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ABSTRACT
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important predictors of students' expectations of obtaining a
doctor's rather than a master's degree, and this was generally true
for each of the ethnic groups. Characteristics of their undergraduate
institutions such as affluence, selectivity, and the predominant
racial make-up, generally had little influence. Black and
Hispanic/Indian students had higher degree aspirations than White or
Oriental students with similar characteristics. However, there is
marked similarity among the ethnic groups in the percentages planning
to obtain a doctorate at the various GRE percentiles for their group.
This suggests that each group acts as a particular frame of reference
for students within it. For each of the major field areas
(humanities, natural sciences, social sciences), the variables
available for this study did not highly predict which students
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(Author)

GRADUATE RECORD EXAMINATIONS
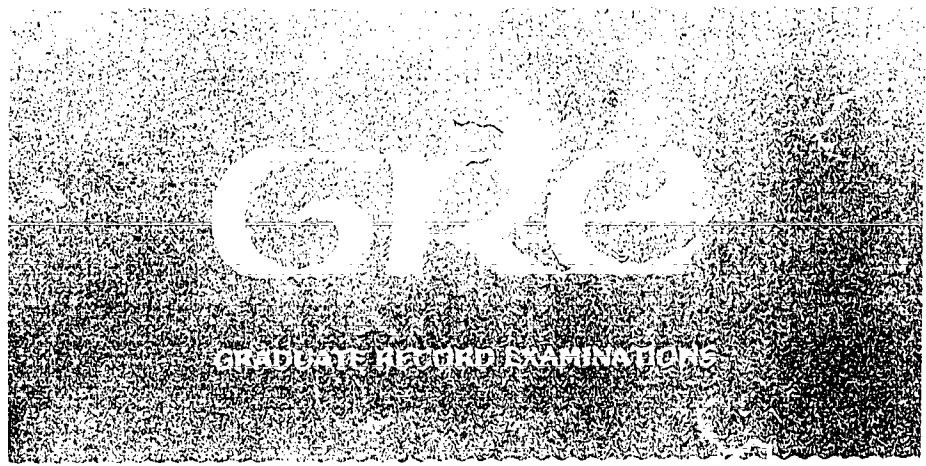
THE GRADUATE DEGREE ASPIRATIONS

OF ETHNIC STUDENT GROUPS

AMONG GRE TEST-TAKERS

John A. Centra

GRE Board Professional Report GREB No. 77-79

December 1979

This report presents the findings of a research
project funded by and carried out under the
auspices of the Graduate Record Examinations
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EDUCATIONAL TESTING SERVICE, PRINCETON, NJ

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Abstract

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similar characteristics. However, there is marked similarity among
the ethnic groups in the percentages planning to obtain a doctorate
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The Graduate Degree Aspirations

of Ethnic Student Groups Among GRE Test-Takers

John A. Centra

Although racial and ethnic minority groups have been historically
underrepresented in U. S. colleges and universities, most have made
sizable gains in recent years. In 1970, Black Americans, Mexican
Americans, Native Americans, and Puerto Ricans made up an estimated
6.8 percent of the enrollment in higher education. By 1978, 10.7
percent of the enrollees were from these four groups, a figure
somewhat closer to their 16 percent of the population.[1] In spite
of these gains, however, only 7 percent of the doctorates awarded to
U.S. citizens in 1977 were awarded to Black Americans, Hispanics,
or Native Americans, and many of these were in education (National
Research Council, 1978).

Despite the relatively low proportion who receive advanced
degrees, past research indicates that the aspirations of at least
some of the minority ethnic groups are high. Drawing on a national
sample of entering college freshmen, Bayer and Baruch (1969) found
that a greater proportion of Black than White students hoped to
obtain a master's or doctor's degree. Dreger and Miller's (1968)
review of research came to a similar conclusion although their
review did suggest that the educational expectations of Black
students were much less than their aspirations. A more recent
study, however, found that even the educational expectations or
plans of Black seniors in college exceeded those of Whites (Baird,
Clark and Hartnett, 1973). Aspirations and expectations also differ
by sex according to the findings of a longitudinal study of students
at 10 Black colleges conducted by Gurin and Epps (1975). They noted
that women had aspirations as high as men but expectations that were
significantly lower. The Black males, Gurin and Epps also found,
were twice as likely as the Black females to earn a doctoral degree.

Aspirations have likely increased in recent years because of
efforts to attract more minority ethnic students into graduate and
professional schools. In the Davis (1964) study of 30,000 college
seniors conducted in the early 1960's, Black and White students were
about equally motivated toward graduate study, although Blacks were
more highly motivated than disadvantaged Whites. Davis also found
that more of the Oriental than White students planned graduate work.

