AN ANALYSIS OF JOB PLACEMENT PATTERNS OF BLACK AND NON-BLACK MALE AND FEMALE UNDERGRADUATES AT THE UNIVERSITY OF VIRGINIA AND HAMPTON INSTITUTE

A Dissertation

Presented to

The Faculty of

The Graduate School of Education

University of Virginia

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Eduction

---

by

Alvin Frederick Anderson

1974

APPROVAL SHEET

This dissertation by Alvin Frederick Anderson is accepted in its present form as satisfying the dissertation requirement for the degree of Doctor of Education.

For the Faculty of the School of Education, University of Virginia, Charlottesville, Virginia.

Robert H. Pate, Jr., Ph.D.
Chairman

Paul B. Walter, Ph.D.

N. Kenneth La Fleur, Ph.D.

Lawrence A. Simpson, Ed.D.

Jennings L. Wagoner, Ph.D.

Date

ACKNOWLEDGEMENTS

No man knows fully what has shaped his own thinking. Many people contributed to the development of this project, and whenever the source is known, reference is made in the numerous footnotes and bibliography. Among these are four individuals to whom I owe an especial debt, though of varying degree and kind. To them I want to pay tribute.

The earliest and greatest of these debts is acknowledged in the dedication of this work to my wife Martha, and to my three sons, Alvin F., Christian G., and Leland Jay.

To my advisor and friend, Dr. Robert H. Pate, Jr., I am grateful for having had his encouragement in times of trial and frustration. A special thanks goes to Dr. Paul B. Walter who helped me escape from the provincialism of thinking.

To Dr. Lawrence A. Simpson, Dr. N. Kenneth La Fleur and Dr. Jennings L. Wagoner, who also served on my committee, I appreciate their interest and valuable suggestions. I am grateful to the graduates of the University of Virginia and Hampton Institute who served as subjects and made this study possible.

Finally, I wish to thank Ms. Blanche M. Johnson and the staff of the Reproduction Center of the NASA-Langley Research Center for the highly professional manner in which they produced this dissertation.

ABSTRACT

This research provides data about the job placement patterns of selected June, 1973, graduates of the University of Virginia at Charlottesville and Hampton Institute, Hampton, Virginia.

The independent variables were race, sex, and institution attended. Research questions were proposed to determine the relationship of the independent variables and dependent variables when academic major, grade point average, placement registration, other activity (non-employment), employer, and source of employer contact were control variables. The dependent variables were number of job offers received, salary received in position accepted and willingness or unwillingness to recommend source of employer contact.

Background is provided about Black students and their "special problems" of assimilation, their unique environmental perceptions, and their reluctance to use the student personnel services in higher education. Special consideration is also given to the overall perception of student personnel services of both Black and non-Black students, including data on the differential effects of such variables as race, sex and institution attended, on their job placement patterns.

The frequency of response to each questionnaire item representing a dependent or control variable is displayed in

tables crosstabulated by each of the independent variables. To determine whether any observed relationships between the independent and dependent variables investigated might result from sampling error, inferential analysis was completed. The analysis of the dependent variables, number of job offers received and salary, is based on multiple linear regression analysis. The analysis determined whether adding information about race, sex and institution attended to a regression equation makes a statistically significant ($p < .05$) improvement in the prediction of number of job offers and salary. The analysis of satisfaction with the source of employer contact was a Chi-Square test to determine whether satisfaction is independent of source of contact.

The analysis revealed no statistical significance of institution attended as a predictor of job offers. Furthermore, institution attended was also not statistically significant as a predictor of salary. However, statistically significant relationships were found between race and number of job offers received, although race was not the most important variable. Sex was statistically significant in predicting the number of job offers received. While race was found to be statistically significant in the prediction of salary, the analysis shows, however, that academic major, grade point average and source of employer contact, were all more useful in the prediction of salary.

Another statistically significant relationship was found between sex and salary received. It is important to note that sex as a predictor is the most important variable in the model, with the exception of non-employment activity. Finally, the analysis of satisfaction revealed that willingness to recommend employer contact was not independent of that source at the 5% level of significance.

The responses of subjects in this study indicate that contrary to established beliefs, Black students received more job offers than non-Black students and that despite race making a statistically significant addition to the salary received (non-Blacks higher) for all practical purposes, the salaries were equal. The finding that salaries for females fell below males was noteworthy.

CONTENTS

TABLES

Supplementary Tables - Appendix E

Chapter 1

INTRODUCTION

Horace Mann (1958) said in 1848 that the educational institution must serve as the great equalizer of the conditions of men and the balance wheel of the social machinery. While there is considerable disagreement as to the role and potency of eduction in furthering equality, those who share Mann's commitment generally support the idea that programs designed to attract and retain Black students at institutions of higher education should provide guidance and counseling services pertinent to the needs of these students.

Brown and others (1972) reported that Black college students felt that counseling services were not relevant to their life goals. They did not accept counseling services because these contacts were seen as tangential to their life styles and concerns. Celia (1966) pointed out that the counseling process is incongruous with the life pattern of minority students.

A review of research by Banks (1968), Blumrosen (1968), Ledvinka (1969), Celia (1966), Vontress (1971), Beaumont (1972), Knight (1972), and Sedlack (1970) revealed that problems of Black college students form an identifiable pattern. Greene and Kester (1970) have identified some "special problems" of Black students, and claim that their

feeling of having been "victimized by the status quo was very pervasive". Black students indicated that they have more problems than their non-Black counterparts in the following areas (significant at or beyond the .05 level):

> Needing a job during vacation
> Deciding whether to leave college for a job
> Wanting part-time experience in my field
> Lacking necessary experience for a job
> Parents expecting too much of me (p. 4)

It seems that Black students do have "unique and special problems" that deserve attention. This point of view with regard to Black-non-Black differences was also supported by a pilot study conducted by the present author. One problem which evolved from these investigations may be phrased as a question: How can placement officials meet the differing career/educational counseling and placement needs of Black students and non-Black students?

Black students have developed unique environmental perceptions, values, and attitudes which may disrupt the non-Black personnel worker's professional pattern during the counseling relationship. The lack of mutual understanding and knowledge of cultural differences may make empathy with Black students difficult to achieve. Rogers (1959) regards the possession of empathy, along with the equally difficult to achieve genuineness and acceptance as necessary traits for a counselor. One who has them will be on his way to establishing a very effective growth-promoting relation-

ship with Black clients.

The general area of concern in this research is career planning and placement activities as they occur in institutions of higher education. In addition to race, the type of institution attended and its philosophical orientation, may have differential effects upon the respective student population, with respect to their career planning and eventual job placement. While there are certain ideological differences between colleges founded to serve Blacks, like Hampton Institute, and those founded to serve non-Blacks, like the University of Virginia, Black colleges today, according to Jencks and Riesman (1969) face many of the same dilemmas as the non-Black institutions. To the extent that Blacks seek entry into a racially integrated national labor force, they will usually be interested in integrated colleges that prepare them directly for such a life (p. 474). On the other hand, Blacks may choose a Black college for social or psychological reasons. Also, Jencks and Riesman (1969) point to educational research which shows that sex is one of the most important factors differentiating students' hopes and performance at all levels. The equalization of educational opportunity did not, of course, bring overnight equality between the sexes, even though the attack on sex segregation and exclusion in higher education has accelerated over the years (p. 297).

Many of these problems helped to form the basis of a pilot study conducted by Anderson (1972) at the University of Virginia, which investigated student personnel services, by identifying, classifying, and analyzing perception patterns of Black and non-Black students in-residence. The goal of the present investigation is to determine the influence of college graduates' race, sex, and institution on job placement patterns.

Conceptual Foundations

This study considers race, sex and type of institution attended as variables which may have some effect on the job placement patterns of college students.

Race.- During the 1968-69 academic year, officials of College Placement Service (CPS) and the College Placement Council (CPC) received reports from employers and from colleges and universities with a predominantly non-Black enrollment indicating that Black students were not participating in the regular career counseling and placement programs offered by these institutions. An appraisal of the situation as reported by Beaumont (1972) is that "these students not only lacked current information about career options but they also expressed doubt about their chances of employment in the white business world (p. 1)".

Young (1968) contends that "counseling and placement have been handmaidens in sustaining the economic disadvantage of the Negro. Placement activities have proved inept and inadequate. Many placement officials have assumed automatically that industrial recruiters are not interested in interviewing Negroes (p. 238)". Furthermore, according to Knight (1972) "skin color nullifies vocational opportunities and imposes other restrictions (p. 3)".

Research by Phillips (1961) shows that non-Blacks have a preconceived mental picture of Blacks which may prohibit a neutral counseling session, or which may interfere with the counselor's execution of his skills. When dealing with the Black student, it is also important to consider his perception of the various student personnel programs and to recognize the significance of interviewing techniques. Further evidence of a "dual environment" comes from a closer inspection of perceptual responses. While both racial groups viewed the general features of their colleges similarly, they viewed the so-called racial environment quite differently. Centra (1970) states that Black students appeared not only to be very much aware of their minority status, but also perceived their colleges as places where race or background determine friendships and associations.

What conclusions, if any, can be drawn about Black students at predominantly white colleges? On the basis of

empirical evidence presented by Centra (1970), it would seem that they are both similar and different from their non-Black counterparts. But some of the differences according to Centra were impressive and, in fact, point toward the existence of a "dual environment". Given different interests and concerns, Black students have spent their spare time in activities "most meaningful to them, especially promoting civil rights or improving their situation on campus (p. 14)".

Sex.- There are of course, certain culturally determined roles and functions which affect both males and females. Much of what is considered "male roles" and "female roles" may be based on myths and stereotypes. During the past decade, females have also responded to social and legal injustice with widespread protest movements and civil disobedience leading, with varying degrees of success, to modifications of legal norms and a consequent restructuring of social attitudes.

Kanowitz (1969) noted that the similarities between the legal and social situation of American women and American Blacks are indeed striking: "both groups are easily identifiable, and both are objects of a discrimination largely influenced by sexual factors (p. 165)".

In the employment sector, Pressman (1970) also feels that the forms of discrimination against women are similar to the

forms of discrimination against Blacks: "confinement to low-skilled; low-pay jobs; wage differentials for similar work; separate lines of seniority and progression; exclusion from managerial and supervisory jobs; etc. (p. 2)".

