-*(13)* How many personal contacts did you have with your counselor to discuss your college plans?

(1)[] None
(2)[] One or two
(3)[] Three or four
(4)[] Five or six
(5)[] Seven or eight
(6)[] Nine or more

11-*(14)* In what way did the denial of admission to Oakland alter your educational plans?

(1)[] I did not have to alter my plans.
(2)[] I found it necessary to enroll in my 2nd or 3rd choice college.
(3)[] I found it necessary to file applications to less competitive institutions.
(4)[] The denial forced me to postpone my entrance to higher education.
(5)[] I found it necessary to enter a two year college.
(6)[] Other (please specify) _____

12-(25) To how many colleges did you apply for admission? (Include Oakland)

(1)[] One
(2)[] Two
(3)[] Three
(4)[] Four
(5)[] Five
(6)[] Six or more

13-(26) If you met with a member of the Oakland admissions staff, did you meet with that person

(1)[] before you applied?
(2)[] after you applied, but before you received the decision?
(3)[] after you received the decision?

14. What was your reaction to the denial of admission by Oakland? (You may check as many as are appropriate.)

(17)[] I was disappointed.
(18)[] I believed the decision was unjustified.
(19)[] I was angry with the University.
(20)[] I did not believe they had my best interests in mind.
(21)[] I expected the denial.
(22)[] I believed they had made the best decision with the information they had available.
(23)[] I was satisfied with the decision.
(24)[] Other (please specify) _____

15. What is your current thinking about the decision to deny you admission to the University? (You may check as many as are appropriate.)

(25)[] I believe the decision was justified.
(26)[] I am angry with the University.
(27)[] I do not believe they had my best interests in mind.
(28)[] I believe they made the best decision with the information they had available.
(29)[] I am satisfied with the decision
(30)[] Other (please specify) _____

16-(31) If you were denied admission to institutions other than Oakland, how did you react to their denial?

(1)[] In much the same way as I did to Oakland's denial.
(2)[] Considerably different than I did to Oakland's denial. (If you checked this item, please state briefly how your reaction differed and why.)

_____

_____

_____

17-(32) Do you believe that you can do college level academic work?

(1)[] I definitely have the academic capability.
(2)[] I probably do have the academic capability.
(3)[] I am doubtful that I have the academic capability.
(4)[] I probably do not have the academic capability.
(5)[] I do not have the academic capability.
(6)[] I do not know if I have the academic capability.

18-(33) When you were a senior in high school did you believe that you could do college level academic work?

(1)[] I definitely believed that I had the academic capability.
(2)[] I thought that I probably had the academic capability.
(3)[] I was doubtful that I had the academic capability.
(4)[] I thought I probably lacked the academic capability.
(5)[] I definitely thought I lacked the academic capability.
(6)[] I did not know if I had the academic capability.

19-(34) If you took a college admissions test such as the Scholastic Aptitude Test (SAT) or the American College Test (ACT), were those scores ever interpreted for you?

(1)[] Yes (If yes, by whom were they interpreted?) _____

(2)[] No

20-(35) Was the high school you attended located in an

(1)[] Urban area? (such as Detroit, Flint, Grand Rapids, or any major city)
(2)[] Suburban area? (such as Rochester, Utica, or Walled Lake, or any small city)
(3)[] Rural area? (such as a farm area)

21-(36) In what type of curriculum were you enrolled in high school?

(1)[] College preparatory
(2)[] Business or Commercial
(3)[] General
(4)[] Vocational
(5)[] Agricultural
(6)[] Other (please specify) _____

22-(37) Which of the following do you think best describes you?

(1)[] American Indian
(2)[] Black
(3)[] Caucasian
(4)[] Chinese
(5)[] Japanese
(6)[] Other Oriental.
(7)[] Mexican-American
(8)[] Latin American
(9)[] Mixed
(10)[] Other (please specify) _____

Items 23 through 36 should be completed only if you enrolled in an institution of higher education after high school

23. If you enrolled in an institution of higher education following graduation from high school, please list the name(s) of the institution(s). (In the order of attendance if you have been enrolled in more than one.)