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[1]Unpublished estimated figures provided by the Ford Foundation
through Fred E. Crossland.

Not yet entirely understood is how the graduate and professional
degree plans for the various ethnic groups relate to academic ability
and other student characteristics. How do the level of academic
ability and achievement and the type of undergraduate institution
attended influence the aspirations of minority students? What are
the important predictors of aspirations and do they differ across
the racial and ethnic groups? Do the various minority groups have
more ambitious graduate degree plans than White students when other
factors such as ability, sex, or the quality of their undergraduate
institution are held constant? These are the major questions to be
addressed in this study.

Procedure

The sample for this study consisted of students who took the
Graduate Record Examinations (GRE) Aptitude Test in 1976-77 and who
completed at least some of the background information questions
given in conjunction with the test. A total of 223,582 students
registered and took the test, and also completed at least one
background question.[2] Approximately 192,000 of these were U. S.
citizens who indicated their ethnic background on the questionnaire.
U. S. citizens only were included in order to minimize the number of
foreign born and foreign educated students. The ethnic identification
question asked students, "How do you describe yourself?" Eight
choices were listed: (1) American Indians, Eskimo or Aleut, (2)
Black or Afro-American or Negro, (3) Mexican-American or Chicano,
(4) Oriental or Asian-American, (5) Puerto Rican, (6) Other Hispanic
or Latin-American, (7) White or Caucasian, (8) Other. For brevity,
only the first designation for each ethnic group will be used
hereafter in this report.

The dependent variable in this study, educational aspirations,
was determined by the student's response to the question, "What is
your eventual degree objective?" Of those responding, 59 percent
planned to obtain a master's degree and 34 percent a doctorate. The
remaining seven percent planned to obtain an intermediate degree
(such as specialist), or indicated nondegree study. Only those
planning to obtain a master's or doctor's degree are included in the
major analyses for this study. Educational aspirations then, is
operationally defined as the student's eventual degree objective,

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[2]The 223,582 individuals included those who registered through
ETS prior to one of the national administrations to take the GRE and
who actually took the test as scheduled. Those who took the test under
other circumstances or who did not complete at least one of the
background questions are not included.

and specifically whether he or she planned to obtain a master's or
doctor's degree (a dichotomous response).

Most of the students in the sample were college seniors
or had not yet had any graduate school experience at the time
they completed the questionnaire. Although it is not known how many
actually went on for advanced study, it is interesting to note that
Baird (1974) found that 75 percent of the male and 65 percent of the
female college seniors in his sample who said they were going on to
advanced study were actually in graduate or professional school a
year later. Close to one fourth of the GRE test-takers typically
have some graduate school experience (Altman, 1977). Just under 40
percent of the Black students in the sample had taken some graduate
level courses, and many of these students were majoring in education.
In brief, the sample for this study consisted of GRE registrants,
most of whom were hoping to enroll in graduate school. Since some
students enter graduate programs without having taken the GRE, the
sample includes a high proportion but obviously not all prospective
enrollees. Although generalizations from the results must necessarily
be limited because of the nature of the sample, the number of
students and the information available on each provided an excellent
base to investigate minority group aspirations.

Since the students had indicated their graduate degree plans
fairly late in their careers, their responses may more accurately
reflect expectations rather than aspirations Had the respondents
been college freshmen, for example, their expressed plans or aspira-
tions could be expected to be much less realistic.

Because abilities, aspirations and other student characteristics
could be expected to differ according to a student's field of study,
analyses were carried out for three major groups: humanities,
social sciences and natural sciences. The 98 disciplines included
in the GRE code list were grouped into these three general areas.
Several of the disciplines in the biological and physical sciences
had very limited numbers from some of the smaller ethnic groups, so
grouping the majors as natural sciences increased the number in the
groups. Moreover, the number of analyses to be completed also
became more manageable. Intended major field of study in graduate
school rather than undergraduate major field was used to group
students because it reflected the student's most current interest.