Institution Attended.- Students may choose to attend different types of colleges for a variety of reasons. While this study will not attempt to analyze the reasons for selecting a particular type of institution, it has been suggested that the introduction of Black students into a new environment at an integrated university, for example, is often difficult. However, several factors relating to the perception of the career/educational counseling and placement services should be considered: (1) this may be the first time the Black student has had to relate to non-Black student personnel workers; (2) it may be the first time that non-Black student personnel workers have had Black counselees; (3) the new Black student may feel anxious about his reception; and (4) the non-Black student personnel worker may also feel anxious about his reception.

Research Foundations

Anderson's (1972) questionnaire elicited from Black and non-Black students, reactions to their involvement in and perceptions of the placement activities at the University

of Virginia. The pilot study population was 178. Of this group who voluntarily completed and returned the questionnaire, there were 50 Black male, 50 non-Black male, 39 Black female, and 39 non-Black female students in-residence.

Part III of the questionnaire was entitled "General Concerns". It was subdivided into five categories of items adopted and amended from the Mooney Problem Checklist, 1950, revision by Ross L. Mooney. These categories were labled as follows: (1) Academic, (2) Financial, (3) Personal/Social, (4) Career/Educational Counseling, and (5) Measurement/Evaluation.

On the basis of the evidence presented in the pilot study, it was determined that there are differences between Black and non-Black students in their perceptions of career/educational counseling and placement services. It then became an additional research concern to discover if their career counseling needs were being met by these services, and if a differential effect of job placement patterns inhibited their ability to secure jobs upon graduation. A summary of the "General Concerns" of Black and non-Black students is provided in Table 1.

This summary table is significant only because it provides a listing of personal concerns, with frequency tabulations by race and sex of the subjects in the pilot study from which this present study is an outgrowth. It is

Table 1

Summary of Responses to Questions Dealing with Career/Educational Counseling and Placement Concerns

Career Educational Counseling and Placement Concerns	Responses by Race & Sex			
	Black Male	Black Female	Non - Black Male	Non - Black Female
Choosing best course to prepare for a job	15	9	2	5
Needing a part-time job now	11	9	2	5
Needing a job during vacations	16	16	1	3
Afraid of unemployment after graduation	12	14	1	5
Doubting I can get a job in my chosen vocation	10	8	0	1
Trying to combine marriage and career	2	6	2	2
No jobs available for Black males	6	1	2	2
Family opposing my choice of vocation	0	1	5	10
Concerned about military service	7	0	2	0
No jobs available for Black females	1	9	0	5
Needing information about my interests and abilities	10	13	9	10
Doubting wisdom of vocational choice	6	8	0	0
Needing to decide on an occupation	5	6	0	0
Wanting part-time experience in my field	20	17	10	5
Needing information about vocations	11	15	5	2
Not knowing who to talk to about my career plans	15	14	0	2
Needing information about educational/career planning	10	12	0	0
Not having information and exposure to overall placement program	15	12	0	10
Needing to develop job seeking skills	10	9	5	3
Recruiters not interested in Black applicants	6	7	0	15

Wanting advice on next step after college	10	7	0	0
Needing to plan ahead for the future	7	7	0	0
Doubting value of college degree	7	6	10	15
Not knowing how to look for a job	6	5	5	10
Not knowing how to talk to recruiters	7	5	5	3
Needing information about co-op programs	12	4	0	0
Not knowing how to develop a personal resume	10	3	2	1
Unable to enter my desired vocation	0	3	15	20
Wondering whether further education is worthwhile	10	3	0	0
Deciding whether to leave college for a job	7	0	2	0
Needing information about specific occupations	10	10	5	3
Wanting more worthwhile discussions with career counselors	15	15	2	5
No Black counselor to talk to	25	14	5	0
Needing money for graduate training	15	9	3	2

inclusive and yet more detailed than the findings of Greene and Kester (1970).

Review of Selected Literature

Though there are those who would argue against the necessity for special programs for Black students, Dr. James G. Bond, Vice President for Student Affairs at Bowling Green State University, in a 1969 speech drew attention to the importance of the counselor's understanding the culture, behavioral patterns, language, attitudes, appearance,

interviewing techniques, mobility and general problems of Blacks. Vontress (1970) talks about the middle-class person's "inability or unwillingness to understand and relate to cultural minorities in our society". This inaptitude, he claims, "is so pervasive that it permeates the ranks of counselors, teachers, and other professionals". Vontress recommends in-service training for counselors. The primary goals of such training should be that of "sensitizing therapeutic professionals to the nature and needs of cultural minorities".

While many colleges have established special programs, perhaps to attract Black students, reports by Sedlack and Brooks (1970) reveal that many of these programs appear to be typical student services such as tutoring and counseling, which are offered to all students, with no mechanisms to ensure that Black students will take advantage of these services.

Tolson (1972) makes reference to negative labeling, when she talks about some of the adjectives (disadvantaged, poor, black) which have become so "culturally powerful that they control our perception and thereby limit our ability to apply what we know to be good counseling techniques". The question of language then, is an important vehicle of communication and further is a significant component of the counseling relationship. Schumaker and others (1972) help

to clarify the issue when they state that effective communication between non-Black personnel workers and Black students depends at least in part upon "linguistic compatability". The results of their study suggest that "linquistic compatability" between Black students and non-Black personnel workers is low. They conclude that having Black counselors in the student personnel program and having an educational component for non-Black counselors that deals with areas of the curriculum related to Blacks as well as on-the-job training are means to eleviate the problem.

Few studies have considered the influence of key figures upon the vocational development of Black youth. One notable exception to the general lack of research is Uzzell's (1961) study of Black male high school seniors in the South. Essentially, these students identified with the same-sex parents with respect to career choices.

Pallone, Rickard and Hurley (1970) describe the relative frequency with which certain key figures were reported by a cross-section of Black youth from working class families in four cities in a northern state to have influenced their occupational preference. Parents rank first or second in order of influence, while a person who himself holds the preferred occupation ranks in the alternate position. The most influencers of occupational preference thus are the same-sex parents. The influence of the opposite-sex parent

rivals that of the same-sex parent only among Black males, a finding which varies from previous observation on the dominant role of the mother in the Black family and with the categorization of the diminished role of the Black father.

Perhaps these youth have adopted a methodic approach to the process of gathering information and opinions about self and work from the most accessible and likely sources. For the personnel worker, Pallone (1969) suggests that they might profitably become concerned with "influencing the influencers ...who are in a position to directly affect" the vocational development of youth.

Facing the emerging feeling of alienation in the white middle-class oriented colleges, the Black student may reject services traditionally designed to meet the average student's needs. In turn, he seeks to identify with his own set of values, aspirations, system of reward and leadership models.

Haettenschwiller (1971) makes the point that counseling services that are designed to help and assist the Black student often call for an outreach approach in which contact is made with the student after acceptance and prior to his arrival as an entering student. The counselor takes the initiative by arranging to discuss the college program with the student and his parents at home. The reassurance the student can get from the brief home contact may provide the basis for a good counseling relationship.

According to Harrison (1972), the Black student typically feels alienated from the faculty when relationships are restricted and limited to formal classroom settings. Faculty members could demonstrate a personal interest in these students by allowing them to share in their research experiences, and faculty could also develop classroom activities relevant to social problems. The faculty model could seek every opportunity to engage the minority student in dialogue on intellectual issues to enhance his intellectual growth and development.

The above points of view do concur with Myers (1972) who suggests that self-perception, individual development, and other factors play important roles in how students begin to align themselves to major fields and identify with career choices.

The impact of the college attended on its students is the topic of a publication (Feldman and Newcomb, 1969); portions of which are relevant to this study. The inclusion of college as an environmental stimuli is appropriate because college majors clearly are not ultimate career choices. One of the earliest systematic attempts at isolating collegiate impact on vocational development was made by Knapp and Goodrich (1952). They attributed the differences in productivity to the prevailing atmosphere of the institution and to the type of student who is attracted to it.

Therefore, differential student populations among colleges appear as a more probable explanation of differences in productivity than the special qualities of institutions (p. 436).

It is our inclination to rank schools and colleges as the primary influence on career development because so many functions are served by educational institutions. According to Rever's (1973) review, school and college effects have not been substantiated, perhaps because of methodological difficulties (p. 144). Nevertheless, it seems clear that teachers, counselors, and subject-matter experiences are related to the direction taken in career planning.

The question of equality of job opportunities for some women needs to be addressed as a variable in any discussion of career planning. Why do surveys show that college women are often paid lower salaries than college men? Many companies indicated that women college graduates were paid the same starting rates. Most employers, however, offered general statements regarding the reasons why women are often paid less. The reasons include discrimination, prejudice, and an unenlightened attitude of management. Employers also indicated that women apply for and accept lower paying jobs, that women tend to prefer jobs with less responsibility (U. S. Department of Labor, Women's Bureau, 1972).

Rever (1973) illustrates by research examples the fact

that the most powerful influence on both level of career path and direction of career path is sex and the associated sex role. The interest patterns of males and females have been shown to be slightly better predictors of direction of career development than have other factors.

Rationale: Selection of Institutions

The question investigated is whether differences in race, sex, or institution of a sample of 1973 college graduates were related to job offers and salaries.

Hampton Institute and the University of Virginia were selected as institutions with the greatest likelihood to provide an environment to answer the above question for several reasons: (1) the writer's familiarity with both institutions in the role of faculty member and graduate student respectively; (2) the types of institutions: one predominantly Black, privately supported and the other predominantly non-Black, state supported; (3) the geographical proximity of the institutions; (4) the racial composition of the student personnel staffs and faculties; (5) the diversity in socio-economic backgrounds of the students; and (6) the age and historical significance of each.

All of the above reasons may have a differential effect upon the job placement patterns of the student populations of the selected institutions.

Historical Perspective: Black Students at the University of Virginia

Brown (1972) reports that in the fall of 1949, Gregory Hayes Swanson, a Black attorney from Martinsville, Virginia, applied for admission to the University of Virginia Law School. As expected, Swanson's admissions request was rejected by the University Board of Visitors, on July 14, because of his race. Swanson refused to accept this rejection and had his attorney, a member of the NAACP legal staff, petition the court to "enjoin the board for such action against him and/or others similarly situated". On September 5, a three man Federal Court convened, and after a 30 minute session, decreed for qualified Blacks to enter the University of Virginia Law School (Richmond Times Dispatch, 1950). This successful admission to the University signaled the introduction of Black student enrollment.

On January 1, 1951, the University of Virginia admitted Alfreda Louise Madison, a Richmond school teacher, to its graduate extension courses offered at Richmond Professional Institute.