1. _____

2. _____

3. _____

24. What was the date (month and year) of your first enrollment in an institution of higher education? _____

25-*(38)* How far from your home is the institution you attend?

(1)[] Within commuting distance
(2)[] Too far to commute but within 200 miles
(3)[] More than 200 miles, but less than 1,000 miles
(4)[] 1,000 miles or more

26-*(39)* In the institution(s) of higher education in which you have taken college level work, what is your approximate grade point average?

(1)[] Mostly A's (an average of 3.5 or above)
(2)[] Mostly B's (an average of 2.8 - 3.4)
(3)[] Mostly C's (an average of 2.0 - 2.7)
(4)[] Mostly D's (an average of 1.6 - 1.9)
(5)[] Mostly D's and E's (an average of 1.5 or below)

27-*(40)* Even if you are uncertain about a college major, select the group listed below which includes the area <u>most</u> appropriate to your current interests.

(1)[] <u>Business</u>
(Such as: business administration, clerical, commercial)

(2)[] <u>Humanities</u>
(Such as: English, speech, foreign languages, social sciences (history, economics, political science, etc.), behavorial sciences (psychology, anthropology, sociology, etc.), philosophy, theology, religion, drama, art)

(3)[] <u>Pre-Professional</u>
(Such as: medicine, dentistry, pharmacy, law)

(4)[] <u>Education</u>
(Such as: elementary school teaching, secondary school teaching)

(5)[] <u>Engineering</u>

(6)[] <u>Sciences</u>
(Such as: biology, chemistry, mathematics, physics)

(7)[] <u>Other</u>
(Such as: agriculture, forestry, vocational-technical trade, medical technology, and other majors not included in groups above.

28-(41) If you did not attend the college of your first choice, what was the primary reason? (If you did attend your first choice college, skip this question.)

(1)[ ] I was not admitted
(2)[ ] Financial reasons
(3)[ ] Personal reasons
(4)[ ] Other (please specify) _____

29-(42) Do you plan to continue school next year?

(1)[ ] Yes, at this college
(2)[ ] Yes, but at some other college
(3)[ ] Yes, but I am unsure where
(4)[ ] No
(5)[ ] Uncertain at this time

30-(43) Are you currently a full-time or part-time student?

(1)[ ] Full-time day
(2)[ ] Full-time night
(3)[ ] Full-time day and night
(4)[ ] Part-time day
(5)[ ] Part-time night

31-(44) How many college units (semester hours) will you have completed by the end of the fall, 1971 semester or quarter?

(1)[ ] 0-10
(2)[ ] 11-20
(3)[ ] 21-30
(4)[ ] 31-40
(5)[ ] 41 or more

32-(45) What is the highest degree you expect to attain?

(1)[ ] No degree or less than a two year degree or certificate
(2)[ ] An associate of arts degree
(3)[ ] A bachelors degree
(4)[ ] A masters degree, such as an M.S., M.A., or M.B.A.
(5)[ ] A doctoral degree such as M.D., D.D.S., or Ph.D.
(6)[ ] Other (please specify) _____

33-(46) Looking back, do you believe that you made the best choice by choosing to attend the college in which you enrolled?

(1)[ ] I definitely made the best decision
(2)[ ] I am fairly certain I made the best decision
(3)[ ] I am not certain I made the best decision
(4)[ ] I am fairly certain I should have gone elsewhere
(5)[ ] I definitely should have gone elsewhere

34-(47) Should you drop out of school, what do you think would be the major reason? (If you have already dropped out, what was the major reason?)

(1)[] Academic problems
(2)[] Lack of interest
(3)[] Need to enter military service
(4)[] Marriage
(5)[] Financial problems
(6)[] Other

35-(48) Approximately how many hours per week do you currently spend on your college studies? (Exclusive of time spent in class.)

(1)[] 1-5 hours
(2)[] 6-10 hours
(3)[] 11-15 hours
(4)[] In excess of 15 hours

36-(49) Approximately how many hours per week did you spend on your high school homework during your junior and senior years?