The predictor variables consisted of four student character-
istics and six institutional characteristics. Minority group
membership was also used as a predictor for one set of the analyses.
The student characteristics were: sex, GRE-Verbal score, GRE-Quanti-
tative (Q) score, and grade point average (GPA) during the final two

years of college. GPA and gender were reported by students in the background questionnaire; they reported their grades on a seven-point scale ranging from "D or lower" (1) to "A" (7). GRE scores were based on actual test performance. The institutional variables were taken from a summary tape that contained data on American colleges and universities obtained from various sources such as the federal government and the American Council on Education. The name of student's undergraduate college (the last one attended) was obtained on the GRE registration form. Because approximately a third of the registrants did not provide this information, the sample for this study was further reduced to 145,318. The following institutional variables were included for each student's undergraduate institution:

1.	predominant race	(1 = White, -1 = Black)
2.	sex composition	(1 = single sex, -1 = coeducation)
3.	selectivity	(seven-point index with 7 as the highest selectivity),
4.	affluence	(total revenues in dollars per student with 1 = $750 or less and 9 = over $2,500),
5.	enrollment	(undergraduate and graduate total),
6.	percentage of seniors from the college who go on to graduate or professional schools.	

The student and institutional variables included in the study are limited to those available from the sources indicated. Other factors, such as family socioeconomic status or faculty influence might be important in predicting aspirations but were not available.

The regressions of student aspirations (i.e., whether they plan to obtain a master's or doctor's degree) on the various student and institutional variables were compared for the minority and White groups. Multiple regression was also used to investigate relationships within each of the racial and ethnic groups. Since two of the institutional predictor variables (race and sex composition), and the dependent variable were dichotomous responses, Goodman (1975) notes that the results found in this study might be underestimations of actual relationships. However, as Goodman also points out, this would occur only for those groups for which the proportions do not fall between 0.25 and 0.75. As will be shown in Tables 1, 2, and 3, the master's degree-doctor's degree splits for all ethnic groups are between 0.30 and 0.70, well within the limits suggested by Goodman. The sex composition of the institutions, on the other hand, has a very extreme split (over 90 percent attend coeducation institutions), as does predominant race for all but the Black student groups. Therefore, regression results for these variables should be interpreted cautiously.

In addition to the various multiple regression analyses, the aspirations of students within the ethnic groups were analyzed by comparing the percentages planning to obtain a doctorate at each of 10 GRE percentile ranges for each ethnic group.

Results

The number and percentage of students planning to obtain a
master's or doctor's degree are given in Table 1 for each of the
seven minority groups and for the white sample. In most instances,
an M.A. or M.S. is the eventual degree objective of the majority
of students. But there were some exceptions: over half of the
men planning to major in the social sciences who identified them-
selves as American Indian, Puerto Rican, or Other Hispanic hoped to
obtain a doctorate; so did a few other male ethnic groups. Generally
speaking, in relation to all other groups, fewer Whites or Orientals
planned to obtain a doctorate. In spite of these somewhat lower
aspirations, the White and the Oriental groups scored higher than
all other groups on the GRE Aptitude Test. The Black sample of
students, on the other hand, scored somewhat lower than other groups
on the GRE-V and GRE-Q. These Black students also tended to graduate
from smaller, less selective, and less affluent undergraduate
colleges. As indicated in the Appendix, the average enrollment of the
undergraduate colleges attended by Black students was close to 8,000
or at least 4,000 less than those attended by other ethnic groups.
Likewise, the selectivity and affluence indicators for the colleges
attended by the Black group were among the lowest. At the other
extreme, Oriental student samples tended to graduate from large,
affluent and selective institutions: enrollment averaged between
16,000 and 19,500 and affluence averaged close to eight on a nine-
point scale (see Appendix).

Differences in individual and institutional characteristics
among the various ethnic groups suggested that the groups should
not be combined into a single minority classification when investi-
gating aspirations. Yet studying each group separately would result
in extremely small samples in some fields for some ethnic groups and
greatly increase the number of analyses and interpretations required.
The student and institutional descriptive information, moreover,
suggested that it was appropriate to look at Black, Oriental, and
White students separately and that the other four groups could
reasonably be grouped into a Hispanic/Indian designation. Doing so
resulted in clear differences among the four groups on the variables
included in the study, as shown in Tables 2 and 3. Means and
average percentages, as well as the standard deviations, are presented
in Table 2 for the Black and White groups and in Table 3 for the
Hispanic/Indian and Oriental groups. The figures differ slightly
from some of those in the Appendix because the latter set included a
larger sample of GRE registrants rather than only those planning to
obtain a master's or doctor's degree. Approximate N's are given in
Tables 2 and 3 because not all students responded to every background
question. Close to 40 percent of the Black students attended
predominantly Black undergraduate institutions while an insignificant

number of students from the other groups did. Well over 90 percent
of each of the four groups attended coeducation colleges or universities.
About only 60 percent of of the students' undergraduate institutions
reported the percentage of graduates who typically go on to advanced
study; this figure varied from the mid-30s for the Black group to
close to 50 percent for the Oriental group. The Oriental group also
scored highest on the GRE-Quantitative part, while Whites averaged
highest among the groups on the GRE-Verbal. The GRE score range was
generally a little more than a standard deviation and a half between
the Black mean scores and those of Whites or Orientals. The range
in grade-point averages among the groups was less than a standard
deviation. The Hispanic/Indian group was typically in the middle of
the range for most of the individual and institutional variables.