The next pioneer Black graduate student was Walter N. Ridley who was the first Black student admitted to the University's main grounds in the fall of 1951. In June 1953, Mr. Ridley received the Doctor of Education degree - another first.

By the fall of 1970-71, significant integration by race was seen in the growth of the number of Black students enrolled in the following graduate and professional schools: Architecture 2; Arts & Sciences 24; Business Administration 3; Education 73; Engineering 3; Law 25; Medicine 7; Graduate Total: 137.

The question of the integration of females at the University of Virginia is more complex than it appears on the surface. There have been non-Black females enrolled in the graduate and professional schools (e.g., Nursing) since 1920. Therefore, for sake of consistency, co-education refers only to undergraduate, on-campus enrollment at both institutions in this study.

From a review of the Clipping File and the Statistical Information Series, housed in the Reference Section of the Alderman Library of the University of Virginia, data can be found which discusses the circumstances surrounding the decision to admit females to the undergraduate schools which is also open to interpretation. In 1968, for example, a faculty committee, called the Woody Committee, reported the results of an 18-month long study on co-education at the University. On February 15, 1969, the Board of Visitors adopted a resolution dealing with the admission of females and the provision that full co-education begin in the fall of 1970 (The University of Virginia News Letter, 1969).

On the other hand, in April, 1969, a class-action suit was brought against the University by four Charlottesville women. The grounds for the suit were "sex discrimination" and the plaintiffs were requesting "immediate admission to the University". On September 8, 1969, the women won a temporary injunction against the University, and Miss Virginia Scott of Charlottesville was admitted to the University as a full-time undergraduate student (The Daily Progress, 1969).

It appears that Black recruitment began in 1961 by members of the Virginia Council on Human Relations, with visitations to Black high schools by members of the Council (Brown, 1972). Table 2 provides data on University of Virginia undergraduate enrollment in the fall of 1970-71.

Overview: Career Planning Placement at the University of Virginia

The Office of Career Planning and Placement at the University of Virginia does not operate as a typical "employment agency". Rather, its program efforts are based on principles and services which are developmental and are provided early and continuously in the students' tenure at the University. Provisions are made for career and graduate study information resources and for the development of career and graduate study outreach programs. In career planning, placement efforts encourage and reward initiative and

Table 2

University of Virginia Enrollments - Negro* and Total
Fall 1970-71 Undergraduates Only#

Undergraduate Negro	1970	1971	Total 1970	1971
Arts & Sciences	89	156	4,614	5,472
Commerce	0	1	204	238
Architecture	8	7	260	331
Education	2	2	154	215
Engineering	19	28	1,037	1,025
Nursing**	3	2		324
Medical Technology**	0	1		12
Entering Class Statistics				
Applicants	191	247		
Offers	135	138		
Matriculants	92	95[a]		
Totals	236	334	10,837	12,351
Second Semester (1972)		314		

*Includes voluntary self-designation of Negro, Black, Afro-American, and Negroid to date.

**Prior to 1971, the Medical Technology enrollment was included with Nursing.

[a]1971 Entering Class.

#Data obtained from Office of Institutional Analysis, University of Virginia.

independence, which are of significant educational value to students.

From this type of philosophy, the Office of Career Planning and Placement has developed specific objectives which are communicated throughout the University community. The approach has been to attempt to respond to student needs whenever and wherever possible. A description of the University's career planning and placement program is given by Simpson and Harwood (1973).

Historical Perspective: Non-Black Students at Hampton Institute

Hampton Institute opened in 1868, under the leadership of General Samuel C. Armstrong. Much of Armstrong's efforts according to Bullock (1968) were guided by a four-pronged educational concept. He wanted "to make Negroes of service to themselves and whites, to dignify human labor by reinforcing it with intelligence, to develop a sense of responsibility within each pupil by giving him specific tasks to perform and to saturate the entire program with useful forms of manual training (p. 32)". Hampton became the other horn of an educational dilemma that was to face Black leaders for more than a half century. Bullock provides the following explanation of the situation:

> It (Hampton) introduced the idea of vocational education for Negroes and attributed to this type of training

> a value superior to that offered by the liberal arts colleges that were being established at this time (p. 33).

In order to obtain information on the historical presence of non-Black students (non-Negroid) at Hampton Institute, a search of selected records housed in the archives of the Huntington Library was conducted. In a bound volume of Catalogs dated 1870-1880, it was discovered that Herbert A. Chenweth (non-Black) entered Hampton in 1877 and received a diploma in 1879. In 1951, it was reported by the Dean of Admissions and Registrar, that Gordon L. Bradshaw received a B.S. degree. He was the fourth non-Black student at Hampton, but the first to receive a degree. It should be noted that the Dean's report was only concerned with the identification of the first non-Black student who received an academic degree. Therefore, no mention was made of the second and third non-Black students enrolled. It is also interesting to note that many of the children of non-Black faculty members also attended classes at Hampton, and some lived in the dormitory.

In summary, integration of the races began at Hampton Institute as early as 1877, approximately 73 years before the University of Virginia. Non-Black students have been continuously enrolled at Hampton since 1946. In 1962, there were 6 full-time non-Black students enrolled. As of December 1973, there were 295 (12-13%) non-Black students enrolled. With

respect to integration of the sexes, Hampton Institute has traditionally been co-educational, while the University of Virginia began to admit undergraduate females to its campus in the fall of 1970.

Finally, perhaps the fact that Hampton Institute has had a longer period of experience with co-education and racial integration than the University of Virginia, the philosophical basis of operation of the respective student personnel services may be different, which may result in differences in student perceptions of these services at the two institutions. Table 3 provides data on Hampton Institute undergraduate enrollment in the fall of 1970-71.

Overview: Career Planning and Placement at Hampton Institute

The Educational Resources Center of Hampton Institute has both an academic and administrative purpose. The administrative purpose is to deal primarily with non-instructional services to students. These services include Freshman Studies, Financial Counseling, Testing Bureau, Psychological Counseling, Student Affairs, Career Planning and Placement, and the Communication Center.

The primary objective of the Office of Career Planning and Placement is to help students and alumni secure permanent employment upon graduation from Hampton Institute. This office also assists underclassmen to secure part-time or

Table 3

Hampton Institute Undergraduate Enrollment, Fall 1970-71

Undergraduate Divisions#	1970-71 School Year
Architecture	53
Business	367
Fine Arts	80
Freshman Studies	549
Human Ecology	46
Communication Arts & Sciences	148
Nursing	66
Science and Mathematics	203
Social Sciences	396
Early Childhood Education	77
Elementary Education	93
Secondary Education	182
Exchange	1
Unclassified	1
Industrial Engineering	1
Electrical Engineering	67
Tri-Base**	135
Total	2,465*

*Although Hampton Institute had 295 (12-13%) students designated non-Black, division records are not maintained by race.

**Military Education Evening Program.

#Data obtained from Office of the Dean of Admissions and Registrar, Hampton Institute.

temporary employment, such as summer work experience. In addition, the Cooperative Work-Study Program is administered by the Placement Office in cooperation with four academic divisions. These divisions are Business, Fine Arts & Humanities, Pure and Applied Science, and Social and Environmental Studies.

In order to assist students to become employed citizens, a career planning program is carried out. This is accomplished by having individual conferences with students, career interview sessions, youth motivation programs and campus visits by representatives from industry and government.

Objectives of the Study

The primary goal of this study was to investigate career planning and placement of Black and non-Black male and female June, 1973, graduates of the University of Virginia and Hampton Institute in order to determine and compare their job placement patterns. For purposes of this study, the following definitions are applicable:

Job Placement Pattern.- process through which students identify, select, and prepare for obtaining a career position upon graduation.

Willingness to Recommend Source of Employer Contact.- non-hesitation, if asked, to refer other students to the

person or persons from whom helpful job information which resulted in a successful job placement was received.

This study tests Knight's (1972) position that "skin color nullifies vocational opportunities and imposes other restrictions". Furthermore, it tests Kanowitz's (1969) theory of similarities "between the legal and social situation of American women and American Blacks; especially since both groups are easily identifiable, and both are objects of a discrimination largely influenced by sexual factors".

The primary objective of this study was to determine if knowledge of the independent variables of race, sex, and institution makes a statistically significant difference in the prediction of the dependent variables which were number of job offers and salary accepted, when academic major, grade point average, placement registration, employer, and source of employer contact as control variables, are included in the prediction. The second objective was to determine whether willingness to recommend the source of employer contact is independent of that source.

Chapter 2

METHODS AND PROCEDURES

Plan of Study

The investigation was conducted during the spring semester of the 1973-74 academic year. Approval from the respective placement directors was obtained to solicit subjects for the study from rosters of students who graduated in June 1973. In a cover-letter addressed to each subject (see Appendix A) the purpose of the questionnaire was explained as a method to determine job placement patterns of former students. Each subject was encouraged to be honest and candid in his reply. The investigator informed the students that the results of the questionnaire would be translated into "ways and means" of helping future students in their career planning activities. They were also told that their responses would become part of a dissertation project which would neither identify individuals nor make comparisons between individuals. No names were requested on the form.

The questionnaires were mailed to each subject, and they were requested to complete and return them to the investigator in a stamped addressed envelope marked confidential. The solicitation of subjects was conducted during January and February, 1974.

Ten days after initial date of mailing, a follow-up letter was sent to each subject who did not return the questionnaire (see Appendix B). After an additional ten days, telephone calls were made to nonrespondents, and a second questionnaire (third contact) was sent to those remaining subjects who indicated that they would participate (see Appendix C).

Instrumentation

The instrument used in this study was a ten item questionnaire developed by the investigator in consultation with members of his doctoral committee (see Appendix D). Permission was granted by two professors at Norfolk State College and Old Dominion University to use 20 senior students to test the reliability of the research instrument. No problems with the directions or overall comprehension of the questionnaire were reported by these students. Face and content validity of the questionnaire was attested to by two placement directors (one Black and one non-Black).

Subjects

The following procedures were employed to attend to number limitations in the solicitation of subjects:

1. June, 1973, graduates' statistics were obtained from the office of the Dean of Admissions and Registrar at both

institutions. Black males and females and non-Black males and females were identified separately (see Table 4).