(1)[] I rarely studied
(2)[] 0-5 hours
(3)[] 6-10 hours
(4)[] 11-15 hours
(5)[] In excess of 15 hours

37-(50) What was the approximate gross annual income of your parents when you graduated from high school?

(1)[] Under $5,000
(2)[] $5,000-$8,000
(3)[] $8,000-$11,000
(4)[] $11,000-$14,000
(5)[] $14,000-$17,000
(6)[] $17,000-$20,000
(7)[] In excess of $20,000

38-(51) Please check the highest level of education attained by your father.

(1)[] 0-6 years
(2)[] 7-9 years
(3)[] 10-11 years
(4)[] High school graduate
(5)[] 1-3 years of college
(6)[] College graduate
(7)[] Some graduate work
(8)[] Holds a graduate degree

39-(52) Please check the highest level of education attained by your mother.

(1)[] 0-6 years
(2)[] 7-9 years
(3)[] 10-11 years
(4)[] High school graduate
(5)[] 1-3 years of college
(6)[] College graduate
(7)[] Some graduate work
(8)[] Holds a graduate degree

40-(53) After graduation from high school did your parents

(1)[] Encourage you to continue your formal education?
(2)[] Discourage you from continuing your formal education?
(3)[] Express little preference one way or the other regarding your formal education?
(4)[] Other (please specify) _____

41. Please list below the numbers of brothers and sisters in your family and the highest grade of school each has completed. One year of college would equal 13, two years 14, etc. (Example: Brothers ages 10 + 21; 4 years and 15 years of education.)

	Ages	Years of Education
Brothers		
Sisters		

(Items 42 through 44 should be completed only if you did not enroll in an institution of higher education following graduation from high school.)

42-(54) Why did you not enroll in college after graduation from high school?

(1)[] Discouraged because of my denial by Oakland
(2)[] Never really wanted to go to college
(3)[] Could not be admitted to college of my choice
(4)[] Thought I might do better in college at a later time
(5)[] Couldn't be admitted to any institution to which I applied
(6)[] Preferred to complete my military obligation first
(7)[] Decided to earn some money before entering college
(8)[] Other (please specify) _____

43-(55) Do you plan to enter college in the future?

(1)[] Yes
(2)[] No

44-(56) If you do enter a college in the future will it be a

(1)☐ Technical or trade school?
(2)☐ Community or junior college?
(3)☐ Senior college?

45. What is your reaction to the college admissions process in general?

* * * * * * * * * * * * * * * *

APPENDIX D

OAKLAND UNIVERSITY
Rochester, Michigan 48063
Area 313 377-2000

November 18, 1971

During 1969-70 you applied for admission to Oakland University, but it was necessary at that time for our admissions staff to encourage you to continue your education elsewhere.

Oakland and various other agencies throughout the country have been interested in those of you who were denied admission to one or more educational institutions. We now wish to ascertain how you feel about the process and to learn of your academic and/or occupational activities since your application to Oakland. We also hope to identify several of the more prominent characteristics of this particular group. Agencies expressing an interest in this study, one of the first of its kind, include the American Council on Education, the College Entrance Examination Board, and the American Council on Higher Education.

I, therefore, ask your assistance in this regard. Will you please complete the enclosed questionnaire and return it in the supplied self-addressed, postage-paid envelope? (Pre-testing of the questionnaire indicates that only about 15 minutes is required for completion.) Your assistance will make it possible for Oakland and other colleges and universities throughout the nation to improve their admissions programs and to work more effectively with high school students. All responses will be confidential and no names will be utilized in any phase of the study. Your questionnaire will be recognizable to those of us conducting the study by the numbers noted at the top of page one of the form. However, those numbers will be associated with names only to enable us to follow up on those questionnaires that are not returned.

I believe you will find the questionnaire interesting and I look forward to receiving your responses. Should you wish to discuss this with me by telephone, please call (313) 377-3166.

