

THE EFFECT OF THE HOPWOOD DECISION ON MINORITY INTEREST IN  
ATTENDING TEXAS A&M UNIVERSITY

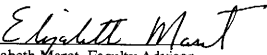
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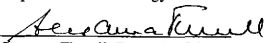
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### Abstract

It is proposed here that the anti-affirmative action policies which were put in place at Texas' public colleges and universities as a result of the *Hopwood* decision will have a negative impact on minority interest in attending Texas A&M University. The present study utilized data collected from a nonrandom sample of high school seniors who were visiting the Texas A&M campus in the Fall of 1996. As expected, the data suggest that structural variables, such as the availability of student loans, and social psychological factors, such as family connections to Texas A&M, are significantly correlated to minority students' interest in attending the university. It was also found that respondents' ethnicity is very highly correlated to their county of residence. This finding suggests that state lawmakers could increase minority representation at Texas' public colleges and universities without violating the ban on affirmative action. Instead of reinstating a minority scholarship program, legislators could create a financial aid program that targets students in counties that are underrepresented at Texas' publicly funded institutions of higher learning.

### Acknowledgements

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## INTRODUCTION

In 1996, the Texas Commissioner of Higher Education, Kenneth Ashworth, decided to eliminate the use of ethnicity as a consideration in admissions and financial aid decisions at the state's publicly funded colleges and universities. The decision came about in response to the findings of the Fifth U.S. Circuit Court of Appeals in the case of *Hopwood v. the State of Texas*. State officials, including Ashworth and Texas Attorney General Dan Morales, interpreted the court's decision as an indictment of the affirmative action programs that had been in place at the state's public institutions of higher learning. Following *Hopwood* the use of race as a plus factor in admissions decisions was prohibited, and the state's minority scholarship program was scrapped. The purpose of the present study is to evaluate the effect of these anti-affirmative action policies on minority interest in attending Texas A&M University.

Affirmative action programs were first implemented in Texas' state-funded colleges and universities in an effort to help minority students overcome barriers to educational attainment that were the result of a long history of discrimination against minorities in the state. One such barrier to educational attainment for minority students was the establishment of separate schools for white children and minority children. It has been well documented that the schools provided for minority students offered greatly inferior instruction than those schools provided for white children. It was not until 1969 that Article VII of the Texas State Constitution, which called for segregated schools, was repealed. During the 1950s and the 1960s, the University of Texas assigned Hispanic students to segregated on-campus housing and prohibited African-American students from living in or visiting white dormitories.<sup>1</sup>

In the mid 1970's a court-ordered investigation of Texas' system of higher education was undertaken by the Department of Health, Education and Welfare Office for Civil Rights. The OCR found that Texas had not done enough to end educational segregation. In the early 1980's

the OCR worked with Texas state officials to develop a plan that would bring the state into compliance with Title VI of the Civil Rights Act of 1964. In 1983, the State of Texas submitted the Texas Equal Education Opportunity Plan for Higher Education, or the Texas Plan, to the OCR for consideration. The plan included the use of affirmative action programs designed to increase African-American and Hispanic enrollment in Texas' public colleges and universities. The Texas Plan was accepted under the condition that adequate funding be given to the programs outlined in the proposal. In addition, the OCR stated that the Texas Plan would be monitored for compliance with Title VI until 1988. In 1987 the Texas Higher Education Coordinating Board determined that the goals of the Texas Plan had not been met and voluntarily developed a second plan to avoid federal intervention.<sup>2</sup> A third plan called Access and Equity 2000 was introduced in 1994, during Governor Ann Richards' administration.<sup>3</sup> The affirmative action policies outlined in this plan were eliminated following the *Hopwood* decision. The OCR has not yet completed its evaluation of Texas' system of higher education.<sup>4</sup>

The Access and Equity 2000 plan was created in an effort to increase minority representation in Texas' public colleges and universities. According to the authors of the plan, there are two reasons why this goal is important to the state. The authors first claim that the economy of Texas will suffer if the state's minority students are not well educated. It is noted that nearly one half of kindergarten students in Texas in 1994 were African-American or Hispanic. If minority populations continue to grow and continue to be underrepresented in Texas' state-funded institutions of higher learning, it is likely that the state's work force will be less competitive. The authors then claim that Texas is morally obligated to provide educational opportunities for all of its citizens. This means that special efforts should be made to include groups in post secondary education who have previously been excluded.<sup>5</sup>