2. From an alphabetized roster of the June, 1973, graduates of Hampton Institute (male, female, Black and non-Black separate) each third name was selected to obtain a sample of 50 Black males and 50 Black females. Because of the small number of non-Black males and non-Black females in the class, the following condition was established: If the population of non-Black males and non-Black females was less than 20, survey all. Ten was the population. There were also less than 20 non-Black females in the class. Therefore, all 8 were selected. In the case of Black males and Black females, they represent a sample of the population; whereas, non-Black males and non-Black females constitute their respective populations.

3. From an alphabetized roster of the June, 1973, graduates of the University of Virginia (male, female, Black, non-Black separate) each third name was selected to obtain a sample of 50 non-Black males. Because of the small number of Black males, Black females and non-Black females in the class, the above condition for selection was also advanced.

Since there were less than 20 Black males in the class, all 10 were selected. There were also less than 20 Black females and non-Black females in the class. Therefore, 10

Table 4

Population by Institution*

Name of Institution	Distribution by Race and Sex				
	Black Male	Black Female	Non-Black Male	Non-Black Female	Totals
Hampton Institute Hampton, Virginia	236	215	10	8	469
University of Virginia Charlottesville	10	10	1511	10	1541
Totals June, 1973 Graduates*	246	225	1521	18	2010

The total number of subjects surveyed was 138. See Table 5 for sample distribution and Table 6 for count of questionnaires distributed and returned.

Table 5

Sample Distribution

Name of Institution	Distribution by Race and Sex				
	Black Male	Black Female	Non-Black Male	Non-Black Female	Totals
Hampton Institute Hampton, Virginia	30 (S)	30 (S)	10 (P)	8 (P)	78
University of Virginia Charlottesville	10 (P)	10 (P)	30 (S)	10 (P)	60
Totals	40	40	40	18	138

(S) = Sample (P) = Population

Table 6

Count of Questionnaires Distributed and Returned

Distribution by Race, Sex and Institution	Total Distributed	Total Returned	Percent Returned
Hampton Institute			
Black Male	50	30	60
Black Female	50	30	60
Non-Black Male	10	10	100
Non-Black Female	8	8	100
University of Virginia			
Black Male	10	10	100
Black Female	10	10	100
Non-Black Male	50	30	60
Non-Black Female	10	10	100

N = 138

Black females and 10 non-Black females were selected. In the case of the non-Black males, they represent a sample of the population; whereas, Black males, Black females and non-Black females constitute their respective populations.

It should be noted that the first 30 responses were taken from Black male and Black female subjects at Hampton Institute and from the first 30 responses from non-Black males at the University of Virginia. Three Black males and 4 Black females from Hampton Institute returned their questionnaire after the cut-off date. Two non-Black males from the University of Virginia also returned their questionnaires after the cut-off date.

Analysis of Data

Variables

The variables investigated were assessed through the questionnaire described above. The independent variables were race, sex and institution attended. Academic major, grade point average, other activity selected, placement registration, employer, and source of employer contact were the control variables. The dependent variables were number of job offers received, salary received in position accepted and willingness to recommend source of employer contact.

Descriptive Analysis

The frequency of response to each questionnaire item representing a dependent or control variable was crosstabulated by each of the independent variables. Thus, the frequency of each of the response categories was determined for Blacks, males and females, and for the University of Virginia and Hampton Institute.

Inferential Analysis

To determine whether any observed relationships between the independent and dependent variables investigated might result from sampling error, inferential analysis was completed. The analysis of the dependent variables, number of job offers received and salary, was based on applied multiple linear regression analysis (Kelly, Beggs, and McNeil, 1969). Multiple regression analysis produces a linear combination of predictors (independent and control variables) which have the highest correlation with a criterion (dependent) variable. The analysis determined whether adding information about race, sex, and institution attended to a regression equation containing the control variables makes a statistically significant ($p < .05$) improvement in the prediction of number of job offers and salary. The analysis of satisfaction with the source of employer contact was a Chi-Square test to determine whether satisfaction is independent of source of

contact.

Research Questions

The general research objective was to determine and compare job placement patterns of June, 1973, graduates of the University of Virginia and Hampton Institute, with race, sex and institution attended serving as independent variables.

The specific research questions which this study attempted to answer were:

Job Offers.-

1(a) Does knowledge of subjects' RACE make a statistically significant difference in the prediction of the number of JOB OFFERS received when academic major, grade point average, placement registration, employer, other activity, and source of employer contact are included in the prediction?

(b) Does knowledge of subjects' SEX make a statistically significant difference in the prediction of the number of JOB OFFERS received when academic major, grade point average, placement registration, employer, other activity, and source of employer contact are included in the prediction?

(c) Does knowledge of subjects' INSTITUTION ATTENDED make a statistically significant difference in the prediction of the number of JOB OFFERS received when academic major, grade point average, placement registration, employer, other activity, and source of employer contact are included in the prediction?

Salary.-

2(a) Does knowledge of subjects' RACE make a statistically significant difference in the prediction of the SALARY RECEIVED when academic major, grade point average, placement registration, employer, other activity, and

source of employer contact are included in the prediction?

(b) Does knowledge of subjects' SEX make a statistically significant difference in the prediction of the SALARY RECEIVED when academic major, grade point average, placement registration, employer, other activity, and source of employer contact are included in the prediction?

(c) Does knowledge of subjects' INSTITUTION ATTENDED make a statistically significant difference in the prediction of SALARY RECEIVED when academic major, grade point average, placement registration, employer, other activity, and source of employer contact are included in the prediction?

Recommend Contact.-

3 Is subjects' WILLINGNESS TO RECOMMEND their SOURCE OF EMPLOYER CONTACT independent of that source?

Chapter 3 presents the results of the analysis of the data gathered in the study.

Chapter 3

RESULTS

The independent variables in this investigation were race, sex and institution. The dependent variables were number of job offers received, salary received in position accepted and willingness to recommend source of employer contact. Academic major, grade point average, other activity, placement registration, employer, and source of employer contact were the control variables. The control variables were selected due to their potential to influence the dependent variables and their potential relationship to the independent variables.

Descriptive Data

Each variable investigated in the study was tallied and crosstabulated. The crosstabulations were based on the three independent variables, race, sex, and institution. Certain variables were used as controls in the inferential analyses because observed relationship between the dependent and independent variables might have been due to relationships on control variables. A summary of the crosstabulation of each of the variables used as controls and the independent variables is provided. The data are presented in tabula form in Appendix E, Tables 23 thru 46.

Summary of First Independent and Control Variables Crosstabulated

With RACE as the first of the three independent variables, crosstabulated by the control variables, Table 23 reveals that 32.6% of the total population were Black liberal arts majors, and 25.4% of this same group were professional majors. In terms of non-Blacks, 13.8% were liberal arts majors, while 28.3% were professional majors.

Table 24 shows that 23.9% of the total population were Blacks with a grade point average of 3.0-3.4. Non-Blacks in the same GPA range represented 17.4% of the total population. Before continuing with this summary, it should be noted that only the highest percentages are used for comparisons. As seen in Table 25, 39.9% of the Blacks registered with the Placement Office, while 31.9% of the non-Blacks also registered.

Table 26 shows that with respect to classification of employer, 16.7% of the Blacks were employed by Industry, with Education and Business not too far behind. On the other hand, 14.5% of the non-Blacks were also employed by Industry with Education in the next largest percentage.

Insofar as source of employer contact is concerned, Table 27 shows that 21.0% of the Blacks used the Placement Office as their source, with 19.6% of the non-Blacks using the same source.

Although the place of job contact was not used as a control variable in this study because it condenses data related to the source of contact, it may be important to note that job contacts were made on campus by 43.5% of the Blacks and 25.4% of the non-Blacks. Table 28 presents the data related to place of contact.

Summary of Second Independent and Control Variables Crosstabulated

With SEX as the second of the three independent variables, crosstabulated by the control variables, Table 29 shows that 34.1% of the female subjects were liberal arts majors, and that 45.7% of the males were professional majors. In Table 30, 20.3% of the female subjects had final grade point averages in the 3.0-3.4 range, with 21.0% of the males in the same range.

In terms of placement registration, 29.0% of the females in Table 31, registered with the placement office, and 42.8% of the males also registered. 19.6% of the females presented in Table 32 were employed in Education, and 26.8% of the males were employed by Industry. Table 33 shows that 14.5% of the female subjects used the Placement Office as their source of employer contact, and 26.1% of the males also used the same source of contact.

Again it was important to note that 29.0% of the female

subjects made their contact with employers on campus, and 39.9% of the males also made their job contact on campus, as seen in Table 34.

Summary of Third Independent and Control Variables Crosstabulated

The third phase of the descriptive analysis dealt with INSTITUTION attended as the third of three independent variables, crosstabulated by a control variable.

With respect to institution attended, subjects from Hampton Institute as shown in Table 35 represents 29.0% of the total population who took professional degrees, as opposed to 24.6% at the University of Virginia in the same areas. In Table 36, 38.3% of the subjects achieved final grade point averages in the 3.0-3.4 range at Hampton Institute, and 15.2% at the University of Virginia were in the 2.5-2.9 range.

Table 37 shows that 45.5% of the subjects from Hampton Institute registered with the Placement Office and 25.4% of the subjects from the University of Virginia also registered. With respect to subjects' employing organization, Table 38 shows that at Hampton Institute, 19.5% were employed by Industry and 15.9% in Education. At the University of Virginia, 11.6% were employed in Education, and 11.6% were also employed in Industry. From Hampton Institute, 28.3% of the

subjects used the Placement Office as their source of employer contact, and 12.3% of the subjects from the University of Virginia also in Table 39, used the Placement Office as their source of employer contact.

Finally, Table 40 shows the results of a crosstabulation of the institution and place of employer contact. As opposed to 47.8% of the population from Hampton Institute who made their job contacts on campus, 21.0% of the subjects from the University of Virginia made their contact on campus.

Inferential Analysis

To determine whether any observed relationships between the independent and dependent variables investigated might result from sampling error, inferential analyses were completed. The analysis of the dependent variables, number of job offers received and salary, is based on applied multiple linear regression analysis (Kelly Beggs, and McNeil, 1969) using the University of Virginia Control Data Corporation 6400 computer. The $p < .05$ level was accepted as significant in the investigation.

Multiple regression analysis produces a linear combination of predictors (independent and control variables) which have the highest correlation with a criterion (dependent) variable. The analysis determined whether adding information about race, sex and institution attended to a regression

equation makes a statistically significant ($p < .05$) improvement in the prediction of number of job offers and salary when the control variables were included in the prediction equation.