Cordially yours,

William H. Jones
Assistant Dean of
Graduate Study

WHJ:lmc

Enclosure

APPENDIX E

OAKLAND UNIVERSITY

Rochester, Michigan 48063

Area 313 377-2000

In an earlier letter to you I stated that we are currently studying the reactions and attitudes of students who were denied admission to Oakland University's 1970 freshman class. It is anticipated that this study will be of assistance to many colleges and universities in the country and to high school counselors in the development of their college-bound advising programs. As such, your reactions and attitudes are vital to this study.

Will you please give a few minutes of your time to complete the enclosed questionnaire. If you have recently completed and returned the form sent to you earlier, I thank you for your assistance.

A self-addressed postage-paid envelope is enclosed for your convenience.

Your early reply will be appreciated.

Most sincerely,

William H. Jones
Assistant Dean of
Graduate Study

WHJ:lmc

Enclosure

APPENDIX F

OAKLAND UNIVERSITY

Rochester, Michigan 48063

Area 313 377-2000

December 22, 1971

Tabulation and development of the report regarding the attitudes and educational activities of students denied admission to Oakland University's 1970 freshman class will begin within the next two weeks. Response to the questionnaire has been exceptional, but yours is among those yet to be received. We are sincerely anxious to obtain your reply. If you would like to have your voice heard and to influence future admissions policies at this and other educational institutions in the country, will you please return one of the questionnaires mailed to you earlier. If that form is not currently available to you, please telephone collect (313) 377-3166 and a new form will be mailed.

We will greatly appreciate your assistance.

Most sincerely,

William H. Jones
Assistant Dean of
Graduate Study

WHJ:lmc

APPENDIX G

OAKLAND UNIVERSITY Rochester, Michigan 48063
Area 313 377-2000

January 21, 1972

Your response to one of the items on the College Admissions Questionnaire interested me very much. You and many other respondents believe that your high school counselor was either "not particularly helpful" or "of no help whatsoever" in the admission to college procedure.

We are interested in determining how you believe your counselor could have been of greater assistance in this process. Will you please take a moment to briefly record your thoughts below and return this page to me in the enclosed postage-paid envelope.

Thank you for returning the previous questionnaire. The information we are obtaining will be of great help to us and to high school students who will contend with admission to college procedures in the future.

You will not be bothered by additional requests--honest!

Sincerely,

Bill Jones
Assistant Dean of
Graduate Study

No 125929

OAKLAND UNIVERSITY
ROCHESTER, MICHIGAN 48063

PART A APPLICATION FOR UNDERGRADUATE ADMISSION

TO BE FILLED OUT BY APPLICANT AND SUBMITTED WITH A $15.00 NON-REFUNDABLE APPLICATION FEE TO THE DIRECTOR OF ADMISSIONS.

1 SOCIAL SECURITY NUMBER

2 LAST NAME (OR FAMILY NAME), FIRST NAME, MIDDLE NAME OR INITIAL LEAVE ONE SPACE BETWEEN EACH NAME

3 DATE OF BIRTH MONTH DAY YEAR

4 PLACE OF BIRTH CITY & STATE IF IN U.S. OR CITY & COUNTRY IF NOT IN U.S.

5 U.S. CITIZEN YES NO

6 HAVE YOU BEEN A LEGAL RESIDENT OF MICHIGAN FOR THE LAST SIX MONTHS? (SEE CATALOG) YES NO

7 MALE FEMALE

8 SINGLE MARRIED

9 FIRST FOUR LETTERS OF MAIDEN NAME IF MARRIED FEMALE

10 HAVE YOU HAD U.S. MILITARY SERVICE? YES NO

11 PLAN TO ENTER (SEE INSTRUCTIONS) SEMESTER YEAR 19

12 GO TO PLAN TO ATTEND FULL TIME? YES NO

13 CURRICULUM NAME (SEE LIST PAGE 2)

14 CURRICULUM NO.

15 DO YOU PLAN TO EARN AN ELEMENTARY TEACHER'S CERTIFICATE? YES NO

16 DO YOU PLAN TO EARN A SECONDARY TEACHER'S CERTIFICATE? YES NO

17 DO YOU PLAN TO LIVE ON CAMPUS? YES NO

18 DO YOU HAVE ADEQUATE FINANCES FOR YOUR EDUCATION? YES NO

19 IF ANSWER IS "NO" APPLICANT MUST HAVE THEIR PARENTS FILE A "PARENT'S CONFIDENTIAL STATEMENT" WITH THE COLLEGE SCHOLARSHIP SERVICE, BOX 881, EVANSTON, ILLINOIS 60201. (SEE INSTRUCTIONS FOR APPLYING FOR FINANCIAL AID.)