Within Group Analyses

The first major concern in this study was to identify and
compare the predictors of aspirations for each of the ethnic
groups. Tables 4 through 9 provide the results of the regression
analyses for each of the four ethnic groupings by each of the
three major field areas. For the resulting twelve analyses,
the tables list the standard regression weights, raw score regression
weights, t-statistics, correlations, and the multiple correlation.
Raw score regression weights are included because, unlike the
standard regression weights, they are invariate with regard to
population selection. Therefore, restriction of range does not
affect the raw score regression weights. Because of the large
sample sizes, small regression weights are frequently statistically
significant. Rather than discussing all statistically significant
weights, a decision was made to highlight mainly standard regression
weights greater than .08. Weights of this magnitude would seem to
have some practical significance. The regression weights indicate
the influence of each variable after all others are partialled out
(controlled). The multiple r's are generally in the .30 to .35
range and do not vary greatly between groups. The accuracy of the
prediction, therefore, is about the same for the groups but, as will
be discussed below, the predictors vary.

Humanities. For Black students planning graduate work in the
humanities, the GRE-Verbal score is easily the best single predictor
of student plans to obtain a doctor's degree (Table 4). This was
true whether other variables in the study were statistically controlled
or not. That is, GRE-V had the highest regression weight (.298) as
well as the highest zero-order correlation with aspirations (.24).
Being a male (.095 standard regression weight) and having attended a
college where seniors tend to go on to graduate or professional
school also has some positive influence on aspiring to a doctorate.
For White students in the humanities, the pattern as seen in Table 4
is similar to that of Blacks except for the added importance of GPA.
For Whites, having higher GRE-V scores, a higher GPA, and being male,
ranked as the three most important predictors of degree plans.

For the Hispanic/Indian group, GPA, and to a lesser extent GRE-V, were weighted highest (see Table 5). Being male and having attended a smaller institution also influenced degree aspirations somewhat. For Oriental students, the GRE-V and GPA were the only variables that significantly predicted degree plans (Table 5).

Social sciences. For Black majors in the social sciences, as indicated in Table 6, having a higher GPA ranked second to GRE-V in predicting degree aspirations after the effects of other variables were partialled out. Being male was also a significant factor. Grade-point average and GRE-V were the most important determinants for Whites in the social sciences, followed closely by being male. The institutional variables were not especially important in predicting aspirations for either group (Table 6).

For the Hispanic/Indian group (Table 7), GPA received the highest weight followed by being male and GRE-V, a pattern identical with the White social sciences majors. Having attended a more selective undergraduate institution also had a small influence for those in the Hispanic/Indians group. Among Oriental students, males with higher GRE-V scores and higher GPAs were more likely to plan to obtain a doctor's rather than a master's degree.

Natural sciences. For Black students majoring in the natural sciences (Table 8), GRE-V and -Q, and GPA had similar regression weights. Being male was also a significant predictor. For White students in the natural sciences, being male was primary, followed by GPA and GRE-V (Table 8).

Students in the Hispanic/Indian group, as indicated in Table 9, more likely aspired to a doctor's degree in the natural sciences if they had high GPAs. GRE-V ranked second but with considerably less weight; also having some influence was whether students attended an undergraduate institution that sent many graduates on to advanced study. For Oriental students, GRE-Q scores carried the greatest weight in predicting graduate degree plans. GPA and GRE-V were also significant (Table 9).

Within group aspirations by GRE percentile distributions. Aspirations within each of the ethnic groups were further studied by noting the percentage planning to obtain a doctorate at the various GRE percentile score ranges within the groups. For the GRE-Verbal and Quantitative tests, results were tabulated for each of 10 percentile ranges. These results are presented in Tables 10 and 11. Each of the ethnic groups had fairly consistent increases in the proportion planning to obtain a doctorate as GRE scores increased. For example, 17 percent of the white students in the humanities who were in the 0 to 10 percentile range for white students on the GRE-V planned to obtain a doctorate (Table 10).

