Indiana University of Pennsylvania
Knowledge Repository @ IUP

Theses and Dissertations (All)

12-9-2008

Minority Recruitment at School Psychology Graduate Programs

Audene Harvey Johnson
Indiana University of Pennsylvania

Follow this and additional works at: http://knowledge.library.iup.edu/etd

MINORITY RECRUITMENT AT

SCHOOL PSYCHOLOGY GRADUATE PROGRAMS

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

Audene Harvey Johnson

Indiana University of Pennsylvania

December 2008

Indiana University of Pennsylvania
The School of Graduate Studies and Research
Department of Educational and School Psychology

We hereby approve the dissertation of

Audene Harvey Johnson

Candidate for the degree of Doctor of Education

October 28, 2008____   Signature on File_____
                            William F. Barker, Ph.D.
                            Professor of Educational and
                            School Psychology,
                            Committee Chairperson

October 28, 2008____   Signature on File_____
                            Victoria B. Damiani, Ed.D.
                            Professor of Educational and
                            School Psychology

October 28, 2008____   Signature on File_____
                            Joseph F. Kovaleski, D. Ed.
                            Professor of Educational and
                            School Psychology

October 28, 2008____   Signature on File_____
                            Edward M. Levinson, Ed.D.
                            Professor of Educational and
                            School Psychology

ACCEPTED

_____   _____
Michele S. Schwietz, Ph.D.
Assistant Dean for Research
The School of Graduate Studies and Research

iii

Title: Minority Recruitment at School Psychology Graduate
        Programs

Author: Audene Harvey Johnson

Dissertation Chair: Dr. William F. Barker

Dissertation Committee Members: Dr. Victoria B. Damiani
                                 Dr. Joseph F. Kovaleski
                                 Dr. Edward M. Levinson

In most urban schools, the number of minority students
currently does or is expected to exceed the current number
of majority, or Caucasian, students. Training programs need
information that can help them diversify the field of
school psychology.

National Association of School Psychologists (NASP) –
accredited programs completed a questionnaire to determine
the existence of recruitment policies and to measure the
emphasis being placed on specific recruitment strategies.
Other factors thought to affect program choice, such as
institution location and minority faculty and students,
were also surveyed.

Program Brochures/Website was the most used category
of strategies. Within that category, noting faculty
interests in multicultural issues in the brochure or on the
website was the most used strategy. Personal Contacts was
the second most emphasized recruitment category, followed
by Institution/Program Benefits, Admissions, and Speaking

Engagements. The three most emphasized strategies were: Promote program reputation, Offer program visits, and Encourage faculty and mentor interaction.

The number of minority faculty members had a significant association with both the percentage of minority students enrolled within a program and the percentage of minority graduates within the last five years. Institution location, especially urban settings, also related to the percentage of minority students enrolled. The existence of written recruitment policies and procedures had no significant bearing on the percentage of minority students enrolled within a program or minority graduates within the last five years. The percentage of minority students enrolled correlated significantly with the percentages of recent minority graduates.

Training programs should place more emphasis on promoting the inherent and less obvious benefits of their institution location and utilize minority faculty to recruit applicants in more diverse areas. Implementing retention programs and gaining a more thorough knowledge of their applicants may assist training programs in increasing their student enrollment and graduation percentages. Future researchers should survey first year minority graduate

students and minority students who do not complete their training program to gain more information.

ACKNOWLEDGEMENTS

I am grateful to my dissertation committee members for their encouragement and insight as I traversed this long road to completion. They are gifted in their ability to balance praise and constructive criticism in a way that spurs you toward better performance. I would like to thank my dissertation chair, Dr. Barker, for teaching me the true meaning of internal motivation. In doing so, he has shown me what I value and what I am willing to work for.

I would like to thank my colleagues in Montgomery County Public Schools who lovingly pushed, prodded, encouraged, and threatened me to keep working on it. Some days just knowing you were going to ask me about it AGAIN was enough to get me back on track. Thank you, John Wisor, Marilyn Bate, Michelle Palmer, and Jennifer Jurgrau. You are my work family.

I did get by with a little help from my friends. They never acted surprised over the seemingly hundreds of years while I hadn't finished yet; they took it in stride when I would disappear off the radar periodically and still not have finished; they didn't laugh when I said it was 2007 or bust!...and then 2008 or bust! They didn't doubt me even when I doubted myself. Thank you, Annette Jones, Dawn Von

S. Brown, Sherray Belton, Sarah Schaefer, Michelle Patrick, and Joel Aronfy. Special thanks to Jobie Watson, my prayer warrior, editor, and partner in crime. The love is real.

Words cannot express my gratitude to my family for reminding me that I am the doctor in the family. Mommy, you are my best cheerleader, always positive, even in the face of daunting timelines. Audrey, you are a model of perseverance. I want to be you when I grow up. Audelle, you are the wind beneath my wings. Despite my efforts to get you to write this for me, you stayed strong and made me do all the work. Thank you for keeping me company while I worked and for cracking that whip. Sincere thanks to my husband, Malcolm, for being patient and supportive. You couldn't have known that "finishing" would take so long.

I have many examples of well-educated women in my family: my mother, Rubina Holder Harvey, with a Bachelor's Degree in Education; and my sisters, Audrey S. Fields, with Masters Degrees in Reading and Administrative Leadership; and Audelle R. Harvey, with a Master's Degree in Business Administration. You left nothing undone except a Doctorate Degree. How could I stop at less? Your examples have urged me to fulfill this dream and join you as a role model for the children in our family. I couldn't have done it without you.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE: INTRODUCTION

The issue of minority recruitment within colleges and universities in general, and school psychology graduate programs in particular, is one that has been without a functioning solution for more than two decades. As early as 1979, Arner and Yates discussed the recruitment of minority graduate students and noted that the single most important factor in successful recruitment and retention of minority students is the institutional atmosphere. They believed that unless the commitment to succeed is visible and institution-wide, it would not improve the retention of these students.

Over 25 years later, Kayes and Singley (2005) said that a commitment to succeed in minority recruitment has not been enough to increase the numbers of either minority students or minority faculty and staff. Despite million dollar initiatives and high-profile commitments to diversify college faculty and staff, Kayes and Singley asked the question, *Why are 90 percent of college faculty still white?* Even when the president, dean, provost, chancellor, department chair, human resources officer and trustees publicly declare their support for diverse hiring, it may not be actualized in the search and hiring process

(Kayes & Singley, 2005). This is an assumption that Kayes and Singley believe sets these commitments up for failure. They note that in reality, many who serve on search committees are not in agreement with that plan. Kayes and Singley state that the idea that members of the search committee, simply by virtue of their academic credentials, do not introduce bias into the search and hiring process is a major reason why perceptions of "good fit" and "quality" criteria have blocked much of the progress toward hiring minority faculty (Kayes & Singley). Those involved in the search and hiring process need professional development so that faculty can become aware of how biases and stereotypes undermine the hiring of people from culturally and racially diverse backgrounds (Kayes & Singley).

The National Association of School Psychologists (NASP) has a commitment to successful recruitment and retention of minority students and in 1989 they adopted a position stating their desire and dedication to training minority school psychologists. Despite their commitment, low enrollment numbers for minorities continue in training programs. One reason cited for low minority numbers within education is the purpose that minorities have in choosing their profession. Gallegos (2000) theorized that ethnic minorities with the capacity to go on to higher education

typically do so with a loftier goal in mind than education. Their first priority is often finding a career that is lucrative and can raise their status within their community through both salary and prestige. At most levels, education has neither of these incentives.

With status and income as priorities and possibly deterrents to selecting education for minority students, graduate programs may need to take diversity lessons from the athletic department, as Hughes (2005) suggests. While the university referenced in his article claimed it was difficult to find African American professors in the current applicant pool, almost the entire football and basketball teams of that university were African American. Despite the dearth of African American males in college, they make up a large percentage of athletes who receive Division IA athletic scholarships (Hughes, 2005).

High quality school psychology training programs all share similar characteristics and use similar strategies and techniques to make themselves more attractive to minority applicants. Some of those incentives are: financial aid, personal contacts from faculty to minority applicants, recruitment materials aimed at minority students, involvement of currently enrolled minority students in recruiting new students, and asking field-based

professionals to refer promising minority student applicants (Rogers, 2006). In order to retain their students, exemplary programs offer support groups for minority students.

Exemplary programs do a great job of recruiting and retaining minority applicants, but how will the field of school psychology attract those applicants? When students from three Historically Black Colleges and Universities (HBCU) were asked to provide feedback about the strategies used to recruit and retain African American psychology students and professionals, 35% of the students polled were unaware of the existence of the field of school psychology. Additionally, 80% inaccurately described the professional tasks of a school psychologist, but 91% said that ethnic diversity in education and in the workplace is extremely important to them (Chandler & Albers, 2007).

Despite the existence of exemplary programs, there have never been sufficient school psychologists to meet the demands of the field (Fagan, 2004). The current shortage is predicted to continue indefinitely as the number of institutions offering school psychology programs has not changed appreciably from the late 1970's (Lund, Reschly, & Martin, 1998; Thomas, 1998). In addition, school psychologists with doctorates are expected to retire at a

4

rate that is disproportionately higher than the retirement rate of psychologists with masters or specialist level degrees (Curtis, Grier, & Hunley, 2003). While the projected retirements have implications for the field as a whole, the disproportionate numbers of doctoral school psychologists retiring will more heavily impact settings that typically require the doctoral degree. The projections indicate that faculty in school psychology training programs are expected to retire at a noticeably higher rate than are doctoral-level practitioners (Curtis, Hunley, & Grier, 2004).

The shortage of school psychologists, especially minority school psychologists, is reaching a crisis state and could lead to alternatives to standard credentialing, such as hiring individuals who have not completed a school psychology training program (Curtis, Hunley, & Grier, 2004). In addition, the decline of student-to-psychologist ratios allows for delivery of more desirable services and with the projected shortage, the decline of ratios will likely be reversed.

<div align="center">The Problem</div>

With the shortage of minority school psychologists already spanning decades, current training programs need relevant information that can assist them in their goal of

diversifying the field of school psychology. The data from the most recent NASP membership survey (2004-2005) indicate that the diversity within NASP membership has not significantly improved since the first survey data was collected in 1991. The 92.6% of all respondents who identified themselves as Caucasians in 2004-2005 was almost identical to the 92.8% who responded similarly to the 1999-2000 study and represented only a slight decrease from the 93.9% identified as Caucasian in the first study 15 years earlier (Graden & Curtis, 1991). This study will investigate what strategies are most often used by school psychology training programs to recruit minority applicants. The strategies that appear to be the most effective as reflected by the percentage of minority students within a program will also be studied. The effect of factors such as institution location, minority faculty members within the department, and written recruitment policies and procedures on the percentage of minority students enrolled within school psychology training programs will be measured. The relationship between those same factors and the percentage of minority graduates within a five year span will also be measured. Figure 1 depicts the structural design of the study.

Figure 1. Research study path diagram: Influence of written recruitment policies or procedures, minority students receiving financial aid, minority faculty, and institution location on minority student representation and minority graduates within the last five years.

Research Questions

This project sought to provide the answer the following questions:

1) What strategies are most used by school psychology departments to recruit minority applicants?

2) Which of those strategies appear to be the most effective as reflected in the percentage of minority students enrolled in the program?

3) Do factors such as institution location, number of minority faculty members within the department, and written recruitment policies and procedures affect the percentage of minority students enrolled within school psychology training programs?

4) Do factors such as institution location, number of minority faculty members within the department, written recruitment policies and procedures, and percentage of minority students currently enrolled in the program affect the percentage of minority students graduating in the last five years?

The answer to these questions will provide the field of school psychology with relevant information about how these factors influence minority students' numbers in school psychology graduate programs. Results will also help training programs determine what types of recruitment

techniques are most effective when recruiting minority

students into school psychology training programs. Lastly,

the answers to these research questions will help determine

the effect that recruitment policies and practices have on

minority student enrollment.

<div align="center">Hypotheses</div>

The hypothesis for the first research question is:

School psychology departments are using the same

recruitment strategies for their minority and non-minority

applicants. School psychology departments are likely

emphasizing their program's overall quality, accreditation,

and faculty interaction (Poock, 1999).

For the second research question, the hypothesis is:

School psychology departments with written recruitment

policies and procedures will have a higher percentage of

currently enrolled minority students than those programs

that do not.

Research suggests that African American applicants are

influenced by an institution's geographic location, number

of minority students and faculty currently within the

program, and a climate of sensitivity to the needs and

interests of minorities and women (Barona, Flores, &

Gutierrez, 1990; Benson, 1990; Bowie, Cherry, & Wooding,

2005). The hypothesis for the third research question

<div align="center">9</div>

expands upon that premise. Factors such as location of the training institution and number of minority faculty members in the department will have a larger effect on the percentage of minority students enrolled in a program than the existence of written recruitment policies and procedures.

The hypothesis for the fourth research question is: Factors such as institution location, number of minority faculty members within the department, and percentage of minority students currently enrolled in the program will have a larger effect on the percentage of minority students graduating in the last five years than written recruitment policies and procedures.

Significance of the Problem

The issue of minority recruitment in school psychology programs is a problem for public school systems hiring psychologists, the field of school psychology as a whole, trainers of school psychologists, and minority undergraduate psychology students en masse. For minority undergraduate psychology students, this lack of effective recruitment efforts can eliminate school psychology as a viable option following graduation. Without the competition that quality programs and strong recruiting provides, undergraduate students could miss out on a

potentially rewarding career possibility. With increased

diversity becoming commonplace even in suburban and rural

schools, administrators and parents have a desire for

professionals who are familiar with the unique experiences

that come from being an ethnic minority in the United

States (Salinas, 2002).

The issue of minority recruitment is important not

just to public and private school systems, but also to the

field of school psychology as a whole. With the increasing

number of minority students continuing onto graduate level

degrees, it would be foolish of the field to ignore the

fastest growing resource of future psychologists. Any

practicing school psychologist can attest to the need for

school psychologists who are bilingual and who can

effectively interact with the diverse populations being

served in the school system.

NASP (1989) recognized this need and developed a

position statement: "…as the proportion of ethnic minority

children is increasing in the total school population, and

as there are disproportionately few ethnic minority school

psychologists to serve both regular and special education

students, it is resolved that the National Association of

School Psychologists will work actively to increase the

numbers of ethnic minority school psychologists working

with children and as trainers in school psychology

programs…" (p. 2).

The issue of minority representation in school

psychology is an issue for minority school psychology

students everywhere. Few things encourage students to excel

more than interaction with a positive role model to whom

the student can relate and hold in esteem (Hendricks,

Smith, Caplow, & Donaldson, 1996). The field of school

psychology would be remiss if it overlooked minorities in

its recruitment of competent practitioners. With the

increased numbers of minority students continuing onto

graduate level degrees, it is necessary to actively recruit

students into the field of school psychology.

Definition of Terms

Within this paper, the term minority will be used to

refer to racial minority groups within the United States

that are a proportionately smaller group of people compared

to the majority of white European Americans. Specifically,

the term will refer to Native Americans or Alaskan Natives,

Asians, and Black or African American. It also includes

those whose ethnicity is Hispanic or Latino.

School psychologist training programs referred to

within this paper are limited to those that have full

approval/national recognition through NASP at the

specialist level as of January 1, 2008. NASP program approval/national recognition is an important indicator of quality graduate education in school psychology, comprehensive content, and extensive and properly supervised field experiences and internships, as judged by trained national reviewers. The NASP status is awarded to programs that provide evidence of consistency with the *NASP Standards for Training and Field Placement Programs in School Psychology.* The NASP training standards provide the foundation for program review and approval. School psychology program submissions for NASP-approval/national recognition status are evaluated to determine that programs meet NASP standards in policy and practice.

The specialist level of certification was the focus of this study as it is the minimum credential required for practitioners. Similarly, the terms graduating and non-graduating distinguishes between students who are in their final year of study prior to specialist level certification and those students who are in their first year or second year.

Webster's dictionary defines a policy as: "…a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions or a high-level overall plan

embracing the general goals and acceptable procedures especially of a governmental body" (Retrieved July 24, 2008, from http://www.merriam-webster.com/dictionary/policy). Webster's dictionary defines a procedure as: "…a particular way of accomplishing something or of acting, a series of steps followed in a regular definite order or a traditional or established way of doing things" (Retrieved September 26, 2008, from http://www.merriam-webster.com/dictionary/procedure). These definitions have been adopted for use within the current study. Recruitment policies and procedures within this study refer to written or otherwise published college, university, or departmental plans specific to student recruitment.

<div align="center">Assumptions</div>

This study assumed that respondents would provide data in a truthful and accurate manner. It assumed that respondents from training programs would be able to access and share information related to their recruitment policies, procedures, and strategies.

<div align="center">Limitations</div>

There were restrictions that limited the generalizability of this study's findings.

a) This study confined its scope to those school psychology training programs that are accredited at the specialist certification level through the National Association of School Psychologists (NASP) and as such, might not be as valid for training programs that are not fully accredited through NASP or training programs accredited through other organizations.

b) Results relied on the use of a written survey that reported subjective perceptions of faculty members rather than results based solely on objective and documented policy information.

c) The use of a mailed survey required the respondents to interpret questions without the opportunity for clarification by the researcher.

d) All respondents were volunteers and key differences may exist between training program faculty who decided to participate as opposed to those who declined.

e) This study was limited by the honesty of the respondents. There was no mechanism to adjust for respondents' tendency to respond in ways that may have been more politically correct or socially appropriate than accurate.