PERMANENT HOME ADDRESS

20 NUMBER & STREET

21 TELEPHONE AREA CODE PREFIX NUMBER

22 CITY & STATE IF IN U.S. OR CITY & COUNTRY IF NOT IN U.S.

23 ZIP CODE

24 COUNTY IF IN MICHIGAN

CURRENT MAILING ADDRESS IF DIFFERENT FROM ABOVE

25 NUMBER & STREET

26 TELEPHONE AREA CODE PREFIX NUMBER

27 CITY & STATE IF IN U.S. OR CITY & COUNTRY IF NOT IN U.S.

28 ZIP CODE

29 COUNTY IF IN MICHIGAN

NEAREST LIVING RELATIVE NOTE - IF FATHER & MOTHER SHOW FATHER'S NAME ONLY

30 FIRST NAME, MIDDLE NAME OR INITIAL, LAST NAME LEAVE ONE SPACE BETWEEN EACH NAME

31 NUMBER & STREET

32 TELEPHONE AREA CODE PREFIX NUMBER

33 CITY & STATE IF IN U.S. OR CITY & COUNTRY IF NOT IN U.S.

34 ZIP CODE

35 COUNTY IF IN MICHIGAN

36 RELATIONSHIP (CODE OR DESCRIBE) SEE INSTRUCTIONS

37 RELATIVE'S OCCUPATION

LIST HIGH SCHOOL FROM WHICH YOU GRADUATED OR WILL GRADUATE AND COLLEGES ATTENDED WITH DATES (MONTH & YEAR). TRANSCRIPTS OF ALL ACADEMIC WORK MUST BE PRESENTED.

NOTE - SHOW ADDITIONAL COLLEGES ON SEPARATE SHEET IF NECESSARY.

38 NAME OF HIGH SCHOOL

39 FROM MONTH YEAR

40 TO MONTH YEAR

41 YEAR OF GRADUATION

42 CITY & STATE IF IN U.S. OR CITY & COUNTRY IF NOT IN U.S.

43 ZIP CODE

FOR OFFICIAL USE ONLY

44 NAME OF COLLEGE LAST ATTENDED

45 FROM MONTH YEAR

46 TO MONTH YEAR

47 YEAR IF GRADUATED

48 DEGREE IF ANY

49 CITY & STATE IF IN U.S. OR CITY & COUNTRY IF NOT IN U.S.

50 ZIP CODE

FOR OFFICIAL US. ONLY

51 NAME OF NEXT MOST RECENT COLLEGE ATTENDED

52 FROM MONTH YEAR

53 TO MONTH YEAR

54 YEAR IF GRADUATED

55 DEGREE IF ANY

56 CITY & STATE IF IN U.S. OR CITY & COUNTRY IF NOT IN U.S.

57 ZIP CODE

FOR OFFICIAL USE ONLY

FOR OFFICIAL USE ONLY DO NOT WRITE BELOW THIS LINE

FEE	RESIDENCE	J CODE	COND	TYPE	CLASS	SPEC INT.	SFP	SCH	FOREIGN & VISA

TRANS.	DEAN'S REPORT	RANK

ACCEPTED	7TH OR 8TH SEMESTER GRADES	ENTRANCE EXAM
DELAY - SPECIFY		NON-ACCEPT.

PART A (continued)

58 STATE IN CHRONOLOGICAL ORDER, INCLUDING DATES, YOUR PERIODS OF EMPLOYMENT, EDUCATION OR MILITARY SERVICE SINCE GRADUATION FROM HIGH SCHOOL.