In 1994, African-Americans and Hispanics made up 41 percent of the population of Texas.<sup>6</sup> In the same year, these two minority groups only accounted for 14 percent of the undergraduate student body at Texas A&M University.<sup>7</sup> In an effort to increase the number of minority students at Texas A&M, the administration considered ethnicity, along with high school grades, standardized test scores and leadership positions, when making admissions decisions. Special considerations were also given to the children of alumni, those expressing an interest in joining the Corps of Cadets and Texas residents.<sup>8</sup> In addition, Texas A&M also offered the President's Achievement Award Scholarship for minority students. The scholarship was academic, merit-based and awarded on a competitive basis.<sup>9</sup> In 1994, recipients of the award were given \$2,500 per year for four years. In 1995, the amount increased to \$3,000 per year for four years. In 1994, the Office of Honors Programs and Academic Scholarships received 1,230 applications for the scholarship and made 599 offers. In 1995, 1,496 applications were received, and 507 offers were made. In the final year that the scholarship was available, 1,399 applications were submitted, and 521 offers were made. Since 1997 there has been no minority scholarship program at Texas A&M University.<sup>10</sup>

In their case against the State of Texas, Cheryl Hopwood, Douglas Carvell, Kenneth Elliott and David Rogers claimed that the University of Texas Law School's 1992 admissions policy was discriminatory. The plaintiffs claimed that law school admissions officers who admitted less qualified minority applicants while rejecting the more qualified white plaintiffs discriminated against them. The plaintiffs alleged that the law school's 1992 admissions policy was discriminatory and therefore violated the Fourteenth Amendment and Title VI of the Civil Rights Act of 1964.<sup>11</sup>

The 1992 admissions committee at the University of Texas Law School consisted of nine professors, two assistant deans and four students. Also, three members of the full committee

served as members of a special minority subcommittee. Applications that were received by the law school in 1992 were color-coded based on residency and ethnicity. Admissions officers then evaluated the applications. The presumptive admission scores and the presumptive denial scores for minority applicants and for non-minority applicants were not the same. The standard was more lenient for minority applicants. In addition, the admissions committee had different procedures for evaluating the application files of minorities and non-minorities who were in the discretionary zone. Minority files were reviewed by the minority subcommittee. The members of the minority subcommittee then summarized the files of minority applicants whom they believed to be good candidates for admission at a meeting of the full admissions committee.<sup>12</sup>

In his memorandum opinion on the *Hopwood* case Judge Sam Sparks first states that the benefits which come from an ethnically diverse student body justify the use of racial classifications.<sup>13</sup> He also states that the defendants presented enough evidence to support the claim that the effects of past discrimination against African-Americans and Hispanics by the state's educational system were present at the time of the 1992 law school admissions.<sup>14</sup> Judge Sparks also determined that the 1992 University of Texas Law School admissions procedure did not make use of illegal quotas. Instead, the school tried to reach its minority enrollment goals in a flexible manner that reflected the overall quality of the applicant pool.<sup>15</sup> Finally, Judge Sparks claims that the 1992 University of Texas Law School admissions policy was unconstitutional because it failed to compare all individual applicants to one another in order to determine who were the most qualified applicants. He further notes, however, that the use of a plus factor when evaluating minority applicants is acceptable under the law.<sup>16</sup>

Following the release of the district court's opinion in the *Hopwood* case, the defendants appealed the decision to the Fifth U.S. Circuit Court of Appeals. A three-judge panel unanimously rejected the use of ethnicity as a factor in admissions decisions at state-funded



colleges and universities. The judges claimed that the use of a plus factor for minority applicants is not justified by the desire to correct a perceived imbalance in the racial composition of a student body.<sup>17</sup> In 1996, the U.S. Supreme Court denied a request by the State of Texas to review the case.<sup>18</sup>

Since Attorney General Dan Morales ordered admissions officers at Texas' public colleges and universities to adopt race-neutral admissions and financial aid policies, the number of applications submitted by minority students has sharply decreased at many of the state's schools.<sup>19</sup> In 1997, the University of Texas saw a 42 percent drop in the number of applications submitted by African-American students. In the same year, there was a 15 percent decrease in the number of applications received from Hispanic students.<sup>20</sup> The 1997 entering class at the University of Texas Law School contained four African-American students and 26 Hispanic students. These numbers were down from 31 and 42, respectively, in 1996.<sup>21</sup> A similar situation occurred at the four University of Texas medical schools. In 1997, the number of Hispanic applicants dropped 37 percent, and the number of Hispanic applicants who were accepted by the schools dropped by 25 percent.<sup>22</sup>

Texas A&M has also seen a drop in the number of applications received from minority students. In 1996, 2,038 Hispanic students applied to undergraduate programs at Texas A&M. Following the *Hopwood* decision, the number fell to 1,845. This represents a nine percent decrease in the number of Hispanic applicants. The number of African-American applicants fell from 876 in 1996 to 758 in 1997, a 13 percent decrease. The number of Hispanic applicants accepted to Texas A&M in 1997 dropped nine percent from the previous year, while the number of African-American applicants who gained admission fell by 20 percent. Compared to the previous year, there were 106 fewer Hispanic students and 52 fewer African-American students enrolled in the 1997 freshman class.<sup>23</sup>