The analysis of satisfaction with the source of employer contact was a Chi-Square test to determine whether satisfaction is independent of source of contact. For the Chi-Square analysis all subjects were combined due to the small number is some cells. The crosstabulations of willingness to recommend and race, sex and institution are presented in Tables 44 thru 46, Appendix E.

The actual analysis was performed using the Statistical Package for the Social Sciences (SPSS) which is a system of computer programs designed to provide the social scientists with a unified and comprehensive package enabling him to perform many different types of data analysis in a simple and convenient manner (Nie, Bent and Hull, 1970). The analyses were performed at the Academic Computing Center at the University of Virginia using the CDC 6400 computer.

The frequency of response to questionnaire items representing an independent variable is displayed in Tables 7-12, crosstabulated by each of the dependent variables. The first phase of the inferential analysis dealt with RACE as the first of three independent variables, crosstabulated by a dependent variable.

In terms of the number of job offers received, 20.3% of the Blacks received 3 job offers, and 15.2% of the non-Blacks received 2 job offers, as can be seen in Table 7. Salaries in the $10-11,000 range were accepted by 19.6% of the Blacks in Table 8, and with 11.6% of the non-Blacks accepting $8-9,000. Salary offers of less than $10,000 were received by 35% of Black subjects and by 48% of non-Black subjects. Less than three offers were received by 48% of the Black subjects and by 60% of the non-Black subjects.

In order to determine what happened to those students who did not accept a job, a crosstabulation of the independent and a non-employment activity was performed. Of the subjects who were engaged in non-employment activities, 4.3% of the Blacks went on to graduate school, and 2.2% of the non-Blacks were engaged in the same activity as indicated in Tables 41 thru 43, Appendix E.

The second phase of the inferential analysis dealt with SEX as the second of three independent variables, crosstabulated by a dependent variable.

In terms of the number of job offers received, it can be seen in Table 9 that 13.8% of the females received 2 job offers, and 22.5% of the males received 3 job offers. In Table 10, it can be seen that 16.7% of the females accepted salaries in the $6-7,000 range, while 23.9% of the males accepted salaries in the $10-11,000 range.

Table 7

Crosstabulation of Race and Number of Job Offers

		Number of Offers					
		1	2	3	4	N/A	
Race	Black	11 8.0%	18 13.0%	28 20.3%	14 10.1%	9 6.9%	80
	Non-Black	9 6.5%	20 14.5%	21 15.2%	3 2.2%	4 2.9%	58

N = 138

Table 8

Crosstabulation of Race and Salary Accepted

Race	Salary Accepted						
	$6-7,000	$8-9,000	$10-11,000	$11-12,000	Over $12,000	Not Applicable	
Black	13 9.4%	16 11.6%	27 19.6%	12 8.7%	5 3.6%	9 6.5%	80
Non-Black	12 8.7%	16 11.6%	11 8.0%	8 5.8%	6 4.3%	5 3.5%	58

N = 138

Table 9

Crosstabulation of Sex and Number of Job Offers

Sex	Number of Offers: 1	2	3	4	N/A	
Female	13 9.4%	19 13.8%	17 12.3%	2 1.4%	7 5.1%	58
Male	7 5.1%	20 14.5%	31 22.5%	15 10.9%	7 5.1%	80

N = 138

Table 10

Crosstabulation of Sex and Salary Accepted

Sex	Salary Accepted: $6-7,000	$8-9,000	$10-11,000	$11-12,000	Over $12,000	Not Applicable	
Female	23 16.7%	20 14.5%	5 3.6%	2 1.4%	1 .7%	7 5.1%	58
Male	2 1.4%	11 8.0%	33 23.9%	17 12.3%	10 7.2%	7 5.1%	80

N = 138

Table 42, Appendix E, shows that 4.3% of the females went to graduate school upon graduation, while 2.2% of the males went to graduate school, and an additional 2.2% of the males also went to professional school upon graduation.

Salary offers of less than $10,000 were received by 74% of the females and by only 19% of the male subjects. However, the number of job offers were essentially equal with 33% of female subjects and 32% of males receiving less than three offers.

The third phase of the inferential analysis dealt with INSTITUTION ATTENDED as the third of 3 independent variables, crosstabulated by a dependent variable.

Twenty eight subjects at Hampton Institute received 3 job offers, representing 20.3% of the sample, and 14.5% at the University of Virginia also received 3 job offers as seen in Table 11. The salary accepted by the subjects from Hampton Institute in Table 12, shows 15.2% in the $10-11,000 range, and 11.6% of the population from the University of Virginia in the $8-9,000 range.

Salary offers of less than $10,000 were received by 42% of the Hampton Institute subjects and by 35% of the University of Virginia subjects. The number of offers received were similar with 41% of Hampton subjects and 45% of University of Virginia subjects receiving less than three offers.

Table 11

Crosstabulation of Institution and Number of Job Offers

Institution	Number of Offers: 1	2	3	4	N/A	
Hampton Institute	12 8.7%	20 14.5%	28 20.3%	15 10.9%	3 2.2%	78
University of Virginia	8 5.8%	19 13.8%	20 14.5%	3 2.2%	10 7.2%	60

N = 138

Table 12

Crosstabulation of Institution and Salary Accepted

Institution	Salary Accepted						
	$6-7,000	$8-9,000	$10-11,000	$11-12,000	Over $12,000	Not Applicable	
Hampton Institution	20 14.5%	15 10.9%	21 15.2%	13 9.4%	6 4.3%	3 2.2%	78
University of Virginia	5 3.6%	16 11.6%	17 12.3%	6 4.3%	5 3.6%	11 8.0%	60

N = 138

Table 43, Appendix E, shows that 1.4% of the sample from Hampton Institute went to graduate school upon graduation, as opposed to 5.1% of those from the University of Virginia.

Table 47, which presents the means, standard deviations, number of cases and percent of responses to each response category for each of the variables in the multiple regression model, is included in Appendix E.

The correlation matrix of the variables in the multiple regression model is presented in Table 13 on the following page.

Answers to Research Questions

1. Job Offers. The data resulting from the regression analyses of the independent variables' relationship to job offers are summarized in Table 14. Tables 15, 16, and 17 present a summary of the stepwise multiple regression of the independent variables to job offers. The research questions and results follow:

Question One (a) asked, "Does knowledge of subjects' RACE make a statistically significant difference in the prediction of the number of JOB OFFERS received when academic major, grade point average, placement registration, employer, and source of employer contact are included in the prediction?" The analysis was a stepwise multiple regression

Table 13

Correlation Coefficients in the Multiple Regression Model

Variable	Major	GPA	Otheract	Employer	Place Reg.	Place of Con.	Source of Con.	Sex	Race	Inst.	Job Offers	Salary
Major	1.00000	.03751	.01660	.35730	.09401	-.02718	-.00479	.59175	.23252	.05353	.24925	.33331
GPA	.03751	1.00000	-.22642	.16688	.11027	.11064	.14688	-.13849	-.08337	-.16259	.32577	.29772
Otheract	.01660	-.22642	1.00000	-.52624	.27080	-.39311	-.11506	.08709	.05234	-.22997	-.49373	-.63420
Employer	.35730	.16688	-.52624	1.00000	-.10311	.16451	.05455	.27882	.04399	.07994	.47127	.49227
Place Reg.	.09401	.11027	.27080	-.10311	1.00000	-.07821	.01193	.05245	-.07797	-.26113	-.08348	-.14199
Place of Con.	-.02718	.11064	-.39311	.16451	-.07821	1.00000	.03796	-.03906	.20108	-.08894	.26464	.26111
Source of Con.	-.00479	.14688	-.11506	.05455	.01193	.03796	1.00000	-.16443	.04111	-.14446	.04706	-.02273
Sex	.59175	-.13849	.08709	.27882	.05245	-.03906	-.16443	1.00000	.18966	.15451	.22268	.40339
Race	.23252	-.08337	.05234	.05399	.07797	-.20108	.04111	.18966	1.00000	.43777	-.18474	.05631
Inst.	.05353	-.16259	-.22997	.07994	-.26113	-.08894	-.14446	.15451	-.43777	1.00000	.01204	.21245
Job Offer	.24925	.32577	-.49373	.47127	-.08348	.26464	.05706	.22268	-.18474	.01204	1.00000	.52703
Salary	.33331	.29772	-.63420	.49227	-.14199	.26111	-.02273	.40339	-.05631	.21245	.42703	1.00000

Table 14

Summary of the Multiple Linear Regression Analyses of the Relationship of Race, Sex, and Institution to Job Offers

	Research Questions	Entered on Step	F-ratio	df	Multiple R of Final Regression Equation	p. level
JOB OFFERS	1(a)Race	3	8.4256	7,130	.64782	<.05
	(b)Sex	2	5.3891	7,130	.63472	<.05
	(c)Institution Attended	6	.6137	8,129	.62058	>.05

Note: The analyses are based on a stepwise multiple regression. The results reported are based on final regression equations.

Table 15

Summary of Stepwise Regression of Race with Job Offers

STEP	Variable	Multiple R	R Square	B	Beta
1	Other Activity	.49373	.24377	-.35859	-.32524
2	Major	.55684	.31007	.43186	.22847
3	Race	.60057	.36069	-.48144	-.20471
4	GPA	.63002	.39693	.23921	.19089
5	Employer	.64617	.41754	.16138	.19009
6	Place of Contact	.64773	.41955	.10520	.04986
7	Source of Contact	.64782	.41967	.00640	-.01115

Table 16

Summary of Stepwise Regression of Sex with Job Offers

STEP	Variable	Multiple R	R Square	B	Beta
1	Other Activity	.49373	.23277	-.37380	-.33904
2	Sex	.56115	.31489	.47634	.20254
3	GPA	.61606	.37953	.30107	.24025
4	Employer	.62971	.39654	.13049	.15370
5	Place of Contact	.63478	.40294	.17396	.08841
6	Major	.63730	.40616	-.03364	.07473

Table 17

Summary of Stepwise Regression of Institution with Job Offers

STEP	Variable	Multiple R	R Square	B	Beta
1	Other Activity	.49373	.24377	-.36748	-.33330
2	Major	.44684	.31007	.43799	.18815
3	GPA	.59475	.35373	.25146	.20067
4	Employer	.61187	.37438	.15807	.18619
5	Place of Contact	.61770	.38155	.16863	.07992
6	Institution	.61946	.38374	-.14139	-.06038
7	Source of Contact	.62022	.38467	-.01807	-.03150

indicating that although race was not the most important variable in predicting the number of job offers received, its F - ratio of 8.4256 is statistically significant at the .05 level.