Despite these limitations, results of this study should provide valuable information to the field of school psychology.

Summary

The recruitment of minority students into school psychology graduate programs is vital to meeting the diversifying needs of school-aged children and their families. Curtis, Grier, and Hunley (2003) examined the trends in data for the field of school psychology and stated that based on historical data alone, it appeared likely that the representation of persons with diverse cultural backgrounds in school psychology would remain limited for some years to come. This study sought to provide the answer to the following questions:

1) What strategies are most used by school psychology departments to recruit minority applicants?

2) Which of those strategies appear to be the most effective as reflected in the percentage of minority students enrolled in the program?

3) Do factors such as institution location, number of minority faculty members within the department, and written recruitment policies and practices affect the percentage of minority students enrolled within school psychology training programs?

16

4) Do factors such as institution location, number of minority faculty members within the department, written recruitment policies and practices, and percentage of minority students currently enrolled in the program affect the percentage of minority students graduating in the last five years?

The beneficiaries of this study are school psychology graduate training programs, minority graduate students selecting a graduate program, and the field of school psychology itself.

CHAPTER TWO: LITERATURE REVIEW

This chapter will review the literature related to recruitment in several different areas. General university and college recruitment policies will be reviewed first, followed by research related to students' college and program selections. Faculty and staff recruitment, at the university and college level, as well as at the elementary school level, will be reviewed. Issues specific to student recruitment will be shared along with the potential impact of legal issues related to minority recruitment. Information about minority student retention, graduate student trends, and recruitment in school psychology will be communicated. A thorough case will be made for the relevance of this particular study from a research-based standpoint.

University and College Recruitment Policies

Early articles about university and college recruitment focused on general recruitment policies and the role that their implementation can play in an institution's ability to control their student enrollment and population. As early as 1994, Clagett and Kerr spoke to this topic by comparing the relationship between an active enrollment

18

management plan and an institution's student body. In
their paper presented at the Annual Conference of the
Society for College and University Planning, Clagett and
Kerr (1994) collected data, conducted thorough analysis,
and reviewed institutional policy to illustrate the
effectiveness of the *Data-Analysis-Policy cycle* or *D-A-P
cycle*. Three examples were presented involving the impact
of financial aid on student enrollment and tuition revenue,
minority student retention, and continuing education
recruitment. One example involved using financial aid in a
selective admissions environment, while the other two
examples showed the applicability of the framework at a
large community college with open admission.

      While some researchers were skeptical about
emphasizing factors such as location, resources, and
tradition, Clagett and Kerr (1994) proposed a conceptual
framework for organizing an effective enrollment management
program that would allow institutions to attract particular
kinds of students through appropriate policy choices. This
study confirmed the idea that development of policy was a
lengthy process requiring in-depth information surrounding
the literature on college choice as well as longitudinal
tracking of student decision making from applicant through
alumni status. Successful enrollment management was

described as a coordinated effort to influence the size and characteristics of an institution and its student body through marketing, recruitment, admission, pricing, financial aid, advising, and other policy choices.

Establishing the initial information infrastructure to support enrollment management required five steps (Clagett & Kerr, 1993b): (a) review the literature on college choice, student institution fit, and student retention; (b) construct longitudinal cohort tracking files; (c) develop a performance monitoring indicator system; (d) identify patterns in aggregate student behavior; and (e) conduct survey and focus group research to better understand student decision making.

Student College and Program Selections

Kealy and Rockel (1987) addressed student perceptions of college quality and how those perceptions influence college recruitment policies. In this study of over fourteen hundred Colgate University applicants, survey results indicated that certain perceptions of quality appeared universally: academic quality, social life atmosphere, campus location, and athletic quality. Students were asked to rate the quality of attributes of the college (for example, faculty reputation, quality of the student body, variety of course offering) using a

Likert scale ranging from 1 = unsatisfactory to 5 =

excellent. Observed variables were used in early stages to

derive the four latent variables measuring perceptions of

college quality. In addition, students were asked to

assess the degree to which their college-choice decision

was influenced by information of three types: (a)

information obtained from people (parents, other students,

high school students, high school faculty, high school

guidance counselor), (b) information gleaned from written

materials (catalog, descriptions of major programs,

independent college guides), and (c) information learned

through personal contact with some aspect or program of the

college (visit to campus, personal on-campus interview,

overnight stay on campus).

Kealy and Rockel (1987) noted that ultimately,

perceptions of how happy one will be colored other aspects

of the institution. Holistic experiences of the campus

rather than any one particular experience or activity

influenced students' overall feel of social life

atmosphere. Similar to the Clagett and Kerr (1994) study,

this study of student perceptions indicated that knowledge

of the student population's decision-making criteria was of

utmost importance when attempting to increase overall

college enrollment. Most institutions at that time

considered appropriate recruitment strategies as a way to maintain enrollment and thus maintain and improve the academic quality of the institution.

Kealy and Rockel (1987) presented an argument that a student's choice of institution was based primarily on the relative cost and quality of all of the institutions in his/her choice set. With that in mind, the effectiveness of a recruitment strategy, this study suggested, should be judged not by the number of students who enroll in the institution, but rather by the degree to which the student's perception of the institution was positively influenced by the recruitment strategy. Schools cannot control the perceptions or quality of any other institution but their own. Schools can use this knowledge to encourage students to pick their particular institution.

Poock (1999) hypothesized that it was necessary to understand why students make decisions regarding programs prior to attempting to change those decisions. His study examined the role of ethnicity in the institution choice of doctoral students. Data for the study was collected using a questionnaire developed from research and piloted with graduate students. Doctoral students at twenty-four universities were targeted for participation and 46% were returned. Poock found that while certain factors were

influential for all prospective doctoral students, when
broken down along ethnic lines; different factors had
varied influence with different groups.

The three main themes influencing program choice were
faculty interaction, influence of people other than faculty
(spouses, friends, current students, alumni, employers),
and perceived quality of the program, including
accreditation, reputation, and rigors of the program. For
the African American students polled in this study,
academic accreditation, rigor of the program, and
sensitivity to the needs/interests of minorities and women,
were rated as more heavily influencing than for their White
counterparts. Non-White, non-African American students
were more influenced by flexible entrance requirements,
input from alumni, spouse or partner educational plans, and
sensitivity to needs/interests of minorities, women, and
etcetera.

Given the under-representation of minority students in
doctoral programs and the related pressures to increase
their enrollment, understanding which factors influence
application and enrollment decisions becomes more
important. Suggestions for future research urged
researchers to examine the potential problems associated
with minority recruitment and to focus on retention as a

factor impacting recruitment efforts (Poock, 1999; Adams & Bargerhuff, 2005; Kayes & Singley, 2005; Milner, 2006).

Bowie, Cherry, and Wooding (2005) examined the influences and enrollment decision factors of 207 African American social work students. They suggested that recruitment efforts should include marketing of the institution community along with an evaluation of the student motivation.

The group consisted of Masters of Social Work graduates from three predominantly White universities in two southeastern states in the United States. The sample was obtained through records and the alumni offices of the institutions. Data was gathered in three domains: social, psychological, and cognitive.

Respondents were asked to identify which individuals influenced their decision to pursue graduate social work education and what enrollment decision factors led them to select a specific social work program. Results indicated that the three individuals most influential were another social worker, family members, and college professors. Individuals reported as having 'no influence' were college career counselors and high school counselors (Bowie, Cherry, & Wooding, 2005).

Results also indicated that the top five enrollment decision factors cited as 'very important' were: (a) geographical location, (b) type of social work program, (c) class scheduling, (d) cost of tuition, and (e) academic reputation. Factors that were reported as 'not important' were (a) number of minority students, (b) school recruitment efforts, and (c) number of minority faculty.

<div align="center">Faculty and Staff Recruitment</div>

University and College Level

In addition to student diversity, faculty and staff diversity continues to be an area of concern for recruitment. Despite million dollar initiatives and high-profile commitments to diversify college faculty and staff at Harvard University and Columbia University, to name a few, Kayes and Singley (2005) asked the question, "Why are 90 percent of college faculty still white?" The authors hypothesized that there are four myths and assumptions about diversity hiring that set these initiatives and commitments up for failure.

The first myth is that if the president, dean, provost, chancellor, department chair, human resources officer and trustees publicly declare their support for diverse hiring, then it will be actualized in the search and hiring process. However, the authors state that many

who serve on search committees have not discussed or agreed that there are advantages to a more diverse faculty and staff. The second myth is that members of the search committee, simply by virtue of their academic credentials, do not introduce bias into the search and hiring process. This is a major reason why perceptions of "good fit" and "quality" criteria have blocked much of the progress toward hiring minority faculty (Kayes & Singley, 2005). The third myth is that "grow your own" programs will expand the pool of diverse candidates for faculty positions, which will, in turn, ensure automatic employment for minority scholars. These programs reinforce the misperception that the dearth of minority hires is due only to the lack of a diverse applicant pool.

Finally, the recruitment of diverse faculty and staff is not the same as retention, so any initiatives that do not address hostile and exclusionary institutional cultures will end up fueling the 'revolving door' so common for faculty and staff of color. Kayes and Singley (2005) state that much of the research indicates a need for professional development for all those involved in the search and hiring process so that faculty can become aware of how biases and stereotypes undermine the hiring of people from culturally and racially diverse backgrounds.

Having a standing diversity committee charged with establishing goals for the recruitment and retention of diverse faculty and student body was not sufficient in one medium sized, Midwestern university (Adams & Bargerhuff, 2005). Established in the fall of 2001, by the following February, the committee had committed to three primary goals, targeted specific populations for each, and designed a feasible action plan with which to begin their work. Their primary goals were (a) to recruit and retain a diverse student body, (b) to recruit and retain a diverse faculty, and (c) to infuse diversity across the curriculum.

As the committee began to meet regularly, they adopted a definition of diversity that reflected the needs of their group. The president of the university was viewed as a supporter of diversity and his commitment influenced practices across campus, including the updating of the university strategic plan. Some of the changes called for were: review and adjustment of the mentoring programs, creation of a faculty recruitment brochure, a diversity calendar of events, a diversity lecture series, and a resource book and web site for inclusive teaching practices (Adams & Bargerhuff, 2005).

The diversity committee generated a diversity hiring checklist to be used at the pre-search, search, and post-

search stages of the hiring process. In the pre-search stage, departments consider their particular needs with regard to diversity and make efforts to network and maintain contacts with organizations, institutions, and conferences that are specific to minority needs. The active search section includes the creation of the search committees and a carefully written position description. Making wording changes in the position description could encourage persons with valuable, but nontraditional experiences and education to apply. In the post-search stage, interviews are immediately followed up with written communication and search committee members reflect on the search process to determine effective and ineffective components (Adams & Bargerhuff, 2005).

In their review of the literature, Adams and Bargerhuff (2005) noted that there was a tendency toward "dyconscious racism" (Turner, 2002). Search committee members appeared to prefer candidates who were "just like them" and rated similar backgrounds, social skills, values, and behaviors even more highly than comparable race or ethnicity. They found that this prejudice extended beyond similarities to the research interests of candidates. Committee members were often uncomfortable with applicants whose research interests were different from that to which

the committee was accustomed. Minority candidates who studied topics related to their ethnic group were often dismissed as self-serving or too narrow (Phillips, 2002). Similarly, in the Adams and Bargerhuff study, candidates were eliminated based on the prestige of the graduate school they attended and so students with less access to elite schools were automatically penalized.

Hughes (2005) responded to the excuse of a limited applicant pool with the suggestion to take recruitment lessons from the college or university athletic department. While his university claimed that it was difficult to find African American professors in the current applicant pool, the ease with which the athletic department seemed able to both recruit and retain African American athletes for his school's basketball and football teams, both of which were almost entirely African American, struck him as hypocritical. While Hughes research indicated that African American males were reportedly one of the most difficult to find in higher education, they made up a large percentage of athletes who received athletic scholarships at the Division I-A level. This disparity led Hughes (2005) to state that faculty search committees need to search for African American and other minority students and faculty with the same intensity with which coaches' search for and

find top African Americans and other minorities for their athletic programs.

Getting minorities to return to the fields of psychology and education at the graduate level was a topic that was addressed in Suinn and Witt's (1982) article surveying the recruitment and retention rates for minority faculty members in academia. Two hundred and nine graduate departments of psychology responded to a questionnaire requesting demographic data and data on various aspects of minority recruitment and retention from the department's perspective of their recent experiences. Departments were asked if they had special incentives for recruiting ethnic minorities, if they offered an ethnic minority curriculum, and the percentage of minority faculty on tenure track. Department chairpersons were asked to identify the reasons given by any minority finalist who turned down an offer for a position.

While minority applicants were found to be in small supply, the authors indicated that there was a favorable atmosphere developing for employment of minority applicants due to the high percentage of minority applicants who became finalists. The recruiters indicated areas that were important in their consideration of applicants, namely research skills as evidenced by publications, research

skills shown by other evidence, evidence of graduate

teaching interest/skills, and evidence of graduate teaching

interest/skills. Suinn and Witt stated that the reasons

finalists cited for refusing offers was critical to the

understanding of the minority applicant's perspective.

Higher salary, more preferred geographic location, and the

presence of minority persons in the local community ranked

as the most common reasons that offers were accepted

elsewhere. At the time of the Suinn and Witt study (1982)

minority applicants appeared able to be selective in their

choice of position and tended to seek locations where other

minorities were already established rather than electing to

be the first minority to enter a community. Researchers

noted that universities with no minorities might find it

more difficult to attract quality candidates if other

factors, such as salary, aren't compensatory enough. The

presence of minority faculty already in the department did

not rank as highly as minorities within the community and

the perception of a supportive locale.

Elementary School Level

Gallegos (2000) shed some light on the problems

associated with minority recruitment from the perspective

of an elementary school administrator. Despite having a

commitment to affirmative action and being in a position of

authority to personally hire teachers for vacant positions, his district was unable to increase their number of minority teachers. To fill nine positions from seven retirements and two voluntary transfers over a two-year span, only three of the more than eighty applicants interviewed were persons of color. The main reason cited by Gallegos (2000), based on his experiences as a Latino citizen and educator, stemmed from the purpose minorities have in choosing their profession. Ethnic minorities with the capacity to go on to higher education typically do so with a different goal in mind than education can achieve. Their first priority is often in finding a career that is lucrative and can raise their status within their community through both salary and prestige. At most levels, education as a career has neither of these incentives.

Another, more subtle, reason given by Gallegos (2000) for the lack of minority teachers is that teaching remains a bourgeois profession. He suggested that for young people from solid middle class homes, steeped with middle class values like societal contribution and professional fulfillment, teaching becomes an attractive career choice. For young people who have experienced any type of deprivation and/or who lack that type of background

experience, teaching does not rank high on the list of career choices.

Bents and Haugen (1992) also addressed the issue of diversifying enrollment in the training of teachers. Their study closely examined a program experiencing initial signs of success at a Midwestern university. While the population of the state was approximately 10% minority, the school districts in the area near the institution were 50% minority students and 14% minority teachers. To address the need for teachers of color, an enrollment management model was employed to develop and implement a recruitment and retention plan. The enrollment management team in that particular setting encompassed the areas of recruitment, admission, registration, student progress, advising, and placement services. The Multicultural Teacher Development Project had as its purposes the recruitment, retention, preparation, and graduation of teachers of color. Retention of students was considered to be of equal importance to recruitment of students.

That project determined that there are barriers that exist to increasing the numbers of teachers of color (e.g., dropout rates, the draw of other professions, and placement of new minority teachers in difficult schools). The philosophy behind the project rested on the following

beliefs: (a) Schools are change agents, (b) Programs can increase access, (c) A multicultural teacher education program has an impact on internal and external constituents, (d) Innovative and nontraditional programs need development, and (e) Particular programs contribute to overall quality and preparation of teachers. Outcomes of the project included an increase in the numbers of students of color in teacher preparation programs and increased sensitivity to diversity of students and faculty. Ongoing evaluation is conducted annually to allow for discussion and greater insight into student opinions.

Salinas (2002) examined the shortage of minority teachers and the high priority that exists among parents, teachers, and the business community to work toward a more diversified teaching force. He investigated whether having minority teachers in the elementary classroom directly resulted in minority student success in school through their academic achievement and graduation rate. Salinas suggested that there are cultural patterns that exist in children from different ethnic groups that only adults from those specific groups can understand. The majority population generally has a difficult time understanding cultural differences and when this occurs, communication between students and teachers breaks down, with serious

consequences. He goes on to suggest that the extremely low

percentage of minority teachers in public schools has led

to a high dropout rate among minority students. Most

minorities, who drop out, do so by junior year, so higher

education recruitment efforts that typically are focused on

juniors and seniors are too late for minority students.

"In spite of the existence of a body of knowledge regarding

barriers to retaining students, few institutions

demonstrate use of this knowledge in developing

comprehensive retention programs specific to the needs of

minority students" (Campbell & Davis, 1996, p.299).

Salinas (2002) found information that supported his

position that minority teachers are better able to reach

students in their own ethnic group due to shared culture.