Critics of the new anti-affirmative action policies have predicted that the drop in the number of minority applicants to Texas' public colleges and universities is a sign of brain drain.<sup>24</sup> This means that the state's best minority students are now more likely to attend out-of-state or private colleges that continue to offer minority scholarship programs. It also refers to the belief that minority students are discouraged from applying to schools affected by *Hopwood* because of a real or perceived hostile environment to minorities at these schools.<sup>25</sup>

Brain drain arguments are based on two theoretical models. The first of these is structuralism; the second is symbolic interaction theory. According to structuralists, opportunity structures determine the choices that individuals make.<sup>26</sup> In this case, opportunity structures include race based admissions policies and minority scholarship programs. Without these structures in place, a structuralist would argue that minority students would have less opportunity to attend Texas' public colleges and universities. This leads critics of the state's anti-affirmative action policies to conclude that African-American and Hispanic students in Texas will now be likely to attend out-of-state public schools or private schools that provide greater opportunities for admission and financial aid to minorities.

Symbolic interaction theorists assume that people are self-monitoring actors who use role taking in interaction. Before making a decision about how to act in a given situation, individuals consider what is expected of them by others.<sup>27</sup> Symbolic interaction theory suggests that minority students are likely to interpret the anti-affirmative action policies in place at Texas A&M and other state-funded schools as a symbol of hostility toward minorities by state officials. In other words, minorities will not feel welcome at Texas' public colleges and universities. In this way, minority students will be less likely to apply to schools such as Texas A&M. The following hypotheses are derived from structural theory and symbolic interaction theory.

## HYPOTHESES

The hypotheses used in the present study fall into two main categories. The first of these contains structural, or opportunity variables. The second category consists of social psychological, or perceptual, variables that are derived from symbolic interaction theory.

### Structural Variable Hypotheses

The first hypothesis is based on reports that African-Americans and Hispanics tend to earn significantly lower wages than Anglos. In 1976, for example, African-Americans had earnings that equaled approximately 67 percent of Anglo earnings, while the average Hispanic worker earned wages equal to 72 percent of the wage earned by the average Anglo worker.<sup>28</sup> Because Anglo students tend to come from families earning higher wages than the families of African-American and Hispanic students, it is likely that Anglo students' choice of college will be less restricted than that of minority students by the availability of scholarship funds.

Hypothesis 1: African-American and Hispanic students will report less interest in attending Texas A&M University if they do not receive a major scholarship than will Anglo students. Statistics from the U.S. Department of Labor also indicate that income differences are highly correlated with educational attainment. In 1993, high school graduates earned an average salary of \$24,000 per year, while college graduates had average earnings of \$39,000 per year.<sup>29</sup> It is therefore likely that children of college educated parents will be less dependent on scholarship funds than the children of less educated parents.

Hypothesis 2: Children of high school educated mothers will report less interest in attending Texas A&M University if they do not receive a major scholarship than will children of college educated mothers.

The next two hypotheses assume that students who plan to apply for student loans and/or work study programs are likely to require a greater amount of financial support from sources outside

their families than will students not applying for these programs. Therefore, scholarship funds will be a bigger factor in the college choice of these students.

Hypothesis 3: Students who plan to apply for student loans will report less interest in attending Texas A&M University if they do not receive a major scholarship than will students who do not plan to apply for loans.

Hypothesis 4: Students who plan to apply for a work study program will report less interest in attending Texas A&M University if they do not receive a major scholarship than will students who do not plan to apply for a work study program.

The last two structural variable hypotheses assume that students who are being recruited by other colleges and universities will likely attend that school which offers them the most scholarship money.

Hypothesis 5: Students who are being recruited by other Texas schools will report less interest in attending Texas A&M University if they do not receive a major scholarship than will students who are not being recruited by other Texas schools.

Hypothesis 6: Students who are being recruited by out-of-state schools will report less interest in attending Texas A&M University if they do not receive a major scholarship than will students who are not being recruited by out-of-state schools.

#### Social Psychological Variable Hypotheses

Research conducted by social psychologists has shown that significant others, i.e., people whose opinions are valued by an individual, have a tremendous impact on the decisions made by that individual.<sup>30</sup> The sixth and seventh hypotheses are based on the assumption that students who have family connections to Texas A&M will be more likely than students with no family ties to the university to report a high interest in attending Texas A&M if they do not receive scholarship funds. These hypotheses rest on the assumption that family members who are

currently attending Texas A&M or who have graduated from Texas A&M will encourage the student to attend the university.