59 GIVE NAMES AND ADDRESSES OF TWO OF YOUR HIGH SCHOOL TEACHERS (NOT REQUIRED OF TRANSFER STUDENTS).

NAME	ADDRESS	TELEPHONE
NAME	ADDRESS	TELEPHONE

60 WHAT DO YOU LOOK FORWARD TO AS A LIFE WORK?

61 IF YOU ARE NOW ATTENDING HIGH SCHOOL OR COLLEGE, LIST COURSES NOW IN PROGRESS AND THOSE YOU PLAN TO TAKE BEFORE ENTERING OAKLAND UNIVERSITY.

FIRST SEMESTER COURSES	COURSE NUMBER	UNITS OR CREDITS	SECOND SEMESTER COURSES	COURSE NUMBER	UNITS OR CREDITS

62 WHAT ACTIVITIES HAVE YOU PARTICIPATED IN DURING YOUR HIGH SCHOOL CAREER?

63 WHY DO YOU WISH TO ENTER OAKLAND UNIVERSITY?

64 HAVE YOU APPLIED FOR ADMISSION TO ANOTHER COLLEGE OR UNIVERSITY? YES ☐ NO ☐

(1) _____ ACCEPTED? YES ☐ NO ☐

(2) _____ ACCEPTED? YES ☐ NO ☐

65 HAVE YOU PREVIOUSLY APPLIED FOR ADMISSION TO OAKLAND UNIVERSITY? IF YES, WHEN?

READ BEFORE SIGNING

ALL ADMITTED STUDENTS ARE REQUIRED TO SUBMIT EITHER A $50 OR $75 DEPOSIT ($50 FOR COMMUTER STUDENTS, $75 FOR DORMITORY STUDENTS) WITHIN THREE WEEKS OF THE OFFICIAL NOTIFICATION OF ADMISSION. IN THE CASE OF RESIDENT STUDENTS $25 WILL RESERVE A PLACE IN THE RESIDENT HALLS AND THEN BE USED AS A BREAKAGE DEPOSIT. THE $50 WILL APPLY TOWARD TUITION AND ORIENTATION FEES FOR BOTH RESIDENT AND COMMUTER STUDENTS.

IF THE STUDENT NOTIFIES THE UNIVERSITY PRIOR TO APRIL 1 THAT HE DOES NOT INTEND TO ENROLL AT OAKLAND UNIVERSITY, ONE-HALF OF THE ADMISSIONS DEPOSIT WILL BE REFUNDED. ANY SUCH NOTIFICATION FOLLOWING APRIL 1 WILL NOT ENTITLE THE STUDENT TO ANY REFUND NOR WILL ANY STUDENT ADMITTED AFTER APRIL 1 BE ELIGIBLE FOR A REFUND IF HE ELECTS NOT TO ENROLL AT THIS INSTITUTION.

I CERTIFY THAT ALL THE ANSWERS I HAVE GIVEN IN THIS APPLICATION ARE COMPLETE AND ACCURATE TO THE BEST OF MY KNOWLEDGE, AND IF ADMITTED, I AGREE TO OBSERVE ALL THE RULES AND REGULATIONS OF OAKLAND UNIVERSITY.

DATE _____ YOUR SIGNATURE _____ MAIDEN NAME IF MARRIED FEMALE _____

APPENDIX I

Part B-1 **To be filled out by the Secondary School. Information will be treated in a professional manner.**

MICHIGAN UNIFORM SECONDARY SCHOOL PERSONAL AND SCHOLASTIC RECORD FORM

APPLICANT'S PERSONAL RECORD.

1. Student's Name _____ (Last / First / Middle) Secondary School _____

2. *Standardized Test Results.* Administered during the secondary school period. If scores are not national (test publisher's) norms, please indicate.

INTELLIGENCE OR APTITUDE TESTS				
NAME AND FORM OF TEST	Date Given	I. Q.	Per-centile	Grade Score

ACHIEVEMENT TESTS				
NAME AND FORM OF TEST	Date Given	Grade* Level Norm	Per-centile	Grade Score Place-ment

*Grade level on which the percentile norms are based.

Other test data or comments can be added here or placed on a separate sheet.