At the same time, his research indicated that if the

characteristics of a good teacher for linguistically and

culturally diverse children were being taught to all

potential teachers then many of the problems within the

schools would be alleviated.

Salinas' suggestion that the majority population

generally has a difficult time understanding cultural

differences is seconded by Vang (2006). Vang suggested

that the reason minority students are being labeled and

treated differently from their classmates is the hidden

agenda within the American educational system. This

curriculum was defined by Vang (2006) as affecting students

of low socio-economic status and language minority students

by considering them incapable of the same achievement as

their native speaking peers. He cited a 1991 study

conducted by the California Department of Teacher

Education. Second grade teachers, nearly all of which were

White, were asked to listen to tapes of children who spoke

Standard American English and minority dialects. Teachers

considered most of the students with minority dialects to

be slow learners with low IQs and low reading scores.

Later, a similar study was conducted with minority

teachers. These teachers rated the students with minority

dialects significantly higher than the White teachers did,

suggesting that White teachers are often biased against

minority students with cultures and languages different

from their own (Vang, 2006).

Milner (2006) interviewed three experts on the impact

of *Brown versus the Topeka Board of Education.* He built

upon an earlier study that pointed to a need for the

recruitment and retention of African American teachers in

public schools to improve the academic, cultural, and

social experiences of all students but particularly African

American students. Milner sought to focus on the

experiences and successes of African American teachers to gain insight for all teachers of African American students. One theme that emerged from the interviews was importance of recruiting African American teachers for the benefit of all students, but particularly for the benefit of African American students. One participant questioned how an African American student attending schools with no African American teachers, principals, or superintendents would be able to imagine him or herself being any of those positions in their future.

Milner's interviews indicated that African American teachers at the elementary to high school level can have a meaningful impact on African American students' academic and social success because these teachers can act as positive role models and often deeply understand these students' situations and their needs. He posited that African American teachers, by virtue of their interactions outside of school and their understanding of what it means to be African American in America, could bring a connectedness and knowledge into the classroom that was evidenced in their teaching. In addition, the teachers have a commitment to the students because they have a personal stake in the African American community.

Experts did not want to give the impression that only minority teachers could effectively teach minority students. They stressed the need to dramatically change the way all teachers are trained so that minority students and their teachers could experience culturally informed relationships (Milner).

Student Recruitment

Getting minority students to continue on to higher education at the graduate level was an issue tackled by Olson (1988). Olson's article described specific programmatic efforts at one large Midwestern public university to expand the minority graduate student population and promote increased minority students in the undergraduate population as a means to increase the overall number of graduate level minority students at the institution. The university utilized early identification programs and/or remediation programs to recruit students and retain them and interest them in graduate study.

The retention of minority students was another area that had been directly related to increasing the number of minorities overall. Olson (1988) argued for a coordinated system-wide approach to recruitment and retention that could require extensive reorientation and redirection. As early as 1979, Arner and Yates noted that the single most

important factor in successful recruitment and retention of minority students was the institutional atmosphere. They stated that unless the commitment to succeed was visible and institution-wide, it would not ensure the retention of these students.

Unlike Clagett and Kerr (1994), who proposed a generalized enrollment management plan for use on a broad level, Olson (1988) emphasized the importance of individual institutional strategy rather than a set of general rules regarding recruitment/retention of minority graduate students. Regardless of the plan, Olson suggested that there needed to be an underlying belief that diversity enriches the total university community, leading to an atmosphere that suggests that all students can expect to feel a sense of community while they pursue their educational goals (Olson, 1988).

Olson (1988) identified the following methods as being important to the recruitment plan: early identification programs (support provided at the high school level), speakers' bureaus (current minority students visit their former schools), admissions criteria (consideration of special hardship circumstances), retention strategies (ongoing academic support and recognition of leadership),

and financial aid opportunities (departmental,
institutional and outside).

Between 2005 and 2007, the Tom Joyner Foundation
acknowledged the continued challenge of increasing the
number of minorities in the field of education by providing
more than $700,000 in grants to encourage minority teachers
to complete their certification at seven Historically Black
Colleges and Universities (HBCUs): Bowie State University,
Cheyney State University, Clark Atlanta University, Harris
Stowe State College, Jackson State University, Johnson C.
Smith University, and Tennessee State University (Hayes,
2007). The grants, only available to currently employed
teachers in K – 12 public schools or those currently
enrolled in an accredited school of education, were meant
to offset the costs of books, workshops, tuition, and
provide support in preparation for the required Praxis
series of exams. By targeting the students at HBCUs, the
foundation sought to provide a boost for that group of
prospective teachers most underrepresented in the classroom
and also doing the most poorly on the exams.

According to the assistant dean at one of the
institutions, federal law may also be playing a role in the
continued under-representation. The No Child Left Behind
Act of 2001 has shortened the length of time, from six

years to three that teachers can work with a provisional

license while preparing to pass the Praxis II exam. The

combination of poor test performance along with shortened

time and more requirements to be "highly qualified" is a

dangerous one that could easily lead to minority teachers

beginning a career in education, but not staying in

education (Hayes, 2007).

Despite the under-representation of minorities within

the field of psychology at the time, priorities shifted

from the 1980's emphasis of recruiting minorities into

graduate school to a priority of maintaining standards and

promoting a "color blind" society (Isaac, 1986).

Recruiting minorities to graduate school, specifically in

the field of psychology, had to be justified and the field

of psychology had to be convinced that recruitment was

necessary. Faculty members had to be reminded that without

active recruitment, not all qualified minority students

would apply to graduate school; minority students could

make unique contributions to the core of psychological

research, theory, and practice; and minority participation

in research and practice would help psychology address

issues brought about by changing demographics. Increases

in minority graduate enrollment seen in the 1970's did not

continue into the 1980's and a decline began in many

fields. The percentage of students applying to graduate school was low and accordingly, the percentage of minorities applying to graduate school was also low (Isaac, 1986).

The criteria and process that graduate programs used in selecting their students were examined in clinical psychology programs by Munoz-Dunbar and Stanton (1999). Graduate admissions directors of American Psychological Association (APA)-accredited doctoral programs were contacted and asked to provide data on demographics, minority-related curricula and training opportunities, attitudes toward ethnic diversification, admissions selection criteria, effectiveness of minority recruitment efforts, and self-reported factors contributing to the success and difficulty experienced in recruitment efforts.

Munoz-Dunbar and Stanton (1999) found that out of 19 possible factors used by training programs to select graduate students, ethnic minority status of applicants ranked 9th, following research experience/commitment, letters of recommendation, statement of purpose, GRE quantitative subtest score, interview, overall undergraduate/graduate GPA, GRE verbal subtest score, and Junior/Senior GPA. They hypothesized that the ability to attract ethnic minority candidates would be associated with

specific contextual characteristics. Those characteristics included representation of ethnic minorities in the community, faculty, and graduate student body; opportunity to focus on ethnic minority issues in courses, research, and applied work; and programmatic efforts to recruit ethnic minority applicants.

The focus on minority recruitment and retention in the field of psychology hit its peak only recently with reviews of previous research focusing on making the recipe for an effective program more formulaic. To that end, Rogers and Molina (2006) examined 11 departments and programs considered to be making exemplary efforts to attract and retain minority students. Departments and programs were considered exemplary if a) they had been: nominated for the Suinn 1999 APA Minority Achievement Award, self-nominated or peer-nominated as exemplary by people on the electronic mail lists for the Council of Graduate Departments of Psychology and APA's Divisions 9, 16, 17, 27, and 45, or identified in studies published after 1995 that focused on exemplary multicultural training and minority recruitment and b) the program or department enrolled 20% or more students of color.

The researchers conducted semi-structured interviews based on questions culled from literature reviews about

43

minority recruitment strategies and retention. Two versions of the interview were created for student and faculty use and questions had similar content so that the degree of congruence in faculty-student perspectives could be examined. The departments and programs included in this study generally agreed on the factors they used to select their students for admission. The leading factors rated as important were: strong letters of recommendation, the personal statement, prior research or applied experience, and interviews. All institutions considered the racial and ethnic mix of the entire incoming class when making final admissions decisions and some also considered age, gender, and geography.

Rogers and Molina (2006) identified ethnic minorities as an underserved population and highlighted seven recruitment strategies used consistently by all effective programs: (a) engage current minority faculty and students in recruitment activities, (b) offer attractive financial packages, (c) provide personal faculty contact with prospective students, (d) create linkages with HBCUs, (e) have a critical mass of faculty and students of color, (f) offer a diversity issues course, and (g) engage students in diversity issues research. In terms of retention, all institutions had: a critical percentage of students of

color, encouraged participation in diversity issues research with faculty, and offered at least one diversity issues course within their department.

The opportunity for positive role models is a less explored aspect of the minority recruitment issue. Hall and Allen (1982) sampled African American graduate students on predominantly white campuses regarding race consciousness and its potential impact on success in graduate school. Hall and Allen (1982) found that students with lower race consciousness, measured by participation in culturally specific organizations and activities, had favorable perceptions of the availability of mentor relationships. In light of the role mentoring plays in shaping professional attitudes in graduate training, these findings indicated that for some minorities, success in graduate school was obtained at the expense of ethnic consciousness and pride.

> My minority student colleagues and I tried to support each other as we dealt with the terrible bind: If I fail, the minority students fail. If I succeed, I only highlight a general minority student failure by being an exception and thus jeopardize my membership in minority culture. We had to be tri-cultural, make up for lack of preparation, be both representative and exceptional, and find some way to neither succeed nor fail. These jeopardies are not totally new; they are simply exaggerated in graduate school. (Mitchell, 1982, p.35)

Impact of Legal Issues

The 1954 Supreme Court decision in *Brown v. Board of Education* set the fundamental standard for minority access to higher education. Legal definitions, standards, and educational policy became further entwined during the 1970's as affirmative action programs were launched in response to government mandates and in an effort to achieve social justice in higher education.

Many university and college recruitment practices and policies were affected by the U.S. Supreme Court rulings of June 2003. The court heard two cases involving the University of Michigan, one involving the law school and one involving undergraduate admissions. In the law school case, *Grutter v. Bollinger*, Barbara Grutter, who is White, applied for admission to the law school in 1996 and was rejected. She investigated and found out that African Americans and ethnic minorities who had lower overall admissions scores were admitted. Grutter sued, saying she was a victim of illegal discrimination. Justice Sandra Day O'Connor was the eventual deciding vote for the university, saying that affirmative action is still needed in America -- but hoped that its days are numbered ("Split Ruling", 2003). In the case involving undergraduate admissions, the justices struck down the affirmative action policy, which

46

awards 20 points for African Americans, Hispanics and Native Americans on an admissions rating scale. In the undergraduate case, *Gratz v. Bollinger*, the 6-3 majority ruled the points system violated equal protection provisions of the Constitution. Chief Justice William Rehnquist said the use of race was not "narrowly tailored" to achieve the university's diversity goals ("Split Ruling", 2003).

Colleges and universities are particularly concerned about protecting their race-exclusive scholarship and financial aid programs, which often play a vital role in their efforts to recruit and enroll minority students. The 2003 *Grutter v. Bollinger* law school ruling stated that colleges had a compelling interest in using race-conscious admissions policies to promote educational diversity. Legal experts said that colleges continued to run a very real risk of being sued if their admissions policies strayed from the court's guidance and gave too much weight to race, lacked a well-articulated educational justification, or resembled quotas by focusing too much on maintaining minority enrollments at certain levels (Schmidt, 2003).

Student Retention

Hendricks and associates (1996) examined the factors related to the persistence of minority students in professional programs. They conducted a study at a Tier I Research university using a purposive sample of 18 minority students in education (6), law (5), engineering (4), and business (3) professional programs. Three major themes emerged as strongly influencing the students' choice of professional field and their assessment of the likelihood in achieving their educational goals. What they found was that the success of minority students in professional programs did not rely strictly upon their academic abilities, but also on their perceived level of family support, desire for service to community, and determination.

Results indicated that affirmative family attachments help students adjust to the demands of college and persist until completion. Rather than severing family ties, the students in this study indicated a strong foundation of parental (particularly maternal) and family support and encouragement. The majority of the students in this study talked about a pervading belief that they had a calling for the profession and an obligation to serve society in general and, for some, their community in particular.

The third major theme was the students' determination to accomplish their educational goals and, within that context, a rejection or lack of recognition of any hindrance to achieving their goals. Feelings of isolation and a general climate of racism within their university were not viewed as hindrances or obstacles, but viewed as challenging learning experiences or rejected as irrelevant in an effort by the students to focus on their own determination and ability to succeed.

In the Twale, Douvanis, & Sekula study (1992), 10 medical schools, 11 dental schools, 10 veterinary schools, and 24 law schools responded to a mailed questionnaire indicating their most frequently used and effective recruitment, admission, and retention strategies. The most frequently used recruitment strategies were placing women and minority faculty and/or students on the interviewing team, offering minority scholarships, and providing financial aid. These schools included personal attributes, such as perseverance, commitment, interpersonal skills, and motivation in their admissions criteria along with academic performance. Retention strategies included encouraging role models and mentors, offering academic and personal counseling, and assisting in placement following graduation.

DJangi (1993) focused on the overt and covert forms of racism at one graduate school of psychology and deemed that it displayed six of the eight signs of racism identified by Murray and Clark (1990) despite having received awards for two consecutive years for open-minded dedication and commitment to student diversity. Murray and Clark (1990) had conversations with 15 African American students attending predominantly White schools, about their teachers, other students, and their textbooks. Those conversations led the authors to identify eight patterns of racism that were common in schools at all grade levels.

The eight patterns were: (a) hostile and insensitive acts, (b) bias in the application of harsh sanctions, (c) bias in attention to students, (d) bias in selection of curriculum materials, (e) unequal amounts of instruction, (f) biased attitudes toward students (g) lack of diversity in faculty and administration, and (h) denial of racist actions (Murray & Clark, 1990). At the psychology program cited by DJangi (1993), those patterns were manifested through disrespect toward minority students, bias of instructors in participation and grades, hiring practices, and in the opening of the previously minority scholarship to all students (DJangi, 1993).

As a program based on a model of assimilation where people of color were asked to accept the norms, behaviors, and characteristics of the dominant white culture (Grant, 1990) found that the majority of training programs were not pluralistic or multicultural. The author noted that they had policies in place, but practices were superficial. Racism was described as taking a new form, that of "abstract, moralistic resentment" (Grant, 1990, p.28).

In addition to traditional solutions to recruitment and retention issues such as school policies, faculty recruitment and awareness, student sensitivity, and curriculum opportunities, DJangi (1993) directed programs to examine their screening process for applicants. "Many graduate programs have already committed themselves to accepting minority students. Have they also set criteria for not accepting racist students? Seeing as these schools' main purpose is to train psychologists and not to handle student issues and problems, they cannot afford to accept people whose prejudices, biases, and racism would cripple their future work as clinicians" (DJangi, 1993, p.22).

Graduate Student Trends

Trends for minority graduate students in psychology from 1989 to 2003 indicated (a) an increase in students

receiving bachelor's degrees, (b) a rise in receipt of master's degrees, and (c) a stalling of growth in the percentage of African American and Hispanic/Latino students entering Ph.D. programs (Maton, Kohout, Wicherski, Leary, & Vinokurov, 2006). The trends also indicated that under-representation appeared to increase as one moved from college entrance to receipt of the doctoral degree. Enhanced quality and sensitivity of services and education provided to ethnic minority clients and students, new perspectives generated for theory development and application related to contemporary social issues, and greater congruence with the field's commitment to social justice were some of the reasons cited by the authors for the importance of increasing minority representation.

Maton and associates (2006) suggested that the graduate pipeline was interconnected in that increased numbers of minorities who received bachelor's degrees increased the pool of candidates for graduate study. In turn, the more minority students who attended graduate programs, the more likely that the presence of a critical mass of students (20% or greater) can facilitate recruitment of new minority graduate students and contribute to an environment of support that helps ensure minority success. Similarly, the more minorities who

receive master's degrees, the greater the potential pool of

eligible students for doctoral programs and then for

faculty positions which will then affect the ability of an

institution to provide undergraduate minority students with

a mentor when preparing for graduate school. Their

examination of trends within psychology posited that there

were four factors that were especially important for under-

represented minority student success in the sciences:

academic and social integration, knowledge and skills

development, support and motivation, and monitoring and

advising (Maton & Hrabowski, 2004).

<div align="center">Recruitment in School Psychology</div>

The face of America's schools is changing. In most

urban school settings, the combined number of ethnic

minority students enrolled currently does or is rapidly

expected to surpass the existing numbers of majority, or

Caucasian, students. Ethnic minorities made up the

majority of school enrollments in twenty-three of the

twenty-five largest cities (Paige, 1988). As an example,

43% of public school students were considered to be part of

a racial or ethnic minority in 2005, an increase from 22%

of students in 1972. In comparison, the percentage of

public school students who were White decreased from 78% to

57% (Planty, Hussar, Snyder, Provasnik, Kena, Dinkes,

KewalRamani, & Kemp, 2008). This increasing cultural and linguistic diversity has had a major effect on the education system of the United States. Since ethnic minorities have been traditionally under-served by mental health professionals as far back as the late 1970's (President's Commission on Mental Health, 1979), school psychologists were often the primary providers of psychological services to ethnic minority children and their families. Despite that, ethnic minority groups continued to be under-represented as mental health professionals.