Hypothesis 7: Students who do not have a family member currently attending Texas A&M University will report less interest in attending Texas A&M if they do not receive a major scholarship than will students who do have a family member currently attending Texas A&M University.

Hypothesis 8: Students who do not have a relative that graduated from Texas A&M University will report less interest in attending Texas A&M if they do not receive a major scholarship than will students who do have a family member that graduated from Texas A&M University.

## METHOD

### Sample

The present study used data collected by Dr. Rogelio Saenz and Dr. John Thomas. Dr. Saenz is currently the head of the sociology department at Texas A&M University. Dr. Thomas is a member of the rural sociology department at Texas A&M. Data were collected from high school seniors visiting the campus of Texas A&M University in the Fall of 1996 for a recruiting event sponsored by the Office of Honors Programs and Academic Scholarships. A copy of the survey can be found in Appendix A. Data from completed questionnaires were used to determine whether or not anti-affirmative action programs resulting from the *Hopwood* decision had an impact on minority students' interest in attending Texas A&M. Please note that the sample was not randomly selected. It is therefore impossible to generalize the findings to the population, i.e., all minority high school seniors in Texas. Findings from the present study may, however, be used as an aid in the development of a future study of the problem discussed here.

Frequency distributions for the independent variables considered in the present study can be found in Table 1. Virtually all of the students who returned the questionnaire were minorities (93.2%, n=148). Nearly 45 percent of respondents (n=73) identified themselves as African-American; 46.6 percent of the respondents (n=75) were Hispanic; 7.4 percent of the respondents (n=12) were Anglo; and 1.8 percent of respondents (n=3) identified themselves as Other. Over 55 percent of respondents (n=90) reported that their mothers did not have a college degree, while 44.4 percent of respondents (n=72) reported that their mothers completed college. One hundred twenty-one respondents (77.6% of the sample) reported that they did not currently have a relative attending Texas A&M University; 35 respondents (22.4% of the sample) indicated that at least one of their family members was attending Texas A&M at the time of the study. Of 149 students who answered the question, 21.5 percent (n=32) reported having a relative who graduated from

Texas A&M; 78.5 percent of students (n=117) indicated that none of their family members graduated from Texas A&M.

Nearly 70 percent of students (n=93) reported an interest in applying for a student loan; 30.6 percent of respondents (n=41) indicated that they were not planning to apply for a loan. Ninety-five respondents (72.5% of the sample) indicated that they would apply for a work/study program, while 36 respondents (27.5% of the sample) expressed no interest in applying for such a program. The majority of respondents (87.8%, n=137) indicated that they had been recruited by other colleges or universities in Texas; only nineteen students (12.2% of the sample) reported that they had not been recruited by other Texas schools. Similarly, 82.1 percent of respondents (n=124) indicated that they had been the target of recruitment efforts by out-of-state schools; 17.9 percent of students (n=27) responded that no out-of-state schools had contacted them.

#### Independent Variables

Of the 49 variables for which data are available, the present study utilized eight as independent variables and one as the dependent variable. A complete list of variables can be found in Appendix B. Variables were selected based on two main criteria. The first was whether the variable was appropriate for the type of statistical analysis used, i.e., Pearson Correlation. The second criteria called for the elimination of multicollinear variables. When two variables were very highly correlated with one another ( $r \geq .50$ ), only one of the variables was used in the final analysis.

The first independent variable is ethnicity; students were asked to select one of four categories (African-American, Hispanic, Anglo or Other). For the remaining seven variables, respondents were asked to answer yes or no. The variables include the following:

- Whether or not the student had at least one relative attending Texas A&M at the time the survey was conducted.

Table 1: Frequency Distributions for Independent Variables

Independent Variable x	Frequency f	Proportion $p=f/n$	Percentage 100(p)
<b>Ethnicity</b>			
African-American	73	0.448	44.8%
Hispanic	75	0.466	46.6
Anglo	12	0.074	7.4
Other	3	0.018	1.8
	n=163	1.000	100.0
<b>Mom college grad?</b>			
No	90	0.566	55.6
Yes	72	0.444	44.4
	n=162	1.000	100.0
<b>Relative currently attending TAMU?</b>			
No	121	0.776	77.6
Yes	35	0.224	22.4
	n=156	1.000	100.0
<b>Relative graduated from TAMU?</b>			
No	117	0.785	78.5
Yes	32	0.215	21.5
	n=149	1.000	100.0
<b>Planning to apply for student loan?</b>			
No	41	0.306	30.6
Yes	93	0.694	69.4
	n=134	1.000	100.0
<b>Planning to apply for work/study program?</b>			
No	36	0.275	27.5
Yes	95	0.725	72.5
	n=131	1.000	100.0
<b>Recruited by other Texas schools?</b>			
No	19	0.122	12.2
Yes	137	0.878	87.8
	n=156	1.000	100.0
<b>Recruited by out-of-state schools?</b>			
No	27	0.179	17.9
Yes	124	0.821	82.1
	n=151	1.000	100.0



- Whether or not the student had any family members who graduated from Texas A&M.
- Whether or not the respondent was planning to apply for a student loan and/or a work/study program.
- Whether or not the student was being recruited by other Texas colleges and universities and/or out of state colleges and universities.