Question One (b) asked, "Does knowledge of subjects' SEX make a statistically significant difference in the prediction of the number of JOB OFFERS received when academic major, grade point average, placement registration, employer, and source of employer contact are included in the prediction?" The F - ratio of 5.3891 resulting from the analysis indicates that sex is statistically significant at .05 level in predicting the number of job offers.

Question One (c) asked, "Does knowledge of subjects' INSTITUTION attended make a statistically significant difference in the prediction of the number of JOB OFFERS received when academic major, grade point average, placement registration, employer, and source of employer contact are included in the prediction?" The results of the analysis show that the F - ratio, .6137, of institution attended as a predictor of job offers is not statistically significant.

2. Salary. The data resulting from the regression analyses of the independent variables' relationship to salary are summarized in Table 18. Tables 19, 20, and 21 present a summary of the stepwise multiple regression of the independent variables to salary. The research questions and

results follow:

Question Two (a) asked, "Does knowledge of subjects' RACE make a statistically significant difference in the prediction of the SALARY received when academic major, grade point average, placement registration, employer, and source of employer contact are included in the prediction?" RACE has an F-ratio of 2.1850, which is statistically significant in the prediction of salary at the .05 level. The analysis shows, however, that academic major, grade point average and source of employer contact, were all more useful in the prediction of salary.

Question Two (b) asked, "Does knowledge of subjects' SEX make a statistically significant difference in the prediction of the SALARY received when academic major, grade point average, placement registration, employer, and source of employer contact are included in the prediction?" The F-ratio of 43.8217 is statistically significant at the .05 level, and in fact, sex as a predictor is the most important variable in the model, with the exception of nonemployment activity.

Question Two (c) asked, "Does knowledge of subjects' INSTITUTION attended make a statistically significant difference in the prediction of the SALARY received when academic major, grade point average, placement registration, employer, and source of employer contact are included in the prediction?"

Table 18

Summary of the Multiple Linear Regression Analyses of the Relationship of Race, Sex, and Institution to Salary

	Research Questions	Entered on Step	F-ratio	df	Multiple R of Final Regression Equation	p. level
SALARY	2(a)Race	5	2.1850	7,130	.75057	.05
	(b)Sex	2	43.8217	8,129	.81783	.05
	(c)Institution Attended	5	1.5055	8,129	.74922	.05

Note: The analyses are based on a stepwise multiple regression. The results reported are based on final regression equations.

Table 19

Summary of Stepwise Regression of Race with Salary

STEP	Variable	Multiple R	R Square	B	Beta
1	Other Activity	.63420	.40221	-.84297	-.58290
2	Major	.72143	.52046	1.04708	.34292
3	GPA	.73562	.54114	.25683	.15626
4	Source of Contact	.74444	.55419	-.08254	-.10970
5	Race	.74951	.56176	-.27409	-.08885
6	Employer	.75032	.56298	.04075	.04558

Table 20

Summary of Stepwise Regression of Sex with Salary

STEP	Variable	Multiple R	R Square	B	Beta
1	Other Activity	.63420	.40221	-.92026	-.63634
2	Sex	.78368	.61415	1.35639	.43969
3	GPA	.81295	.66089	.37362	.22731
4	Major	.81500	.66423	.27894	.09135
5	Source of Contact	.81681	.66719	-.04111	-.05464
6	Employer	.81733	.66802	-.04191	-.03763
7	Place of Contact	.81783	.81783	.03178	.01148

Table 21

Summary of Stepwise Regression of Institution with Salary

STEP	Variable	Multiple R	R Square	B	Beta
1	Other Activity	.63420	.40221	-.78897	-.54556
2	Major	.72143	.52046	.95665	.31330
3	GPA	.73562	.54114	.29373	.17871
4	Source of Contact	.74444	.55419	-.07747	-.10296
5	Institution	.74743	.55864	.24530	.07986
6	Employer	.74851	.56026	.06164	.05536
7	Place of Contact	.74922	.56133	.10044	.03629

The analysis indicated that institution attended has an F-ratio of 1.5055 and is not statistically significant as a predictor of salary.

3. Recommendation of Source of Contact.

Question Three asked, "Is subjects' willingness to recommend their employer contact independent of that source?" A Chi-Square test of independence was performed and produced a raw Chi-square of 27.9763, with 8 degrees of freedom. Since the probability of Chi-square greater than 2.73 is equal to .05, the hypothesis that subjects' willingness to recommend employer contact is independent of that source, is rejected at the 5% significance level. Because of the small number of cases in some cells, a Chi-square analysis was not completed for each of the subject groups. The data were tallied and are presented in Tables 44 thru 46, Appendix E.

Table 22

Chi-Square Source by Recommendation

	Recommendation	
Source of Employer Contact	NO	YES
Alumni	2	5
Counseling Center	1	0
Department Chairman	1	13
Family	4	17
Newspaper	2	1
Personal Friend	5	10
Placement Office	3	53
Professor	0	16
Self	2	3

	NO	YES	
Column Total	20	118	= 138
df = 8	14.5	85.5	= 100%

$PR(x^2 > 2.73) = .05$

Raw Chi-Square = 27.97633

Summary

The results of this study show that while race as a variable was significant in predicting the number of job offers received, it was not the most important variable. Knowledge of subjects' institution attended was not significantly related to the number of job offers received. While race was also statistically significant in the prediction of salary, academic major, grade point average and source of employer contact, were all more useful in the prediction of salary.

Sex as a predictor of salary received is the most important variable in the model, with the exception of non-employment activity. Institution attended was not statistically significant as a predictor of salary. The hypothesis that subjects' willingness to recommend employer contact is independent of that source is rejected at the 5% level of significance.

The responses of subjects in this study indicate that contrary to established beliefs, Black students received

more job offers than non-Black students and that despite race making a statistically significant addition to the salary received (non-Black higher) for all practical purposes the salaries were equal. The finding that salaries for females fell below males was noteworthy.

Chapter 4

DISCUSSION

This study was designed to respond to the general research objective which was an examination of career planning and placement services in higher education, in order to determine and compare job placement patterns of Black and non-Black June, 1973, graduates of the University of Virginia and Hampton Institute. Seven specific research questions were addressed in this study. Three of these questions attempted to discover if addition of knowledge of subjects' race, sex and institution attended makes a statistically significant difference in the prediction of the number of job offers received when control variables were included in the prediction equations. The second set of three questions sought to determine if there were a significant difference in the prediction of the salary received if subjects' race, sex and institution attended are added to control variables in the prediction equation. The final question asked if subjects' willingness to recommend their employer contact is independent of that source.

To examine the relationships discussed above, inferential analyses were completed. The analysis determined whether adding information about race, sex and institution attended to a regression equation makes a statistically

significant ($p < .05$) improvement in the prediction of number of job offers and salary. The analysis of satisfaction with the source of employer contact was a Chi-Square test to determine whether satisfaction is independent of source of contact.

The analysis revealed no statistical significance of institution attended as a predictor of job offers. Furthermore, institution attended was also not statistically significant as a predictor of salary. However, statistically significant relationships were found between race and number of job offers received, although race was not the most important variable. Sex was statistically significant in predicting the number of job offers received. Blacks and males received the most offers. While race was found to be statistically significant in the prediction of salary, the analysis shows, however, that academic major, grade point average, and source of employer contact were all more useful in the prediction of salary. Non-Blacks received less low and high offers than Blacks with the result that Black and non-Black salaries were essentially equal.

Another statistically significant relationship was found between sex and salary received. It is important to note that sex as a predictor is the most important variable in the model, with the exception of nonemployment activity, herein referred to as enrollment in graduate and professional

schools or military service upon graduation in lieu of full-time employment. As might be expected those students who entered nonemployment activities received few offers and low salaries in the instances reported. For those few subjects that variable was critical. However, for most sex was most important with females receiving lower salaries. Finally, the analysis of satisfaction revealed that willingness to recommend employer contact was not independent of that source ($p > .05$).

These findings of significance are consistent with current research which suggests that women college graduates are often paid lower salaries than men college graduates. The assumption was made that there would be direct relationships between job search and subsequent job patterns. Specifically, job choice is the outcome of the students' personal characteristics and job objectives, the environment and placement system within which the student is functioning, and his particular job search strategy. In short, these findings support Kanowitz's (1969) premise that discrimination is largely influenced by sexual factors. Jencks and Riesman (1969) point to educational research which shows that sex is one of the most important factors differentiating students' hopes and performance at all levels.

Since there was not statistically significant difference found between institution attended and the number of job

offers received, and no statistically significant difference between institution attended and salary received; perhaps Siegel (1968) is correct in his assumption that the most obvious prejudice, that against Blacks, seems to be fading, at least for college educated Blacks.

Inspection of the various tables in this study reveals that as a group, most of the Black subjects were liberal arts majors, as opposed to non-Black subjects who predominated in the professions. Black subjects in contrast with non-Black subjects also had higher grade point averages; received more job offers; engaged in more nonemployment activity (i.e., graduate and professional schools or military service); tended to accept jobs with industry, business and in education; received higher salaries in positions accepted; more frequently registered with the placement office; made most of their job contacts on campus; used the placement office as a source of employer contact; and would recommend their source of contact to others.

Further review of the tables indicates that with respect to institution attended, subjects at Hampton Institute were almost equally distributed between the two academic majors (liberal arts and professional), while most of the subjects at the University of Virginia majored in the professions. Subjects at Hampton Institute also earned higher grade point averages; received more job offers; accepted more jobs with

industry, in business and in education; accepted higher salaries; more frequently registered with the placement office; most made their job contacts on campus; used the placement office as a source of employer contact; and would recommend their source of contact to others.

Inspection of the data reveals that with respect to sex, females tended to concentrate in the liberal arts, while males concentrated in professional academic majors. Females earned final grade point averages almost as high as their male counterparts. However, they did not receive as many job offers. More females than males enrolled in graduate and professional schools. Females did not receive salaries as high as males. Fewer females registered with the placement office. Thus, personal friends, family and professors were significant sources of employer contact for females. Finally, most females would recommend to others their source of employer contact.

In summary, it should be noted that despite the fact that female grade point averages were almost as high as those of males, females did not receive as many job offers as males or salaries equal to males. These situations may have encouraged the females to participate in nonemployment activities in greater numbers than males.