Barona, Flores, and Gutierrez (1990) charged school psychology training programs with two goals. First, programs must be concerned with the recruitment and training of both ethnic minority students and culturally and linguistically sensitive non-minority students. Second, the curriculum must be tailored to reflect increasing diversity. While NASP has spoken openly about their desire and dedication to training minority school psychologists since they adopted that position in 1989, the rate at which the culturally and linguistically diverse school-age population is growing underscores the need to recruit culturally and linguistically diverse psychologists (National Association of School Psychologists, 1989).

Twenty years ago, the pool of eligible minority students played a key role in the ability of training programs to recruit, admit, and retain minority applicants. While it was generally understood that only a small percentage of college graduates continued on to graduate studies, this tendency was magnified with ethnic minorities (Brown, 1988). In addition, graduating minority students appeared to be choosing fields of study that allowed immediate employment opportunities with low-income potential that did not easily allow for graduate education at a later date (Nettles, 1987).

Data generated from the Barona, Flores, and Gutierrez study (1990) suggested that the presence of minority faculty related positively to a number of recruitment variables, specifically, the number of minority students in the program and availability of training opportunities. The existence of minority students already enrolled in the program also positively related to the overall minority recruitment rating generated for each training program. These factors may have been essential because they reflected a department's sensitivity by conveying a commitment to enrollment. It also indicated to the prospective applicant that a support system was available for the difficult periods of graduate training.

A factor not mentioned by other research was the climate of an institution and subsequently, a school psychology department (Benson, 1990). One noted element of social climate was the total minority population on a campus. The greater the minority population, the more involvement minorities have in campus life, and the greater their subsequent feeling of membership in the campus family. Richardson, Simmons, and de los Santos (1987) suggested that 20% minority enrollment established a comfort level for minorities. They noted that enrollment closer to 10% or below required special efforts on the part of the institution, networking, special events, etcetera, to create that same feeling of hospitality. The climate of an institution was also affected by its history. Past weaknesses in this area and remedial efforts taken may need to be addressed directly to students during recruitment.

Minority students have identified certain detrimental factors that undermine their sense of well-being, namely: patronizing attitudes by faculty, a sense of stigmatism by those who might consider that they owe their very attendance solely to affirmative action quotas, the onus of assuming the role of spokesperson for their ethnic group, and the experience of having their uniqueness obscured (Benson, 1990). While overt incidents of discrimination

are largely addressed by institution policy, Benson (1990) indicated that the more covert episodes typically escape detection and/or resolution through normal channels.

While there is no reported connection between a racial match for child and family and school psychologist, research does support a same-race preference among African American patients for therapists and health care providers (Atkinson, 1983; Malat & van Ryn, 2005). Though racial matching has not directly shown improved treatment outcomes (Maramba & Hall, 2002), several studies have shown that racial matching leads to greater service utilization and retention (Sue, Fujino, Hu, Takeuchi, & Zane, 1991; Yeh, Eastman & Cheung, 1994; Maramba & Hall, 2002).

In a study of 600 adolescents and fourteen therapists (Wintersteen, Mensinger, & Diamond, 2005), race significantly influenced treatment retention. Only 55% of patients matched with therapists of a different race completed two thirds of treatment compared with 79% of patients matched with same-race therapists. In addition, Caucasian therapists treating minority patients had significantly lower retention rates than all other race categories. These findings support an emphasis on multicultural training within school psychology.

Zins and Halsell (1986) investigated the status of minority group members in school psychology training programs in the United States. Data revealed that only 11.5% of the students enrolled within 162 programs were minority group members. Nearly 22% of the responding programs had no minority students enrolled at the time and 9% of those responding enrolled nearly one-half of the total number of minority students. Over half of the programs (57.4%) had no full-time, part-time, or contributing minority faculty member.

From the 162 responding training programs surveyed as part of their study (Zins & Halsell, 1986), a list of student recruitment approaches was generated in order of frequency with which they were reported. The two most often reported approaches were speaking engagements and application materials. The practice of visiting high schools and undergraduate classes was cited as particularly valuable to those students who might otherwise not come into contact with school psychology as a potential career choice. The other most commonly used practice was to mail brochures with program descriptions to schools with high minority enrollment or in urban areas. Several programs developed brochures specifically targeted to minority applicants. A personal contact with potential applicants,

58

typically with a minority recruiter, was cited next on the list of approaches, followed by flexible admissions policies, waived application fees, different criteria, and support systems.

Programs also indicated special challenges they encountered in educating minority students. The majority of programs cited communication skills (written English and language skills) as the largest concern followed by the fact that they had too few applicants. Other programs indicated the problems they experienced were not specific to minority students. A few programs stated that the length of time required to complete even minimal training was a deterrent to prospective applicants.

In another study, undergraduate psychology departments at Historically and Predominantly Black Colleges and Universities (HPBCUs) and traditional schools were mailed information and recruitment posters about the field of school psychology to determine the correlation between their familiarity with the field and their selection of a graduate school (Curtis & Hunley, 1994). A total of 410 undergraduate psychology majors served as the subjects and completed the survey asking for basic demographic information, preferred area of psychology to pursue graduate study, and for students attending a HPBCU, their

ranking of culturally relevant factors important to their decision making. The results revealed that the majority of undergraduate students and almost two-thirds of African American and Hispanic students reported not having enough information about school psychology as a potential career choice. In relation to recruitment efforts, differences in the factors identified as important for minority and non-minority students could play an important role in developing recruitment materials and overall recruitment plans. Of utmost importance in selecting a graduate school was special financial support with no other factor relating to cultural diversity ranking among the top five.

Little is known about the specific recruitment strategies that school psychology training programs use to increase minority student enrollment. Rogers (2006) examined the characteristics of 17 school psychology programs noted for training students from a multicultural perspective. The programs studied were nominated by experts (authors of three or more articles about racial or ethnic issues). These programs were studied though semi-structured interviews with faculty and students and reviews of prospective student application materials in an effort to identify characteristics of programs providing exemplary

multicultural training for prospective school psychologists.

Results indicate that exemplary programs used the following strategies and techniques: financial aid, faculty made personal contacts with minority applicants, recruitment materials aimed at minority students, involving currently enrolled minority students in recruiting minority students, soliciting recruits from other higher education institutions, and asking field-based professionals to refer promising minority student applicants. In addition, exemplary programs included strategies to encourage the retention of minority students, such as retention support groups available for minority students, student involvement in multicultural research, and the use of student buddies to informally support incoming students (Rogers, 2006).

The continued shortage of school psychologists was the topic of a special 2004 issue of *Psychology in the Schools* (McIntosh, 2004). That issue included articles with a historical perspective on the personnel shortages, projections regarding the specific number of openings, current trends of the shortage and implications for the future practice of school psychology. McIntosh (2004) suggested that a shift away from individualized evaluations toward a focus on consultation and system-wide change would

not decrease, but would actually increase the demand for school psychologists. The 2004 issue sought to increase awareness, conceptualize the problem, and formulate possible solutions.

While Curtis, Hunley, and Grier (2004) believed that the shortage of school psychologists in general and minority school psychologists in particular was widely acknowledged, they did not believe there was a simple solution to the continuing shortage. They suggested that changes in legislative, training, and service roles had to be considered in order to adequately address the issue. Additionally, school psychologists faced disparities in gender, ethnic, and racial representation relative to the U.S. population, with the majority (70%) of school psychologists in 1999 being Caucasian females (Curtis, Hunley, & Grier, 2004). This disparity could have led to a lack of identification from the student's perspective or a deficiency of culturally sensitive methods and techniques from the school psychologist, especially in lower socio-economic areas where minorities tended to be overrepresented (Steinberg, 2002).

Curtis, Hunley, and Grier (2004) collected data on a variety of areas related to the status of school psychology in relation to a major personnel shortage. They examined

trends in demographic characteristics of the field and in

employment conditions for psychologists based on data

reported over the last three decades. What they found

supported the previously identified disparity with the

field of school psychology being made up primarily of

Caucasian females with specialist-level preparation

employed in school settings. Current data suggest that

this general description is not likely to change in the

next decade. Increasing proportions of school

psychologists who are older and who have more years of

experience is leading to an aging of the field, with the

mean age of all psychologists rising from 38.8 to 45.2 over

the course of ten years, from 1989 to 1999. Based on the

increasing age of practicing psychologists and the years of

experience, more than half of those currently employed in

the field could be expected to retire within the next

twelve years (Curtis, 2002).

In recent years, there has been a gradual decline

noted in student-to-psychologist ratios which has allowed

for the delivery of more desirable services (Curtis,

Hunley, & Grier, 2004). The projected shortage will likely

reverse the decline of the ratios. The shortage could also

lead to alternatives to standard credentialing in order to

hire individuals who have not completed a traditional

school psychology training program (Curtis et al., 2004).

While the use of this strategy would increase the risk that

districts may encounter as a result of legal challenges

related to services for students with disabilities if they

are not using fully credentialed school psychologists, this

strategy is already in use in some school districts.

The determination of a personnel shortage in school

psychology was complicated by the lack of data related to

supply of personnel and the extent of job demand. Even

with accurate data, an agreement would need to be reached

as to how much demand would represent a supply-demand

discrepancy. The available data suggested that there has

never been a time when there were sufficient school

psychologists to meet the demand (Fagan, 2004). Despite

ongoing concerns, the number of institutions offering

school psychology programs had not changed appreciably in

2004 since the late 1970's (Lund, Reschly, & Connelly,

1998; Thomas, 1998).

Summary

The literature indicated that school psychology

departments with recruitment policies and practices

specific to minorities should have a higher percentage of

currently enrolled minority students than those programs

that do not. In addition, variables such as location of
the training institution, number of minority faculty
members in the department, and percentage of minority
students currently enrolled in the program should have a
larger effect on graduating minority students than the
existence of recruitment policies and practices specific to
minorities. These variables, location of institution,
percentage of minority faculty members, and number of
minority students, were also cited as influential in the
recruitment, retention, and training of minority school
psychologists.

Of particular interest in the literature was the fact
that repeatedly, the same recommendations are being made to
training programs and professional organizations to
increase the number of minority school psychologists at an
even rate with the increasing number of minority students
that are being served. The review of the literature
suggested that recommendations coupled with implementation
and commitment of training programs is needed to change the
under-representation of minority school psychologists.

CHAPTER THREE: METHODS

The participants involved in responding to the proposed research questions, the design of how the study was carried out, instruments, materials, and measurement tools, the procedures that were followed, and the statistical analyses that were used to interpret the data will be described in this chapter. Participants were Directors of National Association of School Psychologists (NASP) - accredited specialist level school psychology graduate programs. The method of measurement for the sample was a questionnaire containing both forced choice and open entry questions. The instrument used was designed specifically for this study.

The procedure was to survey NASP-accredited specialist level school psychology training programs to determine the existence of written recruitment policies or procedures. In addition, the emphasis placed on other factors (institution location, number of minority faculty within a program, and number of currently enrolled minority students) thought to effect that existence, was surveyed.

Design

This study used a Questionnaire Design. The design of this project included school psychology training programs. Figure 2 depicts the structural design of the study.

Population

Participants for this study included NASP - accredited school psychology specialist-level training programs.

Sample

All of the 108 specialist level school psychology training programs that are currently fully accredited by the NASP were included. Information obtained from this sample included: a) a copy of a written recruitment policy or procedure, if applicable; b) documentation of recruitment practices, if applicable; c) total number of students who graduated in the last five years; d) number of minority and non-minority students enrolled at each level for the current year; e) number of current year minority faculty members; f) number of minority and non-minority students receiving financial aid; and g) strategies being emphasized by programs in recruiting minority students. Appendix A presents the training programs approved at the specialist level as of January 1, 2008.
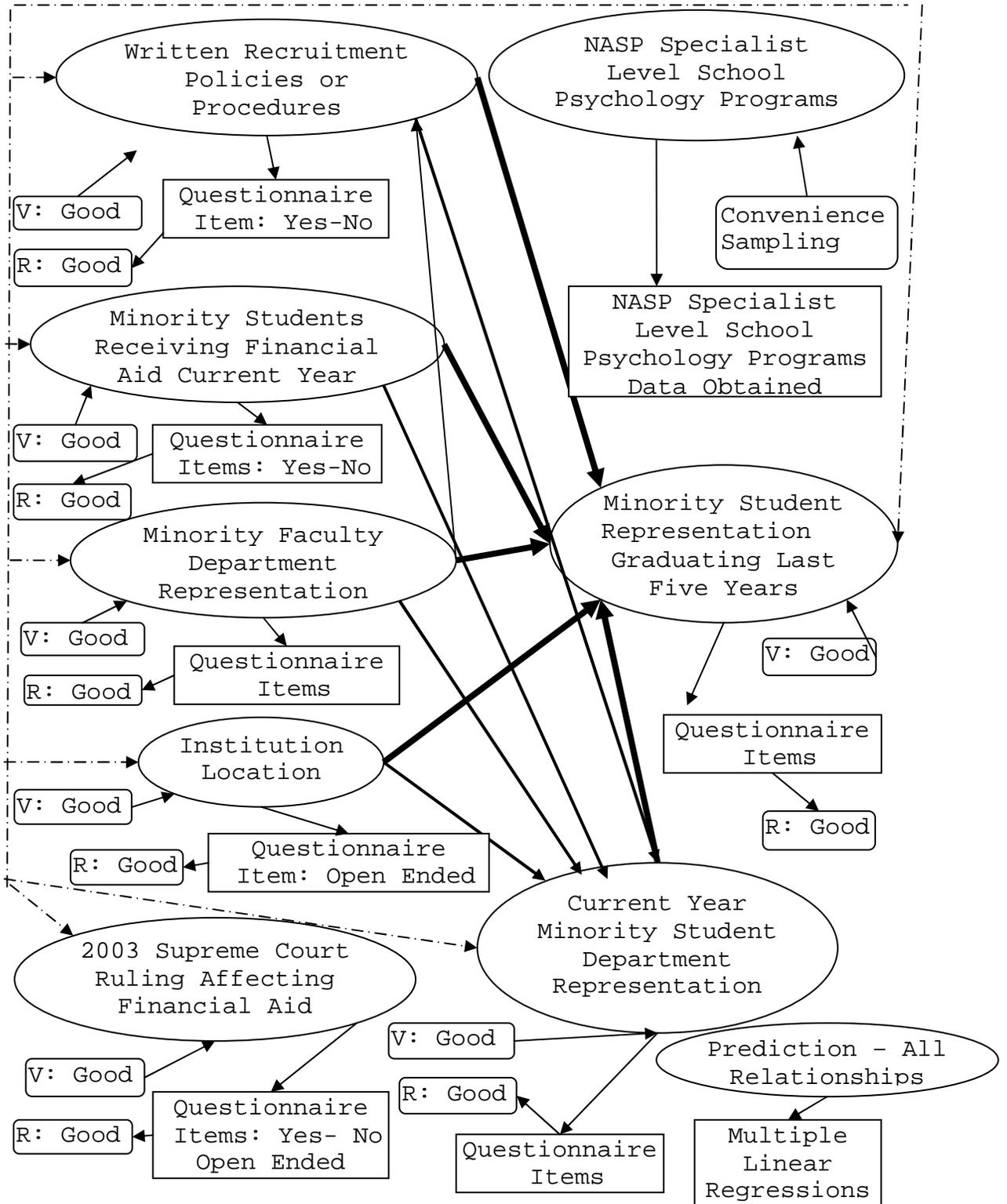
Figure 2. Research study path diagram: Influence of latent variables on minority student representation and minority student graduates within the last five years.

Specialist-level training program directors were the participants in the study. Their contact information was obtained from the NASP database and supplemented by the internet as necessary. As the population of school psychology training programs is not uniformly dispersed throughout the geographical regions, no attempt was made to randomize the sample for location. All specialist level NASP accredited training programs were included.

Assignment

School psychology training programs were selected based on the list of NASP-accredited programs maintained on the association website. As the specialist-level is what is required for practitioners, graduate training programs with only a doctoral level accreditation or conditional status of accreditation for their specialist level program were excluded.

Measurement

The *Recruitment Strategies Questionnaire*, found in Appendix C, was designed and developed to gain qualitative and quantitative information regarding the school psychology training programs. Items on the *Recruitment Strategies Questionnaire* were designed to determine (a) the existence of a written recruitment policy or procedure, (b) recruitment practices specific to minority applicants, (c)

number of graduates in the last five years, non-minority

and minority students, (d) number of minority students at

each level of the program, and (e) total number of current

year minority faculty.

The *Recruitment Strategies Questionnaire* requires

respondents to indicate the degree to which their program

emphasizes a variety of recruitment strategies.

Respondents select from a choice of 'highly emphasized',

'somewhat emphasized', or 'rarely emphasized'. Respondents

were also asked to indicate any special challenges their

program had encountered in educating minority school

psychologists. The high level of reading and writing

skills of the subjects suggested the appropriateness of a

mailed questionnaire. The lack of wholly open-ended

questions and extensive qualitative responses should have

encouraged swift completion and return of the

questionnaire.