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The percentage for the group increases steadily to a high of 66
percent at the top range. Similarly, for black students the percentage
increases from 19 at the bottom percentile range to 66 in the 91 to
99 percentile range for the black student sample. This same pattern
is evident for each ethnic group, for the three major fields, and
for both the GRE-Verbal and Quantitative tests. Also noteworthy are
the similarities in percentages planning a doctorate when one
compares groups of students at the same percentile level within
different ethnic groups. Specifically, Table 10 indicates that
black and white students who stand in their respective top decile in
humanities have the same level of degree aspiration (66%). In
general, the percentages vary among the groups by less than seven or
eight points. The progression is the most consistent among the
groups in the social sciences, where the sample sizes are largest.
Exceptions are most frequent in the humanities where the number of
minority students was smallest (note the Oriental group in particular).

Comparison of Ethnic vs. White Aspirations

A second question addressed in this study was whether the
various ethnic groups have more ambitious graduate degree plans
than White students when other factors such as ability, sex,
or qualities of the undergraduate institution are statistically
controlled. To answer this question, additional regression analyses
included membership in the specific minority group as another
variable in predicting graduate degree objective. Tables 13
through 17 provide the results by major field areas for each
of the three ethnic groupings vs. White group membership. Because
sample size is especially critical in the interpretation of this
type of analysis, a two-to-one random sample of White students was
selected for each analysis. Doing so maintained a consistent split
for each analysis and thus facilitated comparisons across populations
of the effects of group memberships. The following results focus on
ethnic group membership since other variables were discussed earlier.

Black vs. White group membership. The regression values given
in Tables 12 and 13 indicate that when the student and institutional
variables available for this study were partialled out, Black
students were more likely to aspire to a doctor's degree than White
students. This was especially true for students planning graduate
work in the social sciences, where the standard regression weight
was .245 for minority group membership (Table 12). In the humanities,
the standard regression weight was .207 (Table 12), and in the
natural sciences it was .199 (Table 13). In the social sciences and
the natural sciences ethnicity was the best predictor of graduate
degree plans after other variables were controlled, while in the
humanities it ranked second to GRE-V. By itself, however, ethnicity
is by no means the best predictor: the zero order correlations were
low negative in all three subject field areas.

Hispanic/Indian vs. White group membership. As indicated
in Tables 13 and 15, being in the Hispanic/Indian as opposed to
White category meant that students would more likely aspire to a
doctor's degree when the other variables were partialled out.
For all three fields, the regression weights were significant but in
no instance was minority group membership the best predictor of
degree plans. In fact, in the humanities and social sciences it
ranked fourth behind GPA, GRE-V, and being male.

Oriental vs. White group membership. In the humanities and
social sciences (Table 16), being Oriental rather than White had
very little influence on degree plans after controlling for other
factors. The regression weight for minority group membership was
small or insignificant for both of these major field areas. The
zero-order correlations were also insignificant. In the natural
sciences, however, proportionately more Orientals than Whites with
equal characteristics aspired to a doctorate (Table 17).

Discussion

Student test scores, undergraduate grades, and gender appear to
predict their graduate degree plans better than the characteristics
of the undergraduate institutions they attend. Moreover, this was
generally the case for each of the White and ethnic groups analyzed
in this study. The important predictors of students' expectations
of obtaining a doctor's rather than a master's degree were such
characteristics as their GRE scores, GPA during the last two years
of undergraduate college, and being a male. The multiple correlations
were generally in the .30 to .35 range suggesting that variables
other than those available for this study also play a significant
role in predicting degree expectations. These might include
such variables as student finances, socioeconomic status, and type
of job desired. For some of the ethnic groups, one or two of the
institutional variables included in this study were related to
aspirations, although even in these instances less so than the
individual student variables. For example, the percentage of
graduates who continue on to advanced study predicted the expectations
of obtaining a doctorate for Blacks in the humanities as well as for
natural science majors from the Hispanic/Indian group. As noted
earlier, however, two of the institutional variables, sex composition
and predominant race, had extreme proportional splits and this may
have underestimated their influence. That is, over 90 percent of
each of the student groups attended coeducation institutions, and
well over 90 percent of all but the Black student groups attended
predominantly white institutions. Previous studies (e.g., Astin,
1963; Thistlethwaite, 1965) have demonstrated the importance of the
undergraduate college "press" in influencing career decisions of

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graduates, and it may be that this press has an even greater influence on minority students, particularly those hoping to go on in fields other than the social sciences.