#### Dependent Variable

There were two main candidates for use as the dependent variable in the present study. The first of these corresponds to Question 7 on the survey instrument. This item asks the respondent whether or not she/he is interested in attending Texas A&M; the student is instructed to answer yes or no and is offered space to explain why one or the other answer was selected. The problem with this item is that there is virtually no variation in responses (less than one percent of respondents answered no). Question 12 asks the student to state how likely she/he would be to attend Texas A&M if she/he did not receive a major scholarship. The choices include very unlikely, somewhat unlikely, uncertain, somewhat likely and very likely. There is more variation in responses given for this item than for Question 7. See Table 2 for the frequency distribution of the dependent variable. Also, this variable is a better indicator of the effect that the elimination of the minority scholarship program at Texas A&M will have on minority interest in attending the university.

**Table 2: Frequency Distribution for the Dependent Variable**

Dependent Variable y	Frequency f	Proportion $p=f/n$	Percentage 100(p)
How likely to attend TAMU without a major scholarship?			
Very unlikely	20	0.123	12.3%
Somewhat unlikely	15	0.092	9.2
Uncertain	45	0.276	27.6
Somewhat likely	48	0.294	29.4
Very likely	35	0.215	21.5
	n=163	1.000	100.0

## RESULTS

Statistical analysis for the present study was performed using SAS. Pearson Correlation runs were conducted for all the variables in the Saenz-Thomas data set in order to check for multicollinearity. Among the variables that were initially considered relevant to the present study, it was found that mother's education is very highly correlated with father's education ( $r=0.4913$ ); therefore, only one of these variables, i.e., mother's education, is considered in the final analysis. Results of Pearson Correlation runs for selected variables can be found in Table 3. The second column in the table contains figures that describe the strength of the relationship between the dependent variable and each of the independent variables. An asterisk next to the correlation coefficient indicates that the finding is statistically significant. It should be noted that the results presented here might not be generalized to the population. The sample was not randomly selected; thus the results only apply to members of the sample. In order to properly test the hypotheses developed for the present study, a random sample of high school seniors in Texas must be selected and interviewed.

Of the eight hypotheses introduced in a previous section, four received support from the data. Two of these are structural variable hypotheses, and the remaining two are social psychological variable hypotheses. Among the structural variable hypotheses, Hypothesis 1 and Hypothesis 4 are consistent with the data. Students' race or ethnicity is indeed correlated with how likely they would be to attend Texas A&M University if they did not receive a major scholarship ( $r=0.1633$ ,  $p=0.04$ ). There is also a moderate relationship between respondents' intention to apply for a student loan and how likely they would be to attend Texas A&M if they did not receive a scholarship ( $r=0.1707$ ,  $p=0.05$ ). The remaining four structural variable hypotheses did not receive support from the data. Both social psychological variable hypotheses, Hypothesis 8 and Hypothesis 9, received support from the data. A moderate relationship exists

between the presence of a relative at Texas A&M and respondents' likelihood of attending the university without a major scholarship ( $r=0.1620$ ,  $p=0.04$ ). There is also a moderate relationship between having a relative who graduated from Texas A&M and how likely respondents would be to attend Texas A&M if they did not receive a major scholarship ( $r=0.1876$ ,  $p=0.02$ ).

**Table 3: Pearson Correlation Interest in Attending Texas A&M University by Selected Independent Variables**

Independent Variables	How likely to attend TAMU without scholarship
Race/Ethnicity	0.1633*
Mom college graduate?	0.0153
Relative currently attending TAMU?	0.1620*
Relative graduated from TAMU?	0.1876*
Planning to apply for student loan?	0.1707*
Planning to apply for work/study program?	0.0145
Recruited by other Texas college or university?	0.0540
Recruited by out-of-state college or university?	0.0938
<hr/>	
*p<.05	

## DISCUSSION AND CONCLUSION

It appears that the availability of financial aid is an important factor in the college choice of minority students. It also appears that students who do not have an emotional attachment to Texas A&M will be less likely to attend the university if they do not receive a major scholarship. These findings support the brain drain argument which suggests that Texas A&M will be less able to attract minority students as a result of the state's anti-affirmative action policies. Proponents of the brain drain argument suggest that minority students will be more likely to attend out-of-state or private schools that continue to use ethnicity as a factor in admissions and financial aid decisions.