Questions were developed using previous literature

that also used questionnaire data to measure similar

constructs (Zins & Halsell, 1986). A panel of experts was

used to provide feedback related to item difficulty and

appropriateness. The panel was made up of directors of

specialist-level and doctoral-level school psychology

training programs with research interests in diversity

training and recruitment, practicing minority school

psychologists holding leadership positions in local and

national associations for school psychologists, and lead

researchers in the field of minority recruitment within

school psychology. The panel was asked questions related

to questionnaire completion time, clarity of questionnaire

items, and design. Panel feedback was positive and no

changes were recommended or made to the initial

questionnaire as a result.

Procedures

The questionnaire utilized voluntary participation

and the cover letter accompanying the questionnaire (found

in Appendix B) included the name of the researcher, the

name of the faculty advisor, and the degree-granting

institution. The cover letter also included a brief

description of the purpose of the study and the amount of

time that completion of the questionnaire could reasonably

take. Participants were assured of the confidentiality of

their responses and while urged to participate, were also

assured that no negative consequences would come to any

that decided not to participate.

Initial questionnaire mailings including cover letter

took place in the summer of 2008. Two weeks after the

expected return time, unresponsive training programs were

sent a duplicate questionnaire. Table 1 presents a

timeline for completion of the study. Figure 3 presents a

timeline for distribution of the questionnaire.

Table 1

Minority Recruitment Task Table

ACTIVITY	DESCRIPTION	BEGIN – END DATE
1 Study Idea	Design a study to examine minority specific recruitment strategies and practices.	12/07–1/08
2 Refine Study Design	Review history of minority recruitment and previous instruments used to measure their effectiveness.	1/08–2/08
3 Create Instrument	Create questionnaire to answer research questions.	2/08–3/08
4 Data Collection	Mail questionnaire to training program directors.	6/08–8/08
5 Data Analysis	Examine the data. Run the analyses. Interpret analysis results.	9/08–10/08
6 Writing	Revise first 3 chapters and write final 2 chapters based on analysis of the data.	9/08–10/08
7 Final Revision	Submit final revision for committee review.	10/08–11/08

```
          ┌─────────────────────────┐
          │  Recruitment Strategies │
          │  questionnaire reviewed │
          │    by panel of experts  │
          │      Summer, 2008       │
          └───────────┬─────────────┘
                      │
                      ▼
          ┌─────────────────────────┐
          │     Mail revised        │
          │  questionnaire to all   │
          │  NASP training programs │
          │      Summer, 2008       │
          └──────┬───────────┬──────┘
                 │           │
         ┌───────▼──────┐ ┌──▼────────────┐
         │ Two weeks    │ │ Data entry of │
         │ later,       │ │   returned    │
         │ follow up    │ │ questionnaires│
         │ mailing to   │ │ by researcher │
         │ non-         │ │               │
         │ respondents  │ │               │
         └───────┬──────┘ └──┬────────────┘
                 │           │
                 ▼           ▼
          ┌─────────────────────────┐
          │ Data entry of returned  │
          │   questionnaires and    │
          │  analysis by researcher │
          └─────────────────────────┘
```
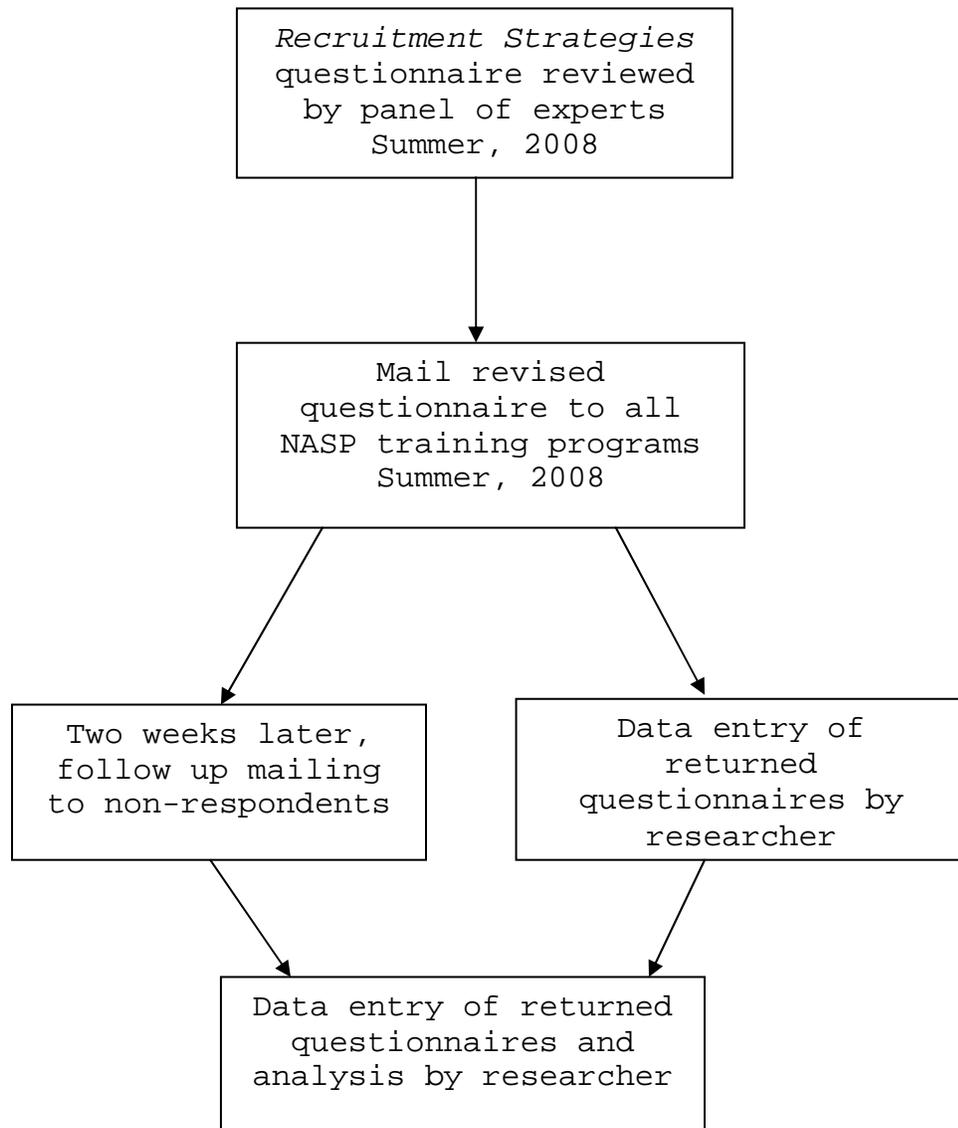
Figure 3. Timeline for *Recruitment Strategies Questionnaire*: Researcher timeframe for distribution, collection, analysis, and interpretation of respondent data.

Sample Size

All of the 108 specialist level school psychology training programs that are currently fully accredited by the NASP were included. With a 50% return rate considered adequate, 60% considered good, and 70% very good, oversampling is recommended to achieve the best response rate possible (Babbie, 2004).

Statistical Analyses

This section will review the research questions, hypotheses, variables, and statistical analyses utilized in this study. Research questions, related hypotheses, and relevant variables will be stated and their proposed relationships explicated. Statistical analyses, including the assumptions necessary to address each research question and related hypotheses, are discussed. The *Recruitment Strategies Questionnaire* can be found in Appendix C.

Four research questions were answered by this study. The first question was: What strategies are most used by school psychology departments to recruit minority applicants? The hypothesis for this question was: School psychology departments are using the same recruitment strategies for their minority and non-minority applicants. The second question was: Which of those strategies appear to be the most effective as reflected in the percentage of

minority students enrolled in the program? The hypothesis for that question was: School psychology programs with written recruitment policies and procedures will have a higher percentage of currently enrolled minority students than those programs that do not. The third question was: Do factors such as institution location, minority faculty members within the department, and recruitment policies and procedures affect the percentage of minority students enrolled within school psychology training programs? The hypothesis was: Factors such as location of training institution, percentage of minority faculty members in the department, and percentage of minority students currently enrolled in the program will have a larger effect on the percentage of minority students within a program that the existence of written recruitment policies and practices. The fourth question was: Do factors such as institution location, number of minority faculty members within the department, written recruitment policies and procedures, and percentage of minority students currently enrolled in the program affect the percentage of minority students graduating in the last five years? The hypothesis for that question was: Factors such as institution location, number of minority faculty members within the department, and percentage of minority students currently enrolled in the

75

program will have a larger effect on the percentage of minority students graduating in the last five years than written recruitment policies and procedures.

From the scale, interval, and absolute data of the *Recruitment Strategies Questionnaire,* a linear regression, analysis of variance (ANOVA), Pearson Correlation, and Kruskal- Wallis analyses were employed. Information was entered both all at once and in a step-wise fashion to determine the levels of predictability. Table 2 summarizes this information. Table 3 shows the relationship between the questionnaire items and the research questions.

<div align="center">Summary</div>

All specialist level NASP approved school psychology programs were sent a self-administered questionnaire and cover letter. The *Recruitment Strategies Questionnaire* was developed based on relevant research in the area of minority recruitment and general survey design. It includes closed questions related to demographic information, recruitment policies, enrollment numbers, numbers of faculty, and racial breakdown of both faculty and student population.

Table 2

Research Questions, Hypotheses, Variables, Statistical Analyses, and Statistical

Assumptions

Research Questions	Hypotheses	Variable	Statistic	Assumptions	Assumption Appropriateness
1. What strategies are most used by school psychology departments to recruit minority applicants?	School psychology departments are using the same recruitment strategies for their minority and non-minority applicants.	*Recruitment Strategies* Items	Frequencies	Not Applicable	Not Applicable
2. Which of those strategies appear to be the most effective as reflected in the percentage of minority students enrolled in the program?	School psychology programs with written recruitment policies and procedures will have a higher percentage of currently enrolled minority students than those programs that do not.	*Recruitment Strategies* Items	Linear Regression	1. Scale data 2. Linearity 3. Homoscedasticity 4. Normal distribution 5. No strong correlation between any two predictors 6. Observations independent of each other	1. Examine the instrument 2. Inspect the histogram 3. Graph the distribution 4. Normalize distribution 5. Graph data points 6. Check the correlation table 7. Respondents from varied schools

Table 2 (continued)

Research Questions, Hypotheses, Variables, Statistical Analyses, and Statistical Assumptions

Research Questions	Hypotheses	Variable	Statistic	Assumptions	Assumption Appropriateness
3. Do factors such as institution location, minority faculty members within the department, and written recruitment policies and procedures affect the percentage of minority students enrolled within the program?	Factors such as institution location and minority faculty members in the department will have a larger effect on the percentage of minority students within a program than the existence of written recruitment policies and procedures.	*Recruitment Strategies* Items	ANOVA Pearson Correlation Kruskal-Wallis	1. Interval data 2. Homogeneity of variance 3. Normal distribution 4. Observations independent of each other 5. Homoscedasticity 6. Linearity 7. No outliers	1. Examine the instrument 2. Visually inspect the scattergram 3. Graph data 4. Respondents from varied schools 5. Levene Homogeneity Test 6. Mahalanobis Distance Analysis
4. Do factors such as institution location, minority faculty members, recruitment policies and procedures, and percentage of currently enrolled minority students affect the percentage of graduating minority students in the last five years?	Factors such as institution location, minority faculty members, and percentage of currently enrolled minority students will have a larger effect on minority students graduating in the last five years than written recruitment policies and procedures.	*Recruitment Strategies* Items	Linear Regression	1. Scale data 2. Linearity 3. Normal distribution 4. Homoscedasticity 5. No strong correlation between any two predictors 6. Observations are independent of each other	1. Examine the instrument 2. Inspect the histogram 3. Graph the distribution 4. Normalize distribution 5. Graph data points 6. Check the correlation table 7. Respondents from varied schools

Table 3

Questionnaire Items as they relate to the Research Questions

Research Questions	Recruitment Strategies Questionnaire Items
	Part II Question 2 Emphasis on the following options:
1. What strategies are most used by school psychology departments to recruit minority applicants?	– Offer speaking engagements at undergraduate institutions with high minority student enrollment. – Offer speaking engagements at high school career days. – Offer speaking engagements with alumni practitioners as "ambassadors" and recruiters. – Mail brochures to predominantly minority and urban undergraduate institutions. – Feature minorities on program posters and application materials. – Indicate faculty interests in multicultural issues in brochure or on website. – Clearly display information relevant to minority applicants on website. – Involve minority students in program (current or alumni). – Involve minority faculty members. – Establish minority recruiter position. – Encourage interaction with faculty and mentors. – Offer opportunities to visit the program. – Provide a social support system for minority students. – Waive or decrease importance of GRE scores or other criteria. – Waive application fee. – Offer financial assistance specifically for minority applicants. – Promote the reputation of your program.

Table 3 (continued)

Questionnaire Items as they relate to the Research Questions

Research Questions	Recruitment Strategies Questionnaire Items
	Part I Questions 3 and Part II Question 2
2. Which of those strategies appear to be the most effective as reflected in the percentage of minority students enrolled in the program?	- Minority and Non-Minority students in each year of the program this year, 2007 – 2008 - Offer speaking engagements at undergraduate institutions with high minority student enrollment - Offer speaking engagements at high school career days - Offer speaking engagements with alumni practitioners as "ambassadors" and recruiters. - Mail brochures to predominantly minority and urban undergraduate institutions. - Feature minorities on program posters and application materials. - Indicate faculty interests in multicultural issues in brochure or on website. - Clearly display information relevant to minority applicants on website. - Involve minority students in program (current or alumni). - Involve minority faculty members. - Establish minority recruiter position. - Encourage interaction with faculty and mentors. - Offer opportunities to visit the program. - Provide a social support system for minority students. - Waive or decrease importance of GRE scores or other criteria. - Waive application fee. - Offer financial assistance specifically for minority applicants. - Promote the reputation of your program.

Table 3 (continued)

Questionnaire Items as they relate to the Research Questions

Research Questions	Recruitment Strategies Questionnaire Items
	Part I Question 1, Question 3, Question 6, and Part II Question 1
3. Do factors such as institution location, minority faculty members within the department, and written recruitment policies and procedures affect the percentage of minority students enrolled within the program?	- Primary setting of training program: urban, suburban, or rural - Minority faculty members within the program this school year, 2007-2008 - Written policies or procedures related to student recruitment
	Part 1 Question 1, Question 2, Question 3, Question 6, Part II Question 1
4. Do factors such as institution location, minority faculty members, recruitment policies and procedures and percentage of currently enrolled minority students affect the percentage of graduating minority students in the last five years?	- Primary setting of training program: urban, suburban, or rural - Minority faculty members within the program this school year, 2007-2008 - Minority and non-minority students in each year of the program, this year, 2007 – 2008 - Total students who completed the program in the last five years - Written policies or procedures related to student recruitment

CHAPTER FOUR: RESULTS

Overview

To examine the effect of the presence of recruitment policies and the presence of minority faculty on minority student enrollment, the results from a questionnaire will be described in this chapter. The data collection procedures employed will be presented. The compilation of demographic information characterizing the sample of participants will be presented. Complications of the study will be explained. The computer program used to analyze the data will be indicated. The three research questions will be reviewed along with their accompanying hypotheses. The assumptions underlying the hypotheses and the tests of those assumptions will be reviewed. The variables used to answer the question and to test the hypothesis will be indicated and explained. Results of the analyses will be presented.

The primary goal was to determine what strategies are most used by school psychology departments to recruit minority applicants, which strategies appear to be the most effective as reflected in the percentage of minority students enrolled in the program, and what effect do factors such as institution location, minority faculty

within a department, and written recruitment policies and procedures have on the percentage of enrolled minority students and graduating minority students within a five year time span.

Data Collection Procedure

Data from the questionnaire were obtained through a two-step data collection process implemented between June and August of 2008. The two-step data collection process was comprised of an initial questionnaire mailing and a follow up cover letter and second mailing sent two weeks after the initial mailing deadline to non-respondents. After both mailings, respondent data were compiled in a spreadsheet and then entered into the Statistical Package for the Social Sciences (SPSS 16.0) for analyses.

Questionnaire Responses

The respondents were directors and personnel from specialist level school psychology training programs. One hundred and eight possible respondents were identified (Appendix A). Respondents who did not wish to participate were encouraged to return their uncompleted questionnaires in the stamped, addressed envelopes provided. In all, 36 questionnaires were returned. Of the 36 returned, 35 (32%) questionnaires were usable.

One questionnaire was returned uncompleted by a program that was no longer accepting specialist level applicants.

<p align="center">*Demographic Data*</p>

Responses to the demographic items from the *Recruitment Strategies Questionnaire* will be presented in this section (see Table 4).

Geographic Location

Of the 35 programs, 12 (34.3%) described themselves as urban, 12 (34.3%) described themselves as rural, and 11 (31.4%) described themselves as suburban. Of the 35 responding programs, 6 (17.1%) were from the Northeast region. There are 23 (21.3%) NASP programs in the Northeast. This region was under-represented in the sample by 4.2%. Another 6 (17.1%) programs were from the West. There are 19 (17.6%) programs in that region indicating that this area was under-represented by .5% in the sample. There were 12 (34.3%) responding programs from the Midwest and 31 (28.7%) total programs in that region. This area was over-represented in the sample by 5.6%. The remaining 11 (31.4%) programs were from the South. There are 35 (32.4%) programs in that region, indicating that this region was under-represented (1%).