Methodological Limitations

In performing the stepwise multiple linear regression analysis, variables were added in direct relation to their calculated importance in the prediction equations. The results may have been more enlightening had the control variable, nonemployment activity, been excluded from consideration in the regression model. This variable was obviously highly correlated with job offers and salary, and hence dominated the regression analysis statistics. Thus, additional analysis excluding this might be appropriate. These limitations notwithstanding, the results of the analysis performed were sufficiently complete to answer the research questions posed and provided sufficient support for the conclusions reached in this study.

Population Limitations

This study was limited to a total of 138 June, 1973, graduates of the University of Virginia and Hampton Institute. This was a necessary limitation because there were less than 20 Black males, Black females and non-Black females in the graduating population of the University of Virginia; and less than 20 non-Black males and non-Black females in the graduating population of Hampton Institute. Subjects who participated in this study were those who voluntarily returned the questionnaire (see Table 6, page 32). Considering

the sample size which was 6.8% (N = 138) of a possible 2,010 June, 1973, graduates, certain limits are to be placed on the inferences applied to the findings. Inasmuch as the responses were encouraging, perhaps this follow-up approach could be duplicated with a more representative sample by appropriate student personnel officials.

Implications

An implication of this study concerns the counselor's knowledge regarding the occupational status of women. There seems to be a need for specialized training and procedures to help sensitize personnel officials, counselors, recruiters and other employing officials to the differing needs of females. Such training could include information on the percentage of working women, extent to which women are discriminated against, the increasing discrepancy between men's and women's incomes, and the probability of women attaining leadership positions. Personnel workers must react to the changing social structure of society and in particular to the rapidly changing roles of the sexes.

Because a significant relationship was found between sex and the number of job offers and salary received, a second implication is that women are not entering career fields which are as economically rewarding as those of their male counterparts. Procedures related to the dynamics of counseling women

suggest an examination of attitudes and practices toward women, who are still overly represented among the liberal arts majors. It seems that career counselors should take on new roles in planning and developing special programs for men and women. The college recruitment officer can give direction by indicating what the job market is likely to emphasize for those companies recruiting at the college. He can suggest where the stress in the academic program should be placed for students interested in careers in engineering, business, and government, for example. In order to be effective in this area, counselor educators need to help counselors explore a variety of course content that will be helpful in counseling women.

A third implication is that it is important to develop ways in which counseling and guidance activities can enrich the personal and career potential of students. Since academic major and grade point averages were significant in the prediction of salary, students should use job search strategies which would lead them into career fields which are both rewarding and are in demand. Career planning and placement activities should be directed toward increased participation of minorities and females in scientific and technical careers.

Although Blacks may seek entry into an integrated national labor force and may be interested in integrated colleges that prepare them directly for such a life, this study

revealed that institution attended was not statistically significant in the prediction of the number of job offers and the amount of salary received in the position accepted. This fourth implication is that students may continue to attend Black as well as non-Black institutions where they may participate in a strong Cooperative Education Program which will provide the students with some actual work experience in the non-traditional career fields.

Subjects who participated in this study also used their professors and department chairmen as sources of employer contact. A final implication is that faculty models can be used on an outreach basis in support of career planning and placement activities to help students explore new career opportunities. Minority and female students could benefit tremendously by getting this kind of teacher/student interaction and the kind of education and skills that will allow a meaningful participation in the national economy.

REFERENCES

Anderson, A. F. Career counseling and placement needs of Black students at the University of Virginia. (Unpublished research), Charlottesville, 1972.

Banks, W. M. The changing attitudes of Black students. Personnel and Guidance Journal, 1970, 739-745.

Beaumont, A. G. Career counseling and placement needs of Black students at integrated colleges. Pensylvania: College Placement Services, 1972.

Blumrosen, A. W. The duty of fair recruitment under civil rights act of 1964. Rutgers Law Review, Spring 1968, 22.

Brown, S. D.; Stevens, E. C. and Frey, D. H. Attitudes of Black junior college students toward counseling services. Journal of College Student Personnel, Sept. 1972, 13.

Brown, S. J. The process of racial desegregation of the student body of the University of Virginia: admission of the Negro. (Unpublished research), Charlottesville, 1972.

Bullock, H. A. A history of Negro education in the south from 1619 to the present. Cambridge: Harvard University Press, 1968.

Celia, V. F. The culturally deprived client: a reformation of the counselor's role. Journal of Counseling in Psychology, 1966, 13.

Centra, J. A Black students at predominantly white colleges: a research description. Maryland: ERIC Reports, ED042420, May 1970.

Daily Progress, September 9, 1969, Charlottesville, Virginia.

Feldman, K. and Newcomb, T. The impact of college on students. San Francisco: Jossey-Bass, 1969.

Greene, C. and Kester, D. Black community college students have special problems: what are these special problems? Maryland: ERIC Reports, ED047690, April 1970.

Haettenschwiller, D. L. Counseling Black college students in special programs. Personnel and Guidance Journal, 1971, 50, 29-34.

Harrison, E. C. Student unrest on the Black college campus. Journal of Negro Education, 1972, 41, 113-120.

Jencks, C. and Riesman, D. The academic revolution. New York, Doubleday, 1969.

Kanowitz, M. Women and the law, the unfinished revolution. New York: Harper & Row, 1969.

Kelly, F. J.; Beggs, D. L. and McNeil, K. A. Research design in the behavioral sciences: multiple regression approach. Carbondale: Southern Illinois University Press, 1969.

Knapp, R. H. and Goodrich, H. B. Origins of American scientists. Chicago: University of Chicago Press, 1952.

Ledvinka, J. D. Race of employment interviewer and the language elaboration of Black job seekers. Doctoral Dissertation, University of Michigan, 1969. Dissertation Abstracts International, March 1970, 30, 4018-A.

Mann, H. Discussions in American history. 12th Annual Report to Massachusetts State Board of Education, 1848. Commager Edition, 1958.

Myers, R. A. Career development in the college years. Journal of College Placement, February-March 1972.

Nie, N.; Bent, D. H. and Hull, C. H. Statistical package for the social sciences. New York: McGraw-Hill, 1970.

Pallone, N. J.; Rickard, R. S. and Hurley, R. B. Key influencers of occupational preference among Black youth. New York: New York University, Center for Field Research, School of Education, 1969.

Phillips, W. B. Role of the counselor in the guidance of Negro students. Harvard Educational Review, 1961, 31, (3).

Pressman, S. Job discrimination and the Black woman. The Crisis, March 1970.

Rever, P. R. Perspectives on open admissions, Open admissions and Equal Access, Iowa: 1973.

Richmond Times Dispatch, September 6, 1950.

Rogers, C. R. The interpersonal relationship: the core of guidance. Harvard Educational Research, 1959, 43, 272-75.

Schumaker, L. C.; Banikiotes, P. G. and Banikiotes, F. G. Language compatibility and minority group counseling. Journal of Counseling Psychology, 1972, 255-256.

Sedlack, W. E., and Brooks, C. G. Black freshmen in large colleges: a survey. Personnel and Guidance Journal, Dec. 1970, 49, 307-311.

Selected characteristics of Negro undergraduate students enrolled at the University of Virginia, 1966-1971. (Office of Institutional Analysis, Charlottesville, August 1971), O1A07172-188.

Siegel, M. The counseling of college students. New York: The Free Press, 1968.

Simpson, L. A. and Harwood, R. K.' Placement: from employment bureau to career development center. NASPA Journal, 1973, 10, 255-230.

_____ Career planning, Business World, 1973, 8, 6-8.

Tolson, H. Counseling the disadvantaged. Personnel and Guidance Journal, 1972, 50, 735-738.

University of Virginia New Letter, April 1969.

U.S. Department of Labor, Women's Bureau Bulletin, 1972.

Uzzell, O. Influencers of occupational choice. Personnel and Guidance Journal, 1961, 39, 666-669.

Vontress, C. E. Counseling Negroes. Boston: Houghton-Mifflin, 1970.

_____ Racial differences: impediments to rapport. Journal of Counseling Psychology, 1971, 18, (1), 7-13.

Young, W. M. Beyond racism. New York: McGraw-Hill, 1968.

APPENDIX A

LETTER TO PROSPECTIVE STUDENTS

DETERMINING JOB PLACEMENT PATTERNS

General Information and Directions

You are one of fifty persons selected to complete the attached questionnaire; consequently, your response is critical to the success of the investigation. The purpose of this questionnaire is to determine job placement patterns of former students. You are encouraged to be honest and candid in replying to questions, and to add "other" responses whenever necessary. The results of this questionnaire will be translated into "ways and means" of helping future students in their career planning activities. Your response will become a part of a research project which will neither identify individuals nor make comparisons between individuals.

Please take a few minutes of your time to complete this questionnaire and return it in the enclosed self-addressed envelope.

Thank you for your time and cooperation.

Sincerely,

Alvin F. Anderson

APPENDIX B

FOLLOW-UP LETTER

Follow-Up Letter

Dear Mr./Ms. _____:

Ten days ago, I sent you a ten item questionnaire which was designed to determine job placement patterns of former students. As I inidicated in my first letter, your response will become a part of a research project which will neither identify individuals nor make comparisons between individuals.

Perhaps you may have misplaced the questionnaire. Therefore, I am enclosing another, and would sincerely appreciate it if you would take a few minutes of your time to complete and return it in the enclosed self-addressed envelope.

Thank you for your time, patience and cooperation.

Sincerely,

Alvin F. Anderson

Enclosure: Questionnaire
Self-addressed envelope

APPENDIX C

THIRD CONTACT LETTER

Third Contact Letter

Dear Mr./Ms. _____:

I enjoyed our short telephone conversation a few days ago. Thanks for agreeing to participate in the research project. Enclosed is another questionnaire for your convenience.

Thank you for your time, patience, and cooperation.

Sincerely,

Alvin F. Anderson

Enclosure: Questionnaire
Self-addressed envelope

APPENDIX D

TEN-ITEM QUESTIONNAIRE

DETERMINING JOB PLACEMENT PATTERNS

Questionnaire #2

Directions:

Please check (✓) the appropriate responses and write-in other information where requested.

(1) Academic Major

_____
write-in

(2) Grade Point Average

_____ 2.0-2.4

_____ 2.5-2.9

_____ 3.0-3.4

_____ 3.5-3.9

_____ 4.0

(3) How many job offers did you receive?

_____ 1

_____ 2

_____ 3

_____ 4

(4) If you did not seek a position, what is your present activity?