For students planning to major in the social sciences, individual characteristics--specifically GRE-V, GPA, and being male--predicted degree aspirations about equally for each of the ethnic groups as well as for White students. GRE-V and GPA were, in fact, the most consistent predictors of degree aspirations regardless of intended field of study or ethnic group. GRE-Q was only influential for natural science majors, in particular for Oriental students and, to some extent, for the Black and White groups (not at all for the Hispanic/Indian group). Since students generally know their GPAs-- indeed this study used self-reported GPAs--it is not especially surprising that grades are influential determinants of degree plans. What is somewhat surprising, however, is the relationship between GRE aptitude scores and plans since most students had not yet taken the test at the time they indicated their degree plans. Apparently, prospective graduate students, regardless of ethnic background, have a fairly accurate notion of where they stand relative to others and this information plays a part in formulating their degree objectives.

The similarity among the ethnic groups in the percentages planning to obtain a doctorate at the various GRE percentile distributions for their groups suggests that each group acts as a particular frame of reference for students within it. For example, black students may formulate their aspirations in part by how they compare to other black students. This may be true for other variables as well as GRE scores, including those not measured in this study. Further research might test the reference group hypothesis by asking students how they think they compare to other students in their own ethnic group on tested ability, grades, and other variables.

The fairly consistent relationship between sex and degree aspirations is also somewhat surprising. In nine of the twelve major field/ethnic group analyses, males were more likely than females to aspire to a doctor's degree even after the ability levels of both groups were held constant. (Exceptions were Oriental humanities and natural sciences majors and Hispanic/Indian natural science majors.) These sex differences would have been predictable a decade or so ago, but at this stage they seem to belie recent efforts to change sex role expectations. Perhaps it is too early to discern changes in women's doctoral expectations, or that recent

efforts have only succeeded in reducing what might have been a much
greater effect. Only future analyses will shed light on this
possibility.

Analyses of the effects of ethnic group membership on degree
plans indicated that Blacks and Hispanic/Indian students had higher
degree aspirations than White students with similar characteristics
(insofar as the variables included in this study were statistically
controlled). This was especially true for students in the Black
sample. Aspirations for these Black students are consistent with
the high aspirations noted in past studies in which different
samples were used. For Black and Hispanic/Indian students who are
applying to graduate school (or at least are GRE test-takers), the
task is less to raise their aspirations to the doctoral-level than
it is to work toward better admissions and completion rates.

In comparison to the other minority ethnic groups, students
in the Oriental sample were more similar to White students on
many of the variables included in the study; being Oriental rather
than White, moreover, did not highly predict degree plans after
taking into account whatever differences did exist, with the
exception of a slight effect in the natural sciences.

In generalizing from this study, the particular nature of
the sample--GRE Aptitude test-takers--must be kept in mind. A
sample of all college seniors or even of all applicants to graduate
school might produce somewhat different results.

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Table 1

Number of Each Ethnic Group Planning to Obtain

A Masters and Doctorate Degree[a]

N=145,318

| Ethnic Group | | Humanities | | Social Sciences | | Natural Sciences | |
		Master's N=20,886	Doctorate	Master's N=81,222	Doctorate	Master's N=43,210	Doctorate
American Indian,	Men	24 (56)	19 (44)	81 (44)	102 (56)	57 (55)	46 (45)
Eskimo or Aleut	Women	26 (67)	13 (33)	134 (64)	77 (36)	48 (68)	23 (32)
Black or	Men	186 (53)	163 (47)	1,381 (57)	1,059 (43)	372 (49)	385 (51)
Afro-American	Women	299 (60)	196 (40)	3,162 (67)	1,523 (33)	745 (62)	464 (38)
Mexican or Chicano	Men	71 (61)	46 (39)	431 (58)	310 (42)	146 (61)	95 (39)
	Women	66 (68)	31 (32)	494 (73)	180 (27)	79 (65)	42 (35)
Oriental or	Men	72 (66)	37 (34)	210 (56)	166 (44)	290 (49)	307 (51)
Asian-American	Women	69 (64)	39 (36)	356 (68)	165 (32)	227 (57)	171 (43)
Puerto Rican	Men	28 (47)	31 (53)	80 (36)	142 (64)	105 (54)	89 (46)
	Women	40 (59)	28 (41)	126 (53)	113 (47)	67 (52)	63 (48)
Other Hispanic or	Men	37 (54)	32 (46)	108 (45)	132 (55)	71 (48)	78 (52)
Latin American	Women	34 (50)	34 (50)	160 (59)	109 (41)	38 (46)	45 (54)
White or Caucasian	Men	5,263 (57)	3,992 (43)	17,789 (58)	12,788 (42)	11,669 (51)	11,154 (49)
	Women	6,542 (65)	3,468 (35)	29,069 (73)	10,775 (27)	11,107 (69)	5,127 (31)

[a] Percentage in parentheses.