Table 4

Demographic Characteristics of School Psychology Training

Programs (N = 35)

Variable	Number	Percent
Geographic Location		
Urban	12	34.3
Rural	12	34.3
Suburban	11	31.4
Impact of 2003 Court Ruling		
Impacted	2	5.7
Not Impacted	30	85.7
Did Not Know	2	5.7
Did Not Respond	1	2.9
Recruitment Policies or Procedures		
Yes	7	20.0
No	27	77.1
Did Not Respond	1	2.9
Student Enrollment		
Minority	219	20.4
Non-Minority	852	79.6
Total	1071	100.0
Recent Graduates		
Minority	365	21.8
Non-Minority	1310	78.2
Total	1675	100.0
Minority Financial Aid		
Designated for Minorities	10	4.6
Available to all Racial Groups	80	36.5
Total	90	41.1
Minority Faculty Members		
Full-Time	19	31.1
Part-Time	18	29.6
Contributing	24	39.3
Total	61	100.0

Student Enrollment

Results indicated that there were 1,071 students, 219 (20.4%) minority students and 852 (79.6%) non-minority students, enrolled in the 35 responding programs. In contrast, Zins and Halsell's (1986) study noted fewer (11.5%) minority and greater (88.5%) non-minority students than in the current study. Zins and Halsell's percentages are more similar to the 2007 NASP membership demographics, which indicated 10.5% minority psychologists and 89.5% non-minority psychologists (J. Charvat, personal communication, April 2, 2007).

The 2006 racial demographics of United States population, 19.9% minority and 80.1% non-minority, is more consistent with results of the current study (U.S. Census Bureau, 2006). This consistency between the U.S. population and the current study could be an indication that the current student population in responding programs is more representative of the general population than the pool of NASP members.

Less than 20% (6) of the programs had no minority students currently enrolled. Of those six programs, four were in rural settings and two were in suburban settings. Four (11.4% of those responding) programs enrolled nearly one-half (44.3%) of the total number of minority

students. In the Zins and Halsell (1986) study, 22% of
the programs had no minority students enrolled and 9% of
the programs enrolled nearly one-half of the total number
of minority students. The current study results with the
comparable NASP membership, Zins and Halsell (1986)
study, and United States demographics are presented in
Table 5.

Minority Faculty

There were 61 total minority faculty members, 19
full-time faculty, 18 part-time faculty, and 24
contributing faculty. Ten (28.6%) programs had no
minority faculty while twenty-five programs had at least
one minority faculty member. The programs with no
minority faculty were in rural settings (70%) and
suburban settings (30%). Sixteen (45.7%) programs had
more than one minority faculty member. Ten of those
(62.5%) were in urban settings, four (25%) were in rural
settings, and two (12.5%) were in suburban settings.

Respondents from Zins and Halsell's (1986) study
indicated that 17.5% of all full-time faculty members
were members of minority groups and 30.8% were part-time
or contributing members. Ninety-two (57.4%) programs had
no minority faculty members.

Table 5

Comparable Demographics for the Current Study (N = 35),

NASP Membership (N = 13504)*, U.S. Population*

(299,398,484), and Zins and Halsell Study (N = 162)

Variable	Percentages			
Student Enrollment	2008 Study	2007 NASP	2006 Census	1986 Study
Minority	20.4	10.5	19.9	11.5
Non-Minority	79.6	89.5	80.1	88.5
Total	100.0	100.0	100.0	100.0

Recent Graduates

Respondents reported 1675 total graduates within the last five years, 365 (21.8%) minorities and 1310 (78.2%) non-minorities.

Financial Aid

Respondents indicated that, of the 219 minority students in the 2007-2008 school year, 90 (41.1%) received financial aid. Ten (4.6%) received financial aid specifically designated for minority students and 80 (36.5%) received financial aid that was available to members of all racial groups.

Impact of 2003 U.S. Supreme Court Ruling

Thirty (85.7%) programs indicated that they were not limited in their ability to offer financial assistance to minority applicants by the 2003 U.S. Supreme Court ruling while two (5.7%) indicated that the ruling had limited their options. Two programs responded they did not know and one program did not respond to that item.

Recruitment Policies and Procedures

In response to the item asking if their program had written policies or procedures related to student recruitment, 27 (77.1%) did not, 7 (20%) did, and 1 (2.9%) did not respond. Of those programs that did not have written policies or procedures, 37% were in suburban settings, 33.3% were in rural settings, and 29.6% were in urban settings. An equal percentage of urban and rural programs (42.9%) had written policies and procedures as well as 14.2% of suburban programs.

Special Challenges with Minority Students

Respondents were asked to indicate any special challenges their program had encountered in educating minority school psychology students. Seven programs stated that their primary concern was that their geographical location or university was not diverse enough for them to attract minority applicants. Three

respondents each noted that limited financial offerings,
students' weak academic skills, and tendencies to drop
out before completing the program were challenges for
them. Two programs noted that a lacking social network
has been a challenge for their programs while limited
applicants challenged another two programs. Two programs
indicated that the challenge was in recruiting, not
educating minority students, with one program stating,
"We are limited in our understanding of what minority
students need during the recruitment and application
phases. We're not sure what to emphasize because we
don't know what's most important to them."

<div align="center">Complications</div>

Some respondents had to be excluded from specific
analyses due to missing responses or responses that were
outliers. Excluding those respondents from each specific
analysis rather than from all of the analyses allowed the
number of participants in each analysis to be maximized.
All respondents were included in analyses for research
question one.

For research question two, four participants were
removed from the analysis. One because the percentage of
minority students enrolled in the program was over 80%,
which made it an outlier, two because of missing minority

<div align="center">90</div>

percentages, and one because it was an outlier with regard to the strategies. Removing these and taking the natural log of the percentages plus one made a distribution of scores that was much more normal.

For research question three, three participants were removed from the analysis. One was removed because the minority percentage was over 80%, which made it an outlier and two because of missing minority percentages.

For research question four, four participants were removed. Three were removed because the minority percentage was over 50%, which made them outliers and one because it was missing the percentage of minority students that had graduated in the last five years.

Computer Program

Data analyses were completed using the Statistical Package for the Social Sciences (SPSS 16.0).

Analyses

Research Question One

What strategies are most used by school psychology departments to recruit minority applicants? It was hypothesized that school psychology departments were using the same recruitment strategies for their minority and non-minority applicants. *Recruitment Strategies Questionnaire* items were used to answer that question and

91

test that hypothesis. Specifically, Part II Question 2 asked respondents to indicate the degree to which their program emphasized a variety of recruitment strategies, organized within five categories: Speaking Engagements, Program Brochures/Website, Personal Contacts, Admissions, and Institution and Program Benefits. Respondents were asked to select from three choices: Highly Emphasized (HE), Somewhat Emphasized (SE), and Rarely Emphasized (RE). The frequency with which each category and each individual strategy was rated as HE, SE, or RE was generated and results are presented in Table 6 and 7.

Strategies by Category

Program Brochures/Website was the most used category of strategies with 20% of respondents indicating that it was Highly Emphasized. Within that category, the strategy of Indicating faculty interests in multicultural issues in the brochure or on the website was the most used strategy with 45.7% of respondents rating that as Highly Emphasized. Personal Contacts was the next Highly Emphasized with 14.3% of respondents, followed by Institution and Program Benefits (Somewhat Emphasized 97.1%), Admissions (Somewhat Emphasized 51.4%), and Speaking Engagements (Somewhat Emphasized 48.6%).

92

Table 6

Frequencies of Recruitment Strategy Categories (N = 35)

Strategies	Percent Highly Emphasized	Percent Somewhat Emphasized	Percent Rarely Emphasized
Program Brochures/Website Total	20.0	60.0	20.0
Personal Contacts Total	14.3	77.1	8.6
Institution and Program Benefits Total	0	97.1	2.9
Admissions Total	0	51.4	48.6
Speaking Engagements Total	0	48.6	51.4

Table 7

Frequencies of Individual Recruitment Strategies (N = 35)

Strategies	Percent Highly Emphasized	Percent Somewhat Emphasized	Percent Rarely Emphasized
-Promote the reputation of your program.	77.1	20.0	2.9
-Offer opportunities to visit the program.	54.3	25.7	20.0
-Encourage interaction with faculty and mentors.	51.4	34.3	14.3
-Indicate faculty interests in multicultural issues in brochure or on website.	45.7	31.4	22.9
-Involve minority students in program (current or alumni)	40.0	40.0	20.0
-Promote location of your program.	40.0	28.6	31.4
-Feature minorities on program posters and application materials.	28.6	37.1	34.3
-Clearly display information relevant to minority applicants on website.	28.6	28.6	42.9
-Involve minority faculty members.	28.6	37.1	34.3
-Provide social support system for minority students.	28.6	28.6	42.9
-Mail brochures to predominantly minority and urban undergraduate institutions.	20.0	37.1	42.9
-Offer financial assistance specifically for minority applicants.	20.0	31.4	48.6
-Offer speaking engagements at undergraduate institutions with high minority student enrollment.	14.3	51.4	34.3
-Waive or decrease importance of GRE scores or other criteria.	11.4	42.9	45.7
-Offer speaking engagements with alumni practitioners as "ambassadors" and recruiters.	2.9	45.7	51.4
-Establish minority recruiter position.	2.9	14.3	82.9
-Waive application fee.	2.9	14.3	82.9
-Offer speaking engagements at high school career days.	0	20.0	80.0

94

Individual Strategies

The most Highly Emphasized individual strategies were: a) Promote the reputation of your program (77.1%), b) Offer opportunities to visit the program (54.3%), c) Encourage interaction with faculty and mentors (51.4%), d) Indicate faculty interests in multicultural issues in the brochure or on the website (45.7%), and both with 40%, Involve minority students in program (current or alumni) and Promote location of your program.

<center>*Research Question Two*</center>

Which of those strategies appear to be the most effective as reflected in the percentage of minority students enrolled in the program? The hypothesis was that school psychology departments with written recruitment policies and procedures will have a higher percentage of currently enrolled minority students than those programs that do not. *Recruitment Strategies Questionnaire* items answered that question and tested that hypothesis through a linear regression.

For the linear regression analysis that was completed, there are six assumptions: a) all variables are scale or ordinal, b) homoscedasticity (the amount of variance is consistent at any point on the regression line), c) error is normally distributed, d) linearity, e)

no strong correlation between any two predictors, and f)

observations are independent of each other. The

assumptions were checked by examining the instrument,

inspecting the histogram, graphing the distribution,

normalizing the distribution, graphing the data points,

checking the correlation table, and having respondents

from varied schools. All assumptions were met. The

model for this analysis, and the effect of the strategies

on minority student enrollment, was not statistically

significant and therefore the B-weights and Beta weights

will not be considered. Table 8 provides an overview.

Table 8

*Summary of Regression Analysis for Strategies Affecting
the Percentage of Minority Students Enrolled in a Program
(N = 31)*

DESCRIPTIVE STATISTICS----------------------------------

Variable	Mean	SD
Percentage of minority students	2.2	1.3
Speaking Engagements	2.5	.4
Program Brochures/Website	2.1	.5
Personal Contacts	2.0	.5
Admissions	2.5	.4
Institution/Program Benefits	1.6	.5

MULTIPLE LINEAR REGRESSION-----------------------------

Model Fit	R^2	R^2 Adj.
F [5,25]= 2.048; p=.106	.291	.149

Research Question Three

Do factors such as institution location, number of minority faculty members within the department, and written recruitment policies and procedures affect the percentage of minority students enrolled within school psychology training programs? The hypothesis was that factors such as location of the training institution and number of minority faculty members in the department will have a larger effect on the percentage of minority students enrolled in a program than the existence of written recruitment policies and procedures. Items were analyzed to answer the question and test that hypothesis.

A Kruskal-Wallis test was run on the institution location. The assumption of that test was ordinal data. This was checked by examining the instrument and that assumption was met.

A one-way analysis of variance (ANOVA) was used with recruitment policies and practices. The assumptions for the ANOVA are interval data, homogeneity of variance, data within each group is normally distributed, and observations are independent of each other. To check those assumptions, the instrument was examined, the scattergram was inspected, the Levene Homogeneity Test

was used, and respondents were obtained from a variety of locations. Those assumptions were met.

A Pearson Correlation was used with the number of minority faculty members. The assumptions underlying the correlation are: interval data, homoscedasticity, normal distribution, and linearity. To check these assumptions, the instrument was examined, the Mahalanobis Distance Analysis was used to account for the differences in variance between variables, the histogram was inspected, the data points were graphed, and outliers were removed if their scores were more than three standard deviations away from the group mean. Those assumptions were met.

The number of minority faculty members within a department had a large and significant effect on the percentage of minority students enrolled within a program. The location of the institution, specifically for urban institutions, also significantly related to the percentage of minority students enrolled within a program with a medium effect and a partial eta squared of .382. The existence of written recruitment policies and procedures was not significant in its effect on the percentage of minority students enrolled within a program with no effect size. Tables 9, 10, and 11 reflect the analyses.

Table 9

Effect of Institution Location on Percentage of Minority

Students

DESCRIPTIVE STATISTICS-----------------------------------

Variables	N	Mean Rank
Urban	11	23.32
Suburban	10	16.30
Rural	11	9.86

KRUSKAL WALLIS ANALYSIS----------------------------------

Chi-Square	*df*	*p*
11.400	2	.003**

**p* < .01.

Table 10

Inter-Variable Correlation Matrix for Minority Faculty

and Minority Students (N = 31)

	Minority Faculty	Minority Students
Minority Faculty	1.00	
Minority Students	.539**	1.00

**p* < .01, two-tailed.

Table 11

Analysis of Variance (1-way) of Recruitment Policies and Procedures by Minority Student Enrollment (N = 31)

```
DESCRIPTIVE STATISTICS-------------------------------

Group          N        Mean     SD           Range

No            24        14.5     14.1       8.5 to 20.5

Yes            7        15.5     18.7      -1.9 to 32.8

Total         31        14.7     14.9       9.3 to 20.2


ANALYSIS OF VARIANCE-----------------------------------

Source of              Mean
Variation        df    Square      F      n²         p

GROUP             1     5.0       .02    .001       .884
Residual         29    230.4
```

Research Question Four

Do factors such as institution location, number of minority faculty members within the department, written recruitment policies and procedures, and percentage of minority students currently enrolled in the program affect the percentage of minority students graduating in the last five years? It was hypothesized that factors such as institution location, number of minority faculty members within the department, and percentage of minority students currently enrolled in the program will have a

100

larger effect than written recruitment policies and procedures on the percentage of minority students graduating in the last five years. *Recruitment Strategies Questionnaire* items were used in a linear regression to answer the question and test the hypothesis.

For the linear regression analysis, there are six assumptions: a) all variables are scale, b) homoscedasticity (the amount of variance is consistent at any point on the regression line), c) error is normally distributed, d) linearity, e) no strong correlation between any two predictors, and f) observations are independent of each other. The assumptions were checked by examining the instrument, inspecting the histogram, graphing the distribution, normalizing the distribution, graphing the data points, checking the correlation table, and having varied respondents. The assumptions were met.

Results indicated that 86.2% of the variance between the respondents in the percentage of minority students who graduated in the last five years was due to these variables. Of most significance was the percentage of current minority students enrolled in a program with a large effect size (partial eta squared = .862), followed by the number of minority faculty within a program with

an almost medium effect size (partial eta squared =

.214), and institution location with a small effect size

(partial eta squared = .149). Existence of a written

recruitment policy or procedure was not significant and

had no effect size (partial eta squared = .029). Table 12

presents the analysis.

Table 12

Summary of Regression Analysis for Factors Predicting

Percentage of Graduating Minority Students (N = 28)

DESCRIPTIVE STATISTICS-----------------------------------

Variable	Mean	SD
Minority Graduates	12.4	10.4
Minority Faculty	1.3	1.1
Minority Students	14.4	14.1
Setting	2.0	.8
Recruitment Policies	.2	.4

MULTIPLE LINEAR REGRESSION------------------------------

Model Fit	R^2	R^2 Adj.
F [4,23]= 43.090 ; p<.01	.882	.862

Variables in Equation

	B	SE B	β	t	p
Institution Location	2.436	1.215	.191	2.01	.057
Minority Faculty	2.093	.836	.224*	2.50	.020
Minority Students	.687	.066	.928**	10.37	<.001
Recruitment Policies	1.494	1.814	.060	.82	.419

*P <.05. **p <.01

Summary

This chapter presented the results of the data analyses that were described in Chapter Three. Questionnaire responses and complications of the study were provided. Program Brochures/Website was the most used category of strategies to recruit minority applicants. Within that category, the strategy of indicating faculty interests in multicultural issues in the brochure or on the website was the most used strategy. Personal Contacts was the next Highly Emphasized, followed by Institution and Program Benefits, Admissions, and Speaking Engagements. The six most Highly Emphasized individual strategies were: Promote the reputation of your program, Offer opportunities to visit the program, Encourage interaction with faculty and mentors, Indicate faculty interests in multicultural issues in the brochure or on the website, Involve minority students in the program (current or alumni) and Promote location of your program.