3. *Personal Characteristics.* Rate the personal characteristics of this applicant by checking in the appropriate columns. These ratings may be either the composite judgment of several persons or the judgment of one person.

PERSONAL CHARACTERISTICS	Below Average		Average		Above Average		Lack Information	COMMENTS
A. Physical health								
B. Emotional adjustment								
C. Social adjustment								
D. Maturity related to age								
E. Citizenship								
F. Seriousness of purpose								
G. Achievement related to ability								

4. *General Comment:* List any strong or weak points of this student and any concerns you may have about him.

5. Describe any particular circumstances of the applicant's environment, personality, or fortunes of life that may have been influential in determining the record made in high school. Unusual improvement in attitude and achievement should be indicated.

6. What type and length of college program appears desirable for this applicant (e.g., terminal, degree, etc.)?

7. Please add any special suggestions or comments as to how the university can best help this applicant to succeed.

8. Information and suggestions for occupational counseling.

9. Signature _____ Position _____ Date _____

If more space is needed, use reverse side.

B-1

Last Name / First Name / Middle Name

(Applicant print name in space.)

OU-45b

MICHIGAN UNIFORM SECONDARY SCHOOL PERSONAL AND SCHOLASTIC RECORD FORM

(Please use typewriter or ball point pen.) APPENDIX I

Part B-2

APPLICANT'S SCHOLASTIC RECORD. To be filled out by the Secondary School. Information will be treated in a professional manner.

Application for admission to OAKLAND UNIVERSITY, Rochester, Michigan

10. Student's name_____ (Last / First / Middle) Birthdate_____ (Month / Day / Year)

11. Student's home address_____ (Number / Street / City / Zone / State)

12. Secondary school_____ (Name / Number / Street / City / Zone / State) Phone_____

Public_____ Private_____ Accredited by_____

Member Michigan Secondary School-College Agreement?_____ If yes, beginning when?_____

Mark required for passing?_____ Mark required for college recommendation?_____

13. Is the student in school now?_____ Was graduated_____ (Date) Will graduate_____ (Date) Withdrew_____ (Date)

14. If a semester or more has elapsed since the applicant's graduation, has he applied for admission to another institution?_____

If so, where?_____; or, has he attended another institution?_____ If so, where?_____

15. Grade point average (if available)_____; please explain point system if other than A-4, B-3, C-2, D-1, E-0.

Rank in class from top_____ Number in class_____; underline the approximate rank from top: (quarter) 1, 2, 3, 4.

16. Scholastic Record. May be furnished by attaching one copy of the student's record. Record all subjects taken whether passed or failed. *(Place asterisks on marks not earned in school reporting.)*

	SUBJECTS	Grade Year	9th 19__		10th 19__		11th 19__		12th 19__		Post. Grad. 19__		Units	Leave Blank
ENGLISH	English													
FOREIGN LANG.														
MATH.	Algebra													
	Geometry													
	Trigonometry													
SCIENCE With Lab.	Biology													
	Chemistry													
	Physics													
SCIENCE No Lab.														
SOCIAL STUDIES	World History													
	U. S. History													
	American Gov't.													
OTHER SUBJECTS														

LIST COURSES TO BE COMPLETED IN LAST YEAR	Units 1st Sem.	Units 2nd Sem.

Give key to grading system if other than A-B-C-D-E.

17. *Principal's Official Recommendations.*

- ☐ Recommended for admission.
- ☐ Recommended for admission under Michigan Secondary School-College Agreement Plan.
- ☐ Recommended for admission under the following conditions:
  - A. ☐ Entrance Examination
  - B. ☐ May not be eligible under your admission requirements, but I suggest we take a chance on this person.
- ☐ Not recommended for admission.
- ☐ Prefer not to make a recommendation.
- ☐ Please contact me for further information.

18. *Principal's Estimate of Applicant's Potential.*

- ☐ Will probably be a superior student.
- ☐ Will probably be an average student.
- ☐ May have some difficulty and should have special guidance and attention. Please explain.

Principal's Signature_____

Date_____

Last Name First Name Middle Name

(Applicant print name in space.)

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