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Table 2

Mean or Percentage Information for Black and White Student Groups[a]

	Humanities		Social Sciences		Natural Sciences	
	Black Students N≈844	White Students N≈19,000	Black Students N≈7,125	White Students N≈70,400	Black Students N≈1,966	White Students N≈38,000
Student Variables						
Graduate Degree Objective (% planning doctorate)	43	39	36	33	43	42
Sex (% Female)	59	52	66	57	62	41
GRE-Verbal Mean	397 (109)	552 (115)	363 (103)	513 (111)	378 (99)	527 (103)
GRE-Q Mean	351 (99)	509 (118)	341 (101)	500 (118)	409 (121)	594 (119)
GPA (last 2 college yrs.)[b]	4.9 (1.0)	5.6 (1.0)	4.7 (1.0)	5.4 (1.0)	4.6 (1.0)	5.4 (1.0)
Institutional Variables						
Race (% from predominantly black institutions)	37	<1	41	<1	43	<1
Sex Composition (% from coed institutions)	95	95	97	97	96	96
Selectivity[c]	3.0 (2.1)	4.4 (1.5)	2.6 (1.9)	4.1 (1.5)	2.7 (2.1)	4.5 (1.5)
Affluence[d]	6.9 (2.2)	7.4 (2.1)	6.7 (2.2)	7.0 (2.3)	7.0 (2.1)	7.6 (2.0)
Average Enrollment	8,453	12,209	7,984	12,684	8,152	13,808
Advanced study (average % to advanced study)[e]	37	42	34	39	36	41

[a] Standard deviations in parentheses

[b] Seven-point scale in which 1=D or lower; 5=B; 6=A-; and 7=A.

[c] Seven-point index with seven as highest selectivity.

[d] Total revenues in dollars per student with 1=$750 or less and 9=over $2,500.

[e] Data was available for about only 60 percent of the group.

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Table 3

Mean or Percentage Information for Hispanic/Indian and Oriental Student Groups[a]

	Humanities		Social Sciences		Natural Sciences	
	Hispanic/ Indian N≈560	Oriental N≈217	Hispanic/ Indian N≈2,779	Oriental N≈897	Hispanic/ Indian N≈1,092	Oriental N≈995
Student Variables						
Graduate Degree Objective (% planning doctorate)	42	35	42	37	44	48
Sex (% Female)	48	50	50	58	37	40
GRE-Verbal Mean	461 (126)	543 (120)	434 (116)	493 (114)	449 (108)	485 (119)
GRE-Q Mean	418 (122)	547 (115)	409 (118)	515 (123)	515 (128)	618 (115)
GPA (last 2 college yrs.)[b]	5.4 (1.0)	5.7 (.9)	5.1 (1.1)	5.3 (1.0)	5.0 (1.1)	5.3 (1.0)
Institutional Variables						
Race (% from predominantly black institutions)	<1	0	<1	<1	<1	<1
Sex Composition (% from coed institutions)	96	95	98	97	97	97
Selectivity[c]	4.1 (1.7)	5.1 (1.4)	3.6 (1.7)	4.7 (1.4)	4.0 (1.7)	5.1 (1.4)
Affluence[d]	7.1 (2.2)	8.2 (1.5)	6.5 (2.4)	7.8 (1.7)	7.1 (2.1)	8.1 (1.5)
Average Enrollment	14,380	16,780	14,996	18,640	14,178	19,195
Advanced study (average % to advanced study)[e]	43	52	40	48	43	52

[a] Standard deviations in parentheses

[b] Seven-point scale in which 1=D or lower; 5=B; 6=A-; and 7=A.

[c] Seven-point index with seven as highest selectivity.

[d] Total revenues in dollars per student with 1=$750 or less and 9=over $2,500.

[e] Data was available for about only 60 percent of the groups.

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Table 4

Correlations and Regression Weights for Student and Institutional Variables

When Predicting Graduate Degree Objective for Black and White Students

Planning Graduate Work in Humanities[a]

Predictors	Black Students; N=844			White Students; N=19,265		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex (M=1)	.095 (17)	.048	2.80	.124 (09)	.060	17.27
GRE-Verbal	.298 (24)	.001	6.87	.276 (30)	.001	32.96
GRE-Q	-.080 (08)	*	-1.94	-.068 (14)	*	-8.14
GPA	.068 (13)	.032	1.94	.166 (22)	.082	23.08
Institutional Variables						
Predominant Race	-.012(-02)	-.006	-.24	.002 (00)	.019	.34
Sex Composition	-.003 (04)	-.003	-.07	-.001 (01)	-.001	-.15
Selectivity	-.101 (01)	-.025	-1.63	.002 (09)	.001	.25
Affluence	-.012 (00)	-.003	-.30	-.008 (05)	-.002	-.96
Enrollment	-.066(-06)	*	-1.73	-.015(-02)	*	-2.18
% to Advanced Study	.097 (10)	.002	2.17	.050 (10)	.001	6.36