The location of the institution, specifically for urban institutions, significantly related to the percentage of minority students enrolled within a program. In addition, the number of minority faculty members within a department was also a significant

103

association with the percentage of minority students enrolled within a program. The existence of written recruitment policies and procedures was not significant related to the percentage of minority students enrolled within a program.

The percentage of current minority students enrolled in a program correlated strongly with the percentage of graduating minority students in five years. The number of minority faculty within a program had a small effect while institution location was very close to being statistically significant. Existence of a written recruitment policy and/or procedure was not significant.

CHAPTER FIVE: DISCUSSION

Introduction

This chapter will discuss the purposes, findings, and implications of this study. The first section describes the purposes of the study. The second section reviews the specific research questions posed for investigation. The third section provides an overview of the methodologies utilized to conduct the study. The fourth section summarizes the study's findings. The fifth section describes internal and external threats to validity. The sixth section presents limitations of the study. The seventh section discusses study implications. The eighth section will provide recommendations for school psychology training programs. The ninth section offers suggestions for future research.

Purpose of the Study

The purposes of this study were fourfold. The first purpose was to investigate what strategies are most often used by school psychology training programs to recruit minority applicants. Second, the strategies that appeared to be the most effective as reflected by the percentage of minority students within a program were studied. Third, the effect of factors such as

institution location, minority faculty members within the department, and written recruitment policies and procedures on the percentage of minority students enrolled within school psychology training programs was measured. Finally, the effect of factors such as institution location, minority faculty members within the department, written recruitment policies and procedures, and the percentage of minority students enrolled on the percentage of minority graduates within five years were measured.

Summary of Findings

Research Question One

What strategies are most used by school psychology departments to recruit minority applicants? It was determined that school psychology departments are primarily emphasizing program brochures and website information in their recruitment of minority applicants. To a lesser extent, they are emphasizing personal contacts, institution and program benefits, admissions adjustments, and speaking engagements. At the individual strategy level, the five most highly emphasized strategies were promoting the reputation of the program, offering opportunities to visit the program, encouraging interaction with faculty and mentors, indicate faculty

interest in multicultural issues in brochure or on website, and promote the location of the program.

The hypothesis for research question one was that school psychology departments were using the same recruitment strategies for their minority and non-minority applicants. While the *Recruitment Strategies Questionnaire* focused on strategies being used specifically for minority applicants, early research indicated that both minority and non-minority students were heavily influenced by the location of a training institution (Clagett & Kerr, 1994), information from written materials, such as catalogs and brochures (Kealy & Rockel, 1987), and the reputation of the program (Poock, 1999). In keeping with that literature, results from this study support the hypothesis that training programs are using recruitment strategies known to be influential for both minority and non-minority applicants.

Research Question Two

Which of those strategies appear to be the most effective as reflected in the percentage of minority students enrolled in the program? The hypothesis was that school psychology programs with written recruitment policies and procedures would have a higher percentage of

enrolled minority students than those programs that did not. These results indicate that the existence of written recruitment policies and procedures had no effect on the percentage of minority students enrolled in a program. As such, the hypothesis was not supported.

Research Question Three

Do factors such as institution location, number of minority faculty members within the department, and written recruitment policies and procedures affect the percentage of minority students enrolled within school psychology training programs? The number of minority faculty members within a program was significant to the percentage of minority students enrolled in the program. The institution location, specifically urban locations, had a medium effect on the percentage of minority students enrolled in a program. Written recruitment policies and procedures had no significant effect on the percentage of minority students enrolled.

It was hypothesized that factors such as location of the training institution and number of minority faculty members in the department would have a larger effect on the percentage of minority students enrolled in a program than the existence of written recruitment policies and procedures. Results of the analyses support this

108

hypothesis. This is in keeping with the findings of

Bowie, Cherry, and Wooding (2005), whose results

indicated that minority students cited geographical

location and number of minority faculty as 'very

important' in their selection of specific programs.

Research Question Four

Do factors such as institution location, number of

minority faculty members within the department, written

recruitment policies and procedures, and percentage of

minority students currently enrolled in the program

affect the percentage of minority students graduating in

the last five years?

The percentage of currently enrolled minority

students within a program had a large effect on the

percentage of graduating minority students within five

years. The total number of minority faculty in a program

had a small effect on the percentage of minority

graduates within five years. The institution location

was close to being significant while written recruitment

policies and procedures had no effect size or

significance. While there is no research directly

relating minority graduation rates with the percentages

of minority faculty, minority students, Wagner (1992)

indicated that a critical mass of minority students and

109

minority faculty contributes to an environment of support that helps ensure minority success. It was hypothesized that these factors, institution location, minority faculty members and minority students, would have a larger effect than written recruitment policies and procedures on the percentage of minority students graduating in a five year time span. The results of the analyses support the hypothesis.

Threats to Validity

Internal Threats to Validity

One internal threat to validity for this study is history. A school psychology training program, prior to completing this questionnaire, might have had a very positive or very negative experience that might affect their responses. For example, it is possible that a training program has experienced a lawsuit from a minority student charging that they were refused admission based on their minority status. Something of that nature would increase the likelihood that a particular institution would have a recruitment policy and practices in place. Similarly, the 2003 U.S. Supreme Court ruling related to financial assistance for minority students could also have affected training programs responses ("Split Ruling", 2003). Since some colleges

110

may now fear legal consequences if their admissions

policies stray from the court's guidance and give too

much weight to race, lack a well-articulated educational

justification, or resemble quotas by focusing too much on

maintaining minority enrollments at certain levels

(Schmidt, 2003), some training programs may have elected

not to respond.

Selection is another internal threat to the validity

of this study. The training program directors, who

participated in this study and the programs themselves,

could have been inherently different in some important

way from individuals and programs that elected not to

participate in this study.

Timing could also have impacted the results of the

study. Questionnaires were completed during the summer

months when training programs typically offer fewer

courses. While the lighter course load may have allowed

respondents more time to gather any enrollment data

necessary to complete the questionnaire, it could also

have been a time when many program directors were not

working.

External Threats to Validity

Respondents in this study may have been susceptible

to the Hawthorne Effect, where social desirability could

have led some respondents to portray their programs in a more positive light than was accurate. Concern about what results of this study might imply about their training program might also encourage those programs with low minority student enrollment not to return their questionnaires.

Generalization across subjects was another external threat to this study's validity and caution should be used in making generalizations. The low response rate (32.4%) of this study may have been due to the sensitive nature of this topic and did impact this study's generalizability. However, there were some similarities noted between this sample, the pool of NASP members, and the United States population. Geographically, these results would be most reflective of programs in the Midwest, as this region of the country was over-represented in the study. Minority student enrollment numbers from the current study are higher than that in the NASP membership, which could suggest that programs with higher numbers of minority students were over-represented. However, the percentage of minority students in the responding programs (20.4%) is very similar to that of the 2006 U.S. Census minority percentage (19.9%).

Limitations

This study confined its scope to those school psychology training programs that are accredited at the specialist certification level through the National Association of School Psychologists (NASP) and as such, the findings might not be as valid for training programs that are not fully accredited through NASP or training programs accredited through other organizations.

Results relied entirely on the use of a written survey that reports subjective perceptions of faculty members rather than results based solely on objective and documented policy information. The use of a mailed questionnaire required the respondent to interpret questions without the opportunity for standardized clarification by the researcher. This study was limited by the honesty of the respondents. There is no mechanism to adjust for respondents' tendency to respond in ways that may be more politically correct or socially appropriate than accurate.

Implications of the Study

The findings of this study have relevant implications for school psychology training programs.

a) Twenty-two years after the Zins and Halsell (1986) study, the NASP membership demographics are almost

identical to that of the responding programs at that time. It could be that the students of yesterday became the NASP members of today, but when we look at the practitioners of tomorrow, there is only a slight increase in the minority percentages. Despite the limited response rate for this study, training programs could gain some hope from the fact if the current study's student enrollment demographics are generalizable to all training programs, then the diversity within the programs will lead to a better match of the diversity within our school systems.

b) Training programs must respond to the fact that factors outside of their control (geographic location, family support, etc.) have more impact on student program selection than factors that are within their control (financial assistance, number of minority faculty, etc.). As a result, those factors within the control of the training programs must be made to appear even more appealing to offset the influence of the other less controllable factors.

c) Regardless of the appropriateness of their recruitment efforts, training programs in rural locations may continue to lack minority applicants and students within their programs due to the influence that

geographic location has on program selection. If a minority applicant considers two competing programs that both utilize highly effective strategies, results suggest that the program that has the higher number of minorities within the department, university, and community will be selected.

   d) The limited number of factors found to influence minority student enrollment requires that training programs develop and implement a specific enrollment management plan. While the existence of a written recruitment policy or procedure did not impact upon minority student enrollment numbers, training programs should still have a plan to facilitate deliberate consideration of the factors that their specific program needs to address in recruiting minority applicants. The written plan could, for example, guide an institution in how best to acknowledge the importance of geographic location with applicants, regardless of the attractiveness of that institution's particular location. The strategies being used should focus on those factors that have been found to be most influential and important to the applicants.

Recommendations for Training Programs

a) Promoting the location of the training program is critical. Training programs need to market their location and its inherent benefits: weather, affordable housing, low taxes, etc. as well as its less obvious benefits: proximity to cities known for higher minority populations, proximity to culturally relevant areas and events, proximity to urban areas (Suinn & Witt, 1982; Bowie, Cherry, & Wooding, 2005).

b) Training programs need to recruit more minority faculty and staff and prominently display their presence for applicants through brochures, the website, and their involvement in the recruitment process. Results suggest that it would be most beneficial to have those minority faculty members recruit applicants from settings that are higher in minority populations, such as urban areas, and Historically Black Colleges and Universities (Rogers & Molina, 2006).

c) Training programs should implement minority retention programs that emphasize things that are of importance to minority students: faculty interaction, small group interactions, minority role models, and faculty mentors (Twale, Douvanis, & Sekula, 1992).

d) Training programs need to have a thorough knowledge of their applicants and their decision making criteria (Kealy & Rockel, 1987; Poock, 1999). Knowing the applicants' other program options will allow programs to tailor their recruitment to professionally and ethically address how their program differs or is superior to the other programs being considered.

Suggestions for Future Research

Future researchers in this topic area may wish to first, replicate this study with endorsement from the National Association of School Psychologists (NASP) in order to increase the response rate and/or to target the remaining non-respondents. Since the data were collected during the summer months, care should be taken in the timing of similar questionnaires. With the permission of the respondents, the researcher could also survey any current minority students within those programs to determine what, if any, affect the highly emphasized strategies had on those students program selection.

Second, researchers should survey first year minority school psychology graduate students to determine what factors and/or strategies influenced their program selection. Having that information would be extremely

117

valuable to training programs in developing their

enrollment management plans.

Third, survey all minority graduate students who do

not complete their training programs to determine their

reasons. This survey would be best managed through NASP

as they would be able to encourage programs to make this

exit survey mandatory. In addition, having completed

surveys return to an agency not affiliated with the

department would encourage students to respond more

truthfully than they might respond if their responses

were to be seen by their department's faculty and staff.

REFERENCES

Adams, K., & Bargerhuff, M.E. (2005). Dialogue and
    action: Addressing recruitment of diverse faculty in
    one Midwestern university's College of Education and
    Human Services. *Education, 25*(4), 539-545.

Arner, R., & Yates, A. (1979). Recruitment of minority
    graduate students. *Communicator, 9*, 1- 5.

Atkinson, D.R. (1983) Ethnic similarity in counseling
    psychology: A review of research. *Counseling
    Psychologist, 11*, 79-92.

Babbie, E. (2004). Sociology: An idea whose time has
    come. *Sociological Perspectives, 47*(4), 331-338.

Barona, A., Flores, A., & Gutierrez, M. (1990). Critical
    issues in training school psychologists to serve
    minority school children. In A. Barona & E. Garcia
    (Eds.), *Children at risk: Poverty, minority status,
    and other issues in educational equity* (pp. 187 –
    199). Washington, DC: National Association of
    School Psychologists.

Benson, D. (1990). Recruitment and retention of minority
    school psychologists. In A. Barona & E. Garcia
    (Eds.), *Children at risk: Poverty, minority status,
    and other issues in educational equity* (pp. 173 –
    186). Washington, DC: National Association of
    School Psychologists.

Bents, M., & Haugen, C. (1992). An enrollment management
    model for increasing diversity. *College and
    University, 67,* 195 – 201.

Bowie, S.L., Cherry, D.J., & Wooding, L.H. (2005).
    African American MSW students: Personal influences
    on social work careers and factors in graduate
    school selection. *Social Work Education*, 24(2), 169-
    184.

Brown, S. (1988). *Minorities in the graduate education
    pipeline. A research report of the minority
    graduate education project.* Princeton, NJ: Graduate
    Record Examinations Board MGE Project.

Campbell, A.R., & Davis, S.M. (1996). Faculty commitment:
     Retaining minority nursing students in majority
     institutions. *Journal of Nursing Education, 35*, 298-
     303.

Chandler, D., & Albers, C. (2007). *Proactively
     addressing the shortage of African Americans in
     school psychology*. Paper presented at the Annual
     Meeting of the National Association of School
     Psychologists. New York, New York. March 27 – 31.

Clagett, C., & Kerr, H. (1993b). Tracking and
     understanding your students. *Planning for Higher
     Education, 22* (1), 9 – 15.

Clagett, C., & Kerr, H. (1994). *Take charge of your
     enrollment: Improving enrollment management through
     policy analysis*. Paper presented at the Annual
     Conference of the Society for college and University
     Plans. (29th Annual) San Francisco, CA. July 24 –
     27.

Curtis, M.J. (2002). *The changing face of school
     psychology: Past, present, and future*. Paper
     presented at the Future of School Psychology 2002
     Invitational Conference, Indianapolis, IN.

Curtis, M., Grier, J., & Hunley, S. (2003). The changing
     face of school psychology: Trends in data and
     projections for the future. *School Psychology
     Quarterly, 18* (4), 409-430.

Curtis, M.J., & Hunley, S.A. (1994). *Minority and non-
     minority undergraduate psychology majors'
     familiarity with school psychology and factors in
     their selection of graduate schools*. Paper presented
     at the Annual Meeting of the National Association of
     School Psychologists. (26th Annual) Seattle, WA.
     March 4 – 5.

Curtis, M.J., Hunley, S.A., & Grier, E.C. (2004). The
     status of school psychology: Implications of a major
     personnel shortage. *Psychology in the Schools, 41*,
     431-442.

DJangi, A. (1993). *Racism in higher education: Its presence in the classroom and lives of psychology students*. Paper presented at the Annual Meeting of the American Psychological Association (101st Annual) Ontario, Canada. August 23.

Fagan, T.K. (2004). School psychology's significant discrepancy: Historical perspectives on personnel shortages. *Psychology in the Schools, 41*, 419-430.

Gallegos, K. (2000). Minority recruitment takes more than commitment. *Lead and Learn, 29* (3), 29.

Graden, J. L., & Curtis, M. J. (1991). *A demographic profile of school psychology: A report to the Delegate Assembly.* Silver Spring, MD: National Association of School Psychologists.

Grant, C. (1990). Desegregation, racial attitudes, and intergroup contact: A discussion of change. *Phi Delta Kappan, 72* (1), 25-32.

Hall, M., & Allen, W. (1982). Race consciousness and achievement: Two issues in the study of Black graduate/professional students. *Integrated Education, 20,* 56 – 61.

Hayes, D. (2007). Providing $100K grants to seven Black colleges, Tom Joyner Foundation encourages the recruitment, retention of minority teachers. *Diverse Issues in Higher Education, 24*(2), 10.

Hendricks, A., Smith, K., Caplow, J., & Donaldson, J. (1996). A grounded theory approach to determining the factors related to the persistence of minority students in professional programs. *Innovative Higher Education, 21*, 113 – 126.

Hughes, R. (2005). Taking diversity recruitment lessons from the athletic department. *Black Issues in Higher Education, 22* (7), 90.

Isaac, P. (1986). *Recruitment, retention, and graduation of minority graduate students*. Paper presented at the Annual Convention of the American Psychological Association. Washington, DC. August 22, 1986.

Kayes, P., & Singley, Y. (2005). Why are 90 Percent of
college faculty still White? *Diverse Issues in
Higher Education, 2 (*20), 42-43.

Kealy, M., & Rockel, M. (1987). Student perceptions of
college quality: The influence of college
recruitment policies. *Journal of Higher Education,
58*, 683 – 703.

Lund, A.R., Reschly, D.J., & Connelly Martin, L.M.
(1998). School psychology personnel needs:
Correlates of current patterns and historical
trends. *School Psychology Review, 27*, 106-120.

Malat, J., & van Ryn, M. (2005). African American
preference for same-race doctors: The role of
perceived discrimination. *Ethnicity & Disease, 15*,
739-747.

Maramba, G.G., & Hall, G.C.N. (2002). Meta-analyses of
ethnic match as a predictor of dropout, utilization,
and level of functioning. *Cultural Diversity &
Ethnic Minority Psychology, 8*, 290-297.

Maton, K., & Hrabowski, F. (2004). Increasing the number
of African American PhDs in the sciences and
engineering: A strengths-based approach. *American
Psychologist, 59*(6), 547-556.

Maton, K., Kohout, J., Wicherski, M., Leary, G., &
Vinokurov, A. (2006). Minority students of color and
the psychology graduate pipeline: Disquieting and
encouraging trends, 1989-2003. *American
Psychologist, 61*(2), 117-131.