Although the findings of this study might not be generalized to the population, they can be of use to other researchers who wish to study the effects of the *Hopwood* decision on minority interest in Texas' public colleges and universities. It is likely that some of the predicted relationships between variables were not found because of the way in which the variables were measured. Questionnaire items might be reworded so that they offer a better measure of the concept. For example, future researchers might ask respondents to provide information on their parents' income instead of relying on educational attainment data to predict financial need.

It is also likely that the data used in the present study are too old to accurately describe the current effects of *Hopwood* on the college choice of Texas' minority students. The survey was conducted in the Fall of 1996. When asked if they were aware of the *Hopwood* ruling, 57 respondents answered no, while 106 respondents answered yes. It is probable that many more of today's high school seniors are aware of the ruling and its impact on policies at the state's publicly funded institutions of higher learning. This fact would surely have an impact on the results of any future study.

Despite the limitations of this study, there are two main findings that deserve the attention of policymakers. First, minority students place a high value on the availability of financial aid when choosing a college or university. This means that state lawmakers must find a way to provide minority students with the money that they need to attend college; otherwise, these students will be likely to attend out-of-state or private schools that consider ethnicity in financial aid decisions. Diversity in Texas' educational institutions is important for all students. Graduates of the state's publicly funded colleges and universities will be in positions of power in all sectors of society; they need to possess an understanding of the issues that face ethnic groups other than their own. This is especially critical in a state like Texas, which has a large, rapidly growing minority population.

A second important finding from the present study might be used to help increase minority representation at state schools, such as Texas A&M University, without reinstating a minority scholarship program. It was found that students' ethnicity is very highly correlated with the county in which they live ( $r=0.3699$ ,  $p=0.0001$ ). This finding is consistent with research conducted by Douglas Massey and Nancy Denton, which shows that residential segregation remains very prominent in the U.S.<sup>31</sup> In this way, state officials could develop a financial aid program that targets students in counties that are underrepresented at Texas' public colleges and universities.

The state of Texas cannot ignore the fact that its population will soon be majority minority.<sup>32</sup> Something must be done to ensure that all of the state's taxpayers have an equal opportunity to receive a publicly funded, high quality education that includes exposure to people from diverse backgrounds. Structural and perceptual barriers to state-funded institutions of higher learning must be eliminated as much as possible in order to meet this goal. Further research is needed to determine the extent to which the *Hopwood* decision and other factors

discourage minority enrollment at public colleges and universities in Texas. More importantly, however, the state's lawmakers must be willing to enact legislation that is consistent with the findings of social scientific research.



## Notes

1. Sam Sparks, *Hopwood Plain Text Decision*, <http://tartlon.law.utexas.edu/hopwood/hoptxt.htm>.
2. *Ibid.*, pp.3-4.
3. Texas Higher Education Coordinating Board, *Access and Equity 2000*, p. 2.
4. Sparks, *Hopwood Plain Text Decision*, p. 4.
5. Texas Higher Education Coordinating Board, *Access and Equity 2000*, p 2.
6. *Ibid.*, p.1.
7. Figures are from the Office of Admissions and Records at Texas A&M University – Interview 10/12/98.
8. Pamela Benson, “A&M Upholds Standards of Admission,” *Battalion*, 23 April 1996, p. 1.
9. Office of Honors Programs and Academic Scholarships, “Fall 1996 Academic Scholarship Competitions for African-American and Hispanic Students”.
10. Figures are from an interview with Djuana Young of the Texas A&M University Office of Honors Programs and Academic Scholarships – Interview 10/12/98.
11. Sparks, *Hopwood Plain Text Decision*, p. 1.
12. *Ibid.*, pp. 8-9.
13. *Ibid.*, p. 15.
14. *Ibid.*, p. 17.
15. *Ibid.*, p. 19.
16. *Ibid.*, pp. 21-22.
17. Peter Abblebome, “Universities Troubled by Decision Limiting Admission Preferences,” *New York Times*, 21 March 1996, p. A1.
18. Houston (AP), “Scholarships Scrapped,” *Battalion*, 16 October 1996, p. 1.
19. Jenny Staff, *Texas After Hopwood: Revisiting Affirmative Action*, (Austin, TX: House Research Organization, 1997), p. 5.
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21. Austin (AP), “UT Law Minority Applications Decline, Total Number Also Falls,” *Battalion*, 26 February 1998, p. 1.
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Welcome to Texas A&M University! We hope that you are enjoying your visit. This survey is being conducted among all the students who are participating in Aggie Tip-Off this weekend. The purpose of the survey is to determine what progress you have made in deciding where you might attend college. Please read and answer each question carefully. Your opinions are important to us, thus there are no correct or incorrect answers.