_____ Graduate School

_____ Military

_____ Professional School

_____ Marriage

_____ Other

(5) If you are presently employed, what is the name of your employer?

_____
name of company

_____
location

(6) What is your salary range?

_____ $6,000-7,000

_____ $8,000-9,000

_____ $10,000-11,000

_____ $11,000-12,000

_____ Over $12,000

(7) Did you register with the Placement Office?

_____ Yes

_____ No

(8) Did you make the initial contact for your present job on campus?

_____ Yes

_____ No

(9) How did you make contact with your present employer?

_____ Placement Office

_____ Department Chairman

_____ Professor

_____ Personal Friend

_____ Alumni

_____ Counseling Center

_____ Immediate Family

_____ Self Referral

_____ Newspaper

(10) Would you recommend your source of employer contact to other students?

_____ Yes

_____ No

If yes, why? _____

_____

_____

_____

_____

_____

_____

If no, why not? _____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX E

SUPPLEMENTARY TABLES

Table 23

Crosstabulation of Race and Major

		Major	
		Liberal Arts	Professional
Race	Black	45 32.6%	35 25.4%
	Non-Black	19 13.8%	39 28.3%

N = 138

Table 24

Crosstabulation of Race and Grade Point Average

Race	Grade Point Average				
	2.0-2.4	2.5-2.9	3.0-3.4	3.5-3.9	4.0
Black	13 9.4%	21 15.2%	33 23.9%	12 8.7%	1 .7%
Non-Black	9 6.5%	20 14.5%	24 17.4%	5 3.6%	0 .0%

N = 138

Table 25

Crosstabulation of Race and Placement Registration

		Registration	
		No	Yes
Race	Black	25 18.1%	55 39.9%
	Non-Black	14 10.1%	44 31.9%

N = 138

Table 26

Crosstabulation of Race and Employer Classification

Race	Employer Classification: Business	Education	Government	Industry	Not Applicable
Black	21 15.2%	22 15.9%	5 3.6%	23 16.7%	9 6.5%
Non-Black	11 8.0%	16 11.6%	6 4.3%	20 14.5%	5 3.6%

N = 138

Table 27

Crosstabulation of Race and Source of Contact

	Source of Contact								
	Alumni	Counseling Center	Department Chairman	Family	Newspaper	Personal Friend	Placement Office	Professor	Self Referral
Race: Black	5 3.6%	1 .7%	8 5.8%	10 7.2%	3 2.2%	11 8.0%	29 21.0%	11 8.0%	2 1.4%
Race: Non-Black	2 1.4%	0 .0%	6 4.3%	11 8.0%	0 .0%	4 2.9%	27 19.6%	5 3.6%	3 2.2%

N = 138

Table 28

Crosstabulation of Race and Place of Contact

		Contact		
		Off Campus	Campus	Not Applicable
Race	Black	10 7.2%	60 43.5%	10 7.2%
	Non-Black	18 13.0%	35 25.4%	5 3.6%

N = 138

Table 29

Crosstabulation of Sex and Major

		Major	
		Liberal Arts	Professional
Sex	Female	47 34.1%	11 8.0%
	Male	17 12.3%	63 45.7%

N = 138

Table 30

Crosstabulation of Sex and Grade Point Average

		Grade Point Average				
		2.0-2.4	2.5-2.9	3.0-3.4	3.5-3.9	4.0
Sex	Female	8 5.8%	13 9.4%	28 20.3%	8 5.8%	1 .7%
	Male	14 10.1%	28 20.3%	29 21.0%	9 6.5%	0 .0%

N = 138

Table 31

Crosstabulation of Sex and Placement Registration

		Registration	
		No	Yes
Sex	Female	18 13.0%	40 29.0%
	Male	21 15.2%	59 42.8%

N = 138

Table 32

Crosstabulation of Sex and Employer Classification

Sex	Employer Classification: Business	Education	Government	Industry	Not Applicable
Female	16 11.6%	27 19.6%	2 1.4%	6 4.3%	7 5.1%
Male	16 11.6%	11 8.0%	9 6.5%	37 26.8%	7 5.1%

N = 138

Table 33

Crosstabulation of Sex and Source of Contact

Sex	Source of Contact								
	Alumni	Counseling Center	Department Chairman	Family	Newspaper	Personal Friend	Placement Office	Professor	Self Referral
Female	1	0	3	8	3	12	20	7	4
	.7%	.0%	2.2%	5.8%	2.2%	8.7%	14.5%	5.1%	2.9%
Male	6	1	11	13	0	3	36	9	1
	4.3%	.7%	8.0%	9.4%	.0%	2.2%	26.1%	6.5%	.7%

N=138

Table 34

Crosstabulation of Sex and Place of Contact

		Contact		
		Off Campus	Campus	Not Applicable
Sex	Female	11 8.0%	40 29.0%	7 5.1%
	Male	17 12.3%	55 39.9%	8 5.8%

N=138

Table 35

Crosstabulation of Institution and Major

		Major	
		Liberal Arts	Professional
Institution	Hampton Institute	38 27.5%	40 29.0%
	U. of Virginia	26 18.8%	34 24.6%

N=138

Table 36

Crosstabulation of Institution and Grade Point Average

Institution	Grade Point Average				
	2.0-2.4	2.5-2.9	3.0-3.4	3.5-3.9	4.0
Hampton Institute	9	20	39	9	1
	6.5%	14.5%	28.3%	6.5%	.7%
University of Virginia	13	21	18	8	0
	9.4%	15.2%	13.0%	5.8%	.0%

N=138

Table 37

Crosstabulation of Institution and Placement Registration

Institution	Registration: No	Registration: Yes
Hampton Institute	14 10.1%	64 45.4%
University of Virginia	25 18.1%	35 25.4%

N=138

Table 38

Crosstabulation of Institution and Employer Classification

Institution	Employer Classification: Business	Education	Government	Industry	Not Applicable
Hampton Institute	18 13.0%	22 15.9%	8 5.8%	27 19.5%	3 2.2%
University of Virginia	14 10.1%	16 11.6%	3 2.2%	16 11.6%	11 8.0%

N=138

Table 39

Crosstabulation of Institution and Source of Contact

Institution		Source of Contact								
		Alumni	Counseling Center	Department Chairman	Family	Newspaper	Personal Friend	Placement Office	Professor	Self Referral
	Hampton Institute	5	0	6	7	3	5	39	11	2
		3.6%	.0%	4.3%	5.1%	2.2%	3.6%	28.3%	8.0%	1.4%
	University of Virginia	2	1	8	14	0	10	17	5	3
		1.4%	.7%	5.8%	10.1%	.0%	7.2%	12.3%	3.6%	2.2%

N=138

Table 40

Crosstabulation of Institution and Place of Contact

Institution	Contact: Off Campus	Contact: Campus	Contact: Not Applicable
Hampton Institute	8 5.8%	66 47.8%	4 2.9%
University of Virginia	20 14.5%	29 21.0%	11 8.0%

N=138

Table 41

Crosstabulation of Race and Non-Employment Activity

Race	Other Activity: Graduate School	Military	Professional School	Not Applicable
Black	6 4.3%	1 .7%	2 1.4%	71 51.4%
Non-Black	3 2.2%	0 .0%	2 1.4%	53 38.4%

N=138

Table 42

Crosstabulation of Sex and Non-Employment Activity

		Other Activity			
		Graduate School	Military	Professional School	Not Applicable
Sex	Female	6 4.3%	0 .0%	1 .7%	51 37.0%
	Male	3 2.2%	1 .7%	3 2.2%	73 52.9%

N=138

Table 43

Crosstabulation of Institution and Non-Employment Activity

Institution	Other Activity: Graduate School	Military	Professional School	Not Applicable
Hampton Institute	2 1.4%	0 .0%	1 .7%	75 54.3%
University of Virginia	7 5.1%	1 .7%	3 2.2%	49 35.5%

N=138

Table 44

Crosstabulation of Race and Recommendation

		Recommendation	
		No	Yes
Race	Black	15 10.9%	65 47.1%
	Non-Black	5 3.6%	53 38.4%

N=138

Table 45

Crosstabulation of Sex and Recommendation

		Recommendation	
		No	Yes
Sex	Female	13 9.4%	45 32.6%
	Male	7 5.1%	73 52.9%

N=138

Table 46

Crosstabulation of Institution and Recommendation

		Recommendation	
		No	Yes
Institution	Hampton Institute	9 6.5%	69 50.0%
	University of Virginia	11 8.0%	49 35.7%

N=138

Table 47

The Variables in the Multiple Regression Model

Variable	Percent Making Each Response	Coded As	Mean	Standard Deviation
Academic Major			1.5362	.5005
Liberal Arts	46.4	1		
Professional	53.6	2		
Grade Point Average			2.5217	.9298
2.0-2.4	15.9	1		
2.5-2.9	29.7	2		
3.0-3.4	41.3	3		
3.5-3.9	12.3	4		
4.0	.7	5		
Nonemployment Activity			4.6594	1.0568
Grad School	6.5			
Military	.7			
Prof School	2.9			
Not Applicable	89.9			
Employer			2.7754	1.3724
Business	23.2			
Education	27.5			
Government	8.0			
Industry	31.2			
Not Applicable	10.1			
Placement Registration			.7174	.4519
No	28.3			
Yes	71.7			
Place of Contact			.9058	.5522
Off Campus	20.3			
Campus	68.8			
Not Applicable	10.9			
Source of Contact			5.8333	2.0311
Alumni	5.1			
Counseling Center	.7			
Department Chairman	10.1			
Family	15.2			
Newspaper	2.2			
Personal Friend	10.9			
Placement Office	40.6			
Professor	11.6			
Self	3.6			

Job Offers			2.7174	1.1651
One	14.5	1		
Two	28.3	2		
Three	34.8	3		
Four or More	12.3	4		
Not Applicable	9.4			
Salary			3.0145	1.5283
6-7K	18.1	1		
8-9K	22.5	2		
10-11K	27.5	3		
11-12K	13.8	4		
Over 12K	8.0	5		
Not Applicable	10.1			
Race	1=Black/2=Non-Black		1.4203	.4954
Sex	5=Female/6=Male		5.5797	.4954
Institution	3=HI/4=UVA		3.4348	.4975
Black Male - Hampton	21.7			
Black Female	21.7			
Non-Black Male	7.2			
Non-Black Female	5.8			
Black Male - Virginia	7.2			
Black Female	7.2			
Non-Black Male	21.7			
Non-Black Female	7.2			
TOTAL			N = 138	