McIntosh, D. (2004). Addressing the shortage of school
psychologists: Introduction. *Psychology in the
Schools, 41*(4), 411- 413.

Milner, IV., H.R. (2006, June). The promise of Black
teacher's success with Black students. *Educational
Foundations,* 89 – 104.

Mitchell, J. (1982). Reflections of a Black social
scientist: Some struggles, some doubts, some hopes.
Harvard Educational Review, 52, 27-44.

Munoz-Dunbar, R., & Stanton, A. (1999). Ethnic diversity in clinical psychology: Recruitment and admission practices among doctoral programs. *Teaching of Psychology, 26*, 259 – 263.

Murray, C., & Clark, R. (1990). Targets of racism. *American School Board Journal, 177* (6), 22-24.

National Association of School Psychologists. (1989). NASP Position Statement on Minority Recruitment. *School Psychology Review, 18.*

Nettles, M. (1987). *Financial aid and minority participation in graduate education: A research agenda for today*. A research report of the minority graduate education (MGE) project. Princeton, NJ: Graduate Record Examination Board MGE Project.

Olson, C. (1988). Recruiting and retaining minority graduate students: A systems perspective. *Journal of Negro Education, 57*, 31 – 42.

Paige, R. (1988). *Texas Southern University College of Education's teacher candidate recruitment program*. Paper presented at the National Conference on the Preparation and Survival of Black Public School Teachers. (9th Annual) Norfolk, VA, December 1-2.

Phillips, R. (2002). Recruiting and retaining diverse faculty. *Planning for Higher Education, 30*(4), 32-38.

Planty, M., Hussar, W., Snyder, T., Provasnik, S., Kena, G., Dinkes, R., KewalRamani, A., & Kemp, J. (2008). *The condition of education 2008*. Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Policy. (2008). In *Merriam-Webster Online Dictionary*. Retrieved July 24, 2008, from http://www.merriam-webster.com/dictionary/policy

Poock, M. (1999). Students of color and doctoral programs: Factors influencing the application decision in higher education administration. *College and University, 74*, 2 – 7.

President's Commission on Mental Health. (1979). *Report to the President from the President's commission on mental health.* Washington, DC: U.S. Government Printing Office.

Procedure. (2008). In *Merriam-Webster Online Dictionary.* Retrieved September 26, 2008, from http://www.merriam-webster.com/dictionary/procedure

Richardson, R.C., Jr., Simmons, H., & de los Santos, A.G., Jr. (1987). Graduating minority students. *Change, 19*(3), 20-27.

Rogers, M. (2006). Exemplary multicultural training in school psychology programs. *Cultural Diversity and Ethnic Minority Psychology, 12*(1), 115 – 133.

Rogers, M., & Molina, L. (2006). Exemplary efforts in psychology to recruit and retain graduate students of color. *American Psychologist, 61*(2), 143-156.

Salinas, J. (2002). The effectiveness of minority teachers on minority student success. In *National Association of African American Studies & National Association of Hispanic and Latino Studies (*pp. 604 – 626). Houston, TX: National Association of African American Studies.

Schmidt, P. (2003, October). Affirmative action remains a minefield, mostly unmapped. *Chronicle of Higher Education, 50* (9), A22. Retrieved August 4, 2008, from Education Research Complete database: http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=EJ677269&ERICExtSearch_SearchType_0=no&accno=EJ677269.

Split Ruling on Affirmative Action (2003, June 23). Retrieved September 13, 2008, from NPR.org Web site: http://www.npr.org/news/specials/michigan/?sc=emaf

Sue, S., Fujino, D.C., Hu, L., Takeuchi, D.T., & Zane, N. (1991). Community mental health services for ethnic minority groups: A test of the cultural responsiveness hypothesis. *Journal of Consulting and Clinical Psychology, 59*, 533-540.

Suinn, R., & Witt, J. (1982). Survey on ethnic minority faculty recruitment and retention. *American Psychologist, 37*, 1239 – 1244.

Steinberg, L. (2002). *Adolescence (6th ed.).* Boston: McGraw-Hill.

Thomas, A. (Ed.). (1998). *Directory of school psychology graduate programs*. Bethesda, MD: National Association of School Psychologists.

Turner, C.S.V. (2002). *Diversifying the faculty: A guidebook for search committees*. Washington, D.C.: AAC&U.

Twale, D., Douvanis, C., & Sekula, F. (1992). Affirmative action strategies and professional schools: Case illustrations of exemplary programs. *Higher Education, 24*, 177 – 192.

U.S. Bureau of the Census. *County Population Estimates by Demographic Characteristics - Age, Sex, Race, and Hispanic Origin; updated annually for states and counties*. Retrieved November 6, 2008, from U.S. Census Bureau website: http://quickfacts.census.gov/qfd/states/00000.html

Vang, C. (2006, September). Minority parents should know more about school culture and its impact on their children's education. *Multicultural Education*, 20 – 26.

Wintersteen, M., Mensinger, J., & Diamond, G. (2005). Do gender and racial differences between patient and therapist affect therapeutic alliance and treatment retention in adolescents? *Professional Psychology: Research and Practice, 36* (4), 400-408.

Yeh, M., Eastman, K., & Cheung, M.K. (1994). Children and adolescents in community mental health centers: Does the ethnicity or the language of the therapist matter? *Journal of Community Psychology, 22*, 153-163.

Zins, J., & Halsell, A. (1986). Status of ethnic minority group members in school psychology training programs. *School Psychology Review, 15*, 76 – 83.

APPENDICES

APPENDIX A

NASP-accredited Specialist Level Programs

as of January 1, 2008

NASP-accredited Specialist Level Programs

ALABAMA
University of Alabama

ARIZONA
Northern Arizona University

ARKANSAS
University of Central Arkansas

CALIFORNIA
California State University-Chico
California State University-East
 Bay
California State University-Fresno
California State University-Long
 Beach
California State University-
 Northridge
California State University-
 Sacramento
Chapman University-Orange
Humboldt State University
San Diego State University
University of California-Santa
 Barbara

COLORADO
University of Colorado-Denver

CONNECTICUT
University of Connecticut

DELAWARE
University of Delaware

DISTRICT OF COLUMBIA
Gallaudet University

FLORIDA
Florida State University
University of Central Florida
University of Florida
University of Southern Florida

GEORGIA
Valdosta State University

IDAHO
University of Idaho

ILLINOIS
Eastern Illinois University
Illinois State University
Loyola University Chicago
National-Louis University
Northern Illinois University
Southern Illinois University-
 Edwardsville

INDIANA
Ball State University

IOWA
University of Northern Iowa

KANSAS
Emporia State University
University of Kansas
Wichita State University

KENTUCKY
University of Kentucky
Western Kentucky University

LOUISIANA
Nicholls State University

MAINE
University of Southern Maine

MARYLAND
Towson University
University of Maryland-College
 Park

MASSACHUSETTS
Northeastern University
Tufts University
University of Massachusetts-Boston

MICHIGAN
Andrews University
Central Michigan University
Michigan State University
Wayne State University

MINNESOTA
Minnesota State University-
 Moorhead

MISSISSIPPI
Mississippi State University

MONTANA
University of Montana

NEBRASKA
University of Nebraska-Kearney
University of Nebraska-Lincoln
University of Nebraska-Omaha

NEW JERSEY
New Jersey City University
Rider University
Rowan University

NEW MEXICO
New Mexico State University

NEW YORK
Alfred University
Columbia University Teachers
 College
CUNY-Brooklyn College
CUNY-Queens College
Fordham University Lincoln Center
SUNY-Albany
SUNY-Buffalo
SUNY-Oswego

NORTH CAROLINA
Appalachian State University
East Carolina University
Western Carolina University

OHIO
Cleveland State University
John Carroll University
Kent State University-Kent
Miami University
Ohio State University
University of Cincinnati
University of Dayton
University of Toledo

OKLAHOMA
Oklahoma State University
University of Central Oklahoma

OREGON
Lewis & Clark College

PENNSYLVANIA
California University of
 Pennsylvania
Duquesne University
Edinboro University of
 Pennsylvania
Indiana University of Pennsylvania
Lehigh University
Millersville University

RHODE ISLAND
University of Rhode Island

SOUTH CAROLINA
Francis Marion University
The Citadel
Winthrop University

SOUTH DAKOTA
University of South Dakota

TENNESSEE
Middle Tennessee State University

TEXAS
Abilene Christian University
Sam Houston State University
Stephen F. Austin State University
Texas State University-San Marcos

TEXAS (CONTINUED)
Texas Women's University
Trinity University
University of Houston-Clear Lake

UTAH
Utah State

VIRGINIA
College of William & Mary
James Madison University
Radford University

WASHINGTON
Central Washington University
University of Washington

WISCONSIN
University of Wisconsin-Lacrosse
University of Wisconsin-Milwaukee
University of Wisconsin-Whitewater

WEST VIRGINIA
Marshall University Graduate
 College

APPENDIX B

Recruitment Strategies Questionnaire Cover Letter

Recruitment Strategies

Dear Specialist/Certification Level Program Director:

In this time of increasing diversity among school aged children, the techniques being used by school psychology training programs to recruit minority applicants are becoming more and more of interest to the field of school psychology. The National Association of School Psychologists (NASP) recognized the importance of diversity within the field by making it one of six goals within their Strategic Plan (adopted July 15, 2007). The data from the most recent NASP membership survey (2004-2005) indicates that the diversity within NASP membership hasn't significantly improved since the first survey data was collected in 1991. The 92.6% of all respondents who identified themselves as Caucasians in 2004-2005 was almost identical to the 92.8% who responded similarly to the 1999-2000 study and represented only a slight decrease from the 93.9% identified as Caucasian in the first study 15 years earlier (Graden & Curtis, 1991).

I have endeavored for my dissertation to survey all specialist level NASP accredited school psychology training programs to determine what practices and policies are being used to recruit minority applicants into the field of school psychology and to what degree of success. Please take this time to broaden the research in this very important area.

Your participation in this questionnaire is <u>voluntary</u>. You are free to decide not to participate in this study or to withdraw at any time without penalty. There are no known risks or discomforts associated with this research. Completion of this questionnaire should take approximately fifteen minutes. A self-addressed envelope is enclosed for your convenience. If you choose not to participate, please return the incomplete questionnaire in the enclosed envelope.

This questionnaire has an identification number for mailing purposes only. It will be used only to follow-up on unreturned questionnaires. Your name will never be placed on a questionnaire and your name will never be associated with any results reported. All information obtained will be kept confidential and incorporated into group data. Please complete and return the questionnaire by
June 30th, 2008.

If you have any questions or require additional information, please contact either one of us listed below.

I appreciate your time and cooperation and look forward to receiving your completed questionnaire.

Sincerely,

Audene B. Johnson, Doctoral Candidate   Dr. William Barker, Professor
Indiana University of Pennsylvania   Indiana University of Pennsylvania
Educational & School Psychology   Educational & School Psychology
246 Stouffer Hall   246 Stouffer Hall
Indiana, PA 15705   Indiana, PA 15705
Audene_Johnson@mcpsmd.org   (724) 357-3782
                                               barker@iup.edu

APPENDIX C

Recruitment Strategies Questionnaire

Recruitment Strategies Questionnaire

For purposes of this questionnaire and in keeping with the United States Census Bureau, the term "minority" refers to students whose race is American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander. It includes students whose ethnicity is Hispanic or Latino.

This study focuses **only on specialist level students** because that is the minimum requirement for practitioners. Please keep this in mind as you answer the following questions.

Part I.	Please tell me about your school psychology training program.

1. Which would best describe the primary setting of your training program?
   - a) _____ Urban
   - b) _____ Suburban
   - c) _____ Rural

2. **Based on the last 5 years**, how many students have completed the specialist certification program?
   - a) _____ Minority Students
   - b) _____ Non-Minority Students

3. As of the current academic year (2007-2008), how many minority and non-minority students are in each year of the program?
   - a) First-year students
       - _____ Minority Students
       - _____ Non-Minority Students
   - b) Second-year students
       - _____ Minority Students
       - _____ Non-Minority Students
   - c) Third-year students
       - _____ Minority Students
       - _____ Non-Minority Students

4. As of the current academic year (2007-2008), how many minority students are receiving financial aid?
   - a) _____ Financial aid specifically designated for minority students
   - b) _____ Financial aid available to members of all race groups

5. Did the 2003 U.S. Supreme Court ruling about minority specific funding limit your ability to offer financial aid specifically designated for minority students?
   - a) _____ No
   - b) _____ Yes

   If yes, please explain how and when your financial aid offerings were affected.

   _____

   _____

   _____

6. As of the current academic year (2007-2008), how many minority faculty members are within the specialist certification program?
   a) _____ Full Time Faculty
   b) _____ Part Time Faculty
   c) _____ Contributing Faculty

Part II.   Please tell me about your program's recruitment strategies.

1. Does your specialist certification program have written policies or procedures related to student recruitment?
   a) ____ No
   b) ____ Yes

   If yes, please attach a copy or provide a web address where this information can be accessed.

   _____

2. Please indicate the degree to which your program emphasizes the following strategies to encourage **minority** undergraduate students to consider and select your specialist certification program. For each strategy, **please circle the choice from among the following options which best describe your program's emphasis.**

1 – Highly Emphasized (HE)   2 – Somewhat Emphasized (SE)   3 – Rarely Emphasized (RE)

Speaking Engagements	HE	SE	RE
● Offer speaking engagements at undergraduate institutions with high minority student enrollment.	1	2	3
● Offer speaking engagements at high school career days.	1	2	3
● Offer speaking engagements with alumni practitioners as "ambassadors" and recruiters.	1	2	3

Program Brochures/Website			
● Mail brochures to predominantly minority and urban undergraduate institutions.	1	2	3
● Feature minorities on program posters and application materials.	1	2	3
● Indicate faculty interests in multicultural issues in brochure or on website.	1	2	3
● Clearly display information relevant to minority applicants on website.	1	2	3

Personal Contacts			
● Involve minority students in program (current or alumni).	1	2	3
● Involve minority faculty members.	1	2	3
● Establish minority recruiter position.	1	2	3
● Encourage interaction with faculty and mentors.	1	2	3
● Offer opportunities to visit the program.	1	2	3
● Provide a social support system for minority students.	1	2	3

Admissions
- Waive or decrease importance of GRE scores or other criteria.   1   2   3
- Waive application fee.   1   2   3
- Offer financial assistance specifically for minority applicants.   1   2   3

Institution & Program Benefits
- Promote the location of your program.   1   2   3
- Promote the reputation of your program.   1   2   3

3. Please share any special challenges your program has encountered in educating
    minority school psychologists.

    _____
    _____
    _____
    _____

4. Would you like a copy of the study results?   __ Yes, please.   __ No, thank you.

APPENDIX D

Recruitment Strategies Questionnaire

Follow-Up Letter

Recruitment Strategies

Dear Specialist/Certification Level Program Director:

Within the past month, you were sent a copy of this questionnaire and cover letter. If you have already completed and returned the questionnaire, I sincerely thank you for your participation. If you have not, I invite you again to participate and have enclosed another questionnaire for your convenience.

Your participation in this questionnaire is <u>voluntary</u>. You are free to decide not to participate in this study or to withdraw at any time without penalty. There are no known risks or discomforts associated with this research. Completion of this questionnaire should take approximately fifteen minutes. A self-addressed envelope is enclosed for your convenience. If you choose not to participate, please return the incomplete questionnaire in the enclosed envelope.

In this time of increasing diversity among school aged children, the techniques being used by school psychology training programs to recruit minority applicants are becoming more and more of interest to the field of school psychology. The National Association of School Psychologists (NASP) recognized the importance of diversity within the field by making it one of six goals within their Strategic Plan (adopted July 15, 2007). The data from the most recent NASP membership survey (2004-2005) indicates that the diversity within NASP membership hasn't significantly improved since the first survey data was collected in 1991. The 92.6% of all respondents who identified themselves as Caucasians in 2004-2005 was almost identical to the 92.8% who responded similarly to the 1999-2000 study and represented only a slight decrease from the 93.9% identified as Caucasian in the first study 15 years earlier (Graden & Curtis, 1991).

I have endeavored for my dissertation to survey all specialist level NASP accredited school psychology training programs to determine what practices and policies are being used to recruit minority applicants into the field of school psychology and to what degree of success. Please take this time to broaden the research in this very important area.

This questionnaire has an identification number for mailing purposes only. It will be used only to follow-up on unreturned questionnaires. Your name will never be placed on a questionnaire and your name will never be associated with any results reported. All information obtained will be kept confidential and incorporated into group data. Please complete and return the questionnaire by **July 31st, 2008.**

If you have any questions or require additional information, please contact either one of us listed below.

I appreciate your time and cooperation and look forward to receiving your completed questionnaire.

Sincerely,

Audene B. Johnson, Doctoral Candidate
Indiana University of Pennsylvania
Educational & School Psychology
246 Stouffer Hall
Indiana, PA 15705
Audene_Johnson@mcpsmd.org

Dr. William Barker, Professor
Indiana University of Pennsylvania
Educational & School Psychology
246 Stouffer Hall
Indiana, PA 15705
(724) 357-3782
barker@iup.edu