1. Are you: [ ]<sub>1</sub> Male [ ]<sub>2</sub> Female

2. What is your racial or ethnic background?

[ ]<sub>1</sub> African American [ ]<sub>2</sub> Hispanic [ ]<sub>3</sub> Anglo [ ]<sub>4</sub> Other (specify \_\_\_\_\_)

3. What is your: Home town? \_\_\_\_\_ County of residence? \_\_\_\_\_  
State of residence? \_\_\_\_\_ High School? \_\_\_\_\_

4. What would you rate your overall academic performance? (circle one)

A+	B+	C+	D+
A	B	C	D
A-	B-	C-	D-

5. Did your father or mother graduate from college?

Father? [ ]<sub>1</sub> No [ ]<sub>2</sub> Yes --> Which college? \_\_\_\_\_  
Mother? [ ]<sub>1</sub> No [ ]<sub>2</sub> Yes --> Which college? \_\_\_\_\_

6. Do you have any other relatives that are currently attending or have graduated from Texas A&M University?

Currently attending? [ ]<sub>1</sub> No [ ]<sub>2</sub> Yes  
Graduated from TAMU? [ ]<sub>1</sub> No [ ]<sub>2</sub> Yes

7. Are you interested in attending Texas A&M University?

[ ]<sub>1</sub> No [ ]<sub>2</sub> Yes --> Why? \_\_\_\_\_  
\_\_\_\_\_

8. If you go to college, are you planning to apply for any of the following financial aid?

Academic scholarship [ ]<sub>1</sub> No [ ]<sub>2</sub> Yes  
Student loan [ ]<sub>1</sub> No [ ]<sub>2</sub> Yes  
Work/Study Program [ ]<sub>1</sub> No [ ]<sub>2</sub> Yes

9. If you have applied, or plan to apply, to other colleges and universities, please list which ones in and outside of Texas. If not, write *None*.

In State: \_\_\_\_\_ Out-of-State: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Please rank the following list of factors based on their importance to your making a decision about where to attend college. Assign 1 to the most important factor, 2 to the next most important factor, and so on. The least important would be assigned a rank of 11.

- academic prestige of the college/university
- financial aid provided (including scholarships)
- location of the school (e.g. close to home)
- athletic scholarship provided
- family influence
- friends influence
- teachers/counselor influence
- tuition costs
- college social life
- minority recruitment efforts by the college/university
- other (specify \_\_\_\_\_)

11. How likely would you attend Texas A&M University if you were to receive a major scholarship?

- [ ]<sub>1</sub> Very unlikely    [ ]<sub>2</sub> Somewhat unlikely    [ ]<sub>3</sub> Uncertain    [ ]<sub>4</sub> Somewhat likely    [ ]<sub>5</sub> Very likely

12. How likely would you attend Texas A&M University if you did not receive a major scholarship?

- [ ]<sub>1</sub> Very unlikely    [ ]<sub>2</sub> Somewhat unlikely    [ ]<sub>3</sub> Uncertain    [ ]<sub>4</sub> Somewhat likely    [ ]<sub>5</sub> Very likely

13. A recent court decision has resulted in Texas A&M University and other universities in Texas omitting race and ethnic criteria from their admission and financial aid applications.

Are you aware of the Hopwood ruling? [ ]<sub>1</sub> No    [ ]<sub>2</sub> Yes

14. How do you think Texas A&M University's compliance with the court ruling to omit race and ethnic criteria from application forms will affect the University's ability to recruit minority students?

[ ]<sub>1</sub> Help recruitment    [ ]<sub>2</sub> No effect    [ ]<sub>3</sub> Hurt recruitment    [ ]<sub>4</sub> Don't know

15. Are other in-state and out-of-state colleges and universities currently recruiting you?

In-state college/universities:    [ ]<sub>1</sub> No    [ ]<sub>2</sub> Yes  
 Out-of-state college/universities:    [ ]<sub>1</sub> No    [ ]<sub>2</sub> Yes

16. To help us determine whether you eventually apply to Texas A&M University, please provide your social security number, if available: SSN \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

**Thank you for your comments!**

## APPENDIX B: AGGIE TIP-OFF SURVEY DATA DOCUMENTATION

Variable Name	Variable Description	Column Width	Comments/Values/Value Labels
ID	Student identification code	5	Number in Column 1 identifies the student category: 1=Aggie Tip-Off Survey)
SEX	Sex	1	1=Male; 2=Female
ETHNIC	Student's race/ethnicity	1	1=African American; 2=Hispanic; 3=Anglo; 4=Other
HOMETOWN	Student's home town	4	Census Place FIPS
COUNTY	Student's county of residence	3	Census County FIPS
STATE	Student's state of residence	2	Census State FIPS
HISCHOOL	Student's high school	5	See Appendix A
GRADE	Student's perceived overall academic performance	2	A+; A; A-; B+; B; B-; C+; C; C-; D+; D; D-
DADCOLGR	Dad college graduate?	1	1=No; 2=Yes
DADST	Dad's college state	2	Census State FIPS
DADCOLL	Dad's college	5	See Appendix B. Note: Enter a . for those who do not provide an answer.
MOMCOLGR	Mom college graduate?	1	1=No; 2=Yes
MOMST	Mom's college state	2	Census State FIPS
MOMCOLL	Mom's college	5	See Appendix B. Note: Enter a . for those who do not provide an answer.
TAMUREL1	Relative currently attending TAMU?	1	1=No; 2=Yes
TAMUREL2	Relative graduated from TAMU?	1	1=No; 2=Yes
INTATTND	Interested in attending TAMU?	1	1=No; 2=Yes
WHYINTA1	Why interested in attending TAMU? (Reason 1)	2	
WHYINTA2	Why interested in attending TAMU? (Reason 2)	2	
ACADSCHL	Planning to apply for academic scholarship?	1	1=No; 2=Yes
STUDLOAN	Planning to apply for student loan?	1	1=No; 2=Yes
WORKSTDY	Planning to apply for Work/Study Program	1	1=No; 2=Yes

Variable Name	Variable Description	Column Width	Comments
TXCOLAP1	Applied/planning to apply to other college in Texas (College 1)	5	See Appendix C; Note: Enter a . if no answer is provided.
TXCOLAP2	Applied/planning to apply to other college in Texas (College 2)	5	See Appendix C; Note: Enter a . if no answer is provided.
TXCOLAP3	Applied/planning to apply to other college in Texas (College 3)	5	See Appendix C; Note: Enter a . if no answer is provided.
ST1	State of out-of-state college/university applied/planning to apply (College 1)	2	Census State FIPS
OSCOLAP1	Applied/planning to apply to out-of-state college (College 1)	5	See Appendix C; Note: Enter a . if no answer is provided.
ST2	State of out-of-state college/university applied/planning to apply (College 2)	2	Census State FIPS
OSCOLAP2	Applied/planning to apply to out-of-state college (College 2)	5	See Appendix C; Note: Enter a . if no answer is provided.
ST3	State of out-of-state college/university applied/planning to apply (College 3)	2	Census State FIPS
OSCOLAP3	Applied/planning to apply to out-of-state college (College 3)	5	See Appendix C; Note: Enter a . if no answer is provided.
RNKACAD	Rank of academic prestige of college/university	1	1-11, 1="most important"
RNKFINA	Rank of financial aid availability	1	1-11, 1="most important"
RNKLOC	Rank of location of school	1	1-11, 1="most important"
RNKATHSC	Rank of athletic scholarship availability	1	1-11, 1="most important"
RNKFAMIN	Rank of family influence	1	1-11, 1="most important"
RNKFRNIN	Rank of friends influence	1	1-11, 1="most important"
RNKTCINF	Rank of teachers/counselor	1	1-11, 1="most important"
RNKTUIT	Rank of tuition costs	1	1-11, 1="most important"
RNKSOCLF	Rank of college social life	1	1-11, 1="most important"
RNKMINRC	Rank of minority recruitment	1	1-11, 1="most important"

Variable Name	Variable Description	Column Width	Comments
RNKOTH	Rank of other factor	1	1-11, 1="most important"
ATTWSCHL	How likely to attend TAMU if student received a major scholarship?	1	1=Very Unlikely; 2=Somewhat Unlikely; 3=Uncertain; 4=Somewhat Likely; 5=Very Likely
ATTNSCHL	How likely to attend TAMU if student did not receive a major scholarship?	1	1=Very Unlikely; 2=Somewhat Unlikely; 3=Uncertain; 4=Somewhat Likely; 5=Very Likely
AWAREPWD	Student aware of Hopwood ruling?	1	1=No; 2=Yes
CMPPLMINR	How will TAMU's compliance with the Hopwood ruling affect TAMU's ability to recruit minority students?	1	1=Help recruitment; 2=No effect; 3=Hurt recruitment; 4=Don't know
RCRTTX	Are other Texas colleges/universities recruiting student?	1	1=No; 2=Yes
RCRTOOTS	Are out-of-state colleges/universities recruiting student?	1	1=No; 2=Yes
SSN	Student's Social Security Number	9	