Multiple correlation = .30   Multiple Correlation = .35

$F_{(10; 833)} = 8.47$, $p < .001$ $F_{(10; 19,264)} = 270.55$, $p < .001$

[a]Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

*These weights had numerical values at the fourth decimal point or beyond.

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Table 5

Correlations and Regression Weights for Student and Institutional Variables

When Predicting Graduate Degree Objective for Hispanic/Indian and

Oriental Students Planning Graduate Work in Humanities[a]

	Hispanic/Indian, N=560			Oriental, N=217		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.089 (06)	.044	2.06	.035(-02)	.017	.48
GRE-Verbal	.121 (18)	.001	2.09	.188 (20)	.001	2.33
GRE-Q	-.013 (12)	*	-.23	-.039 (07)	*	-.46
GPA	.220 (23)	.104	5.15	.145 (16)	.077	2.00
Institutional Variables						
Predominant Race	-.031(-01)	-.122	-.73	*	*	*
Sex Composition	-.011 (01)	-.014	-.27	.092 (09)	.100	1.31
Selectivity	.097 (09)	.029	1.66	-.057 (01)	-.020	-.59
Affluence	-.030 (03)	-.007	-.59	.133 (09)	.042	1.72
Enrollment	-.085(-08)	*	-2.03	-.083(-09)	*	-1.18
% to Advanced Study	-.012 (04)	*	-.23	-.057 (01)	-.001	-.63

Multiple Correlation = .30   Multiple Correlation = .29

$F_{(10; 549)} = 5.45$, p < .001 $F_{(10; 206)} = 1.88$, p < .05

[a] Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

*These weights had numerical values at the fourth decimal point or beyond.

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Table 6

Correlations and Regression Weights for Student and Institutional Variables

When Predicting Graduate Degree Objective for Black and White Students

Planning Graduate Work in Social Sciences[a]

	Black Students, N=7,125			White Students, N=70,421		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.092 (11)	.046	7.99	.178 (16)	.085	47.69
GRE-Verbal	.200 (28)	.001	13.09	.186 (24)	*	41.78
GRE-Q	.049 (22)	*	3.31	-.017 (17)	*	-3.70
GPA	.134 (17)	.063	11.51	.193 (22)	.089	51.75
Institutional Variables						
Predominant Race	.014 (11)	.007	.85	-.002 (00)	-.012	-.65
Sex Composition	.016 (05)	.020	1.34	* (00)	*	.10
Selectivity	.010 (14)	.003	.50	.013 (10)	.004	2.59
Affluence	-.002 (08)	*	-.12	.019 (08)	.004	4.38
Enrollment	-.016 (05)	*	-1.26	-.008 (01)	*	-2.14
% to Advanced Study	.045 (13)	.001	3.22	.031 (09)	*	7.83

Multiple Correlation = .33   Multiple Correlation = .34

$F_{(10; 7,114)}$ = 18.00, p < .001 $F_{(10; 70,410)}$ = 932.87, p < .001

[a] Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

* These weights had numerical values at the fourth decimal point or beyond.

Table 7

Correlations and Regression Weights for Student and Institutional Variables

When Predicting Graduate Degree Objective for Hispanic/Indian and

Oriental Students Planning Graduate Work in Social Sciences[a]

	Hispanic/Indian, N=2,779			Oriental, N=891		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.162 (15)	.080	8.86	.173 (13)	.085	5.17
GRE-Verbal	.166 (25)	.001	7.04	.205 (24)	.001	4.96
GRE-Q	-.006 (19)	*	-.27	-.080 (13)	*	-1.95
GPA	.204 (25)	.094	11.14	.175 (20)	.085	5.19
Institutional Variables						
Predominant Race	-.001 (02)	-.002	-.04	-.074 (-05)	-.260	-2.30
Sex Composition	.009 (01)	.016	.48	.034 (05)	.045	1.05
Selectivity	.063 (17)	.019	2.44	.050 (11)	.017	1.24
Affluence	.025 (14)	.005	1.06	-.032 (05)	-.009	-.87
Enrollment	-.017 (02)	*	-.94	* (-03)	*	.00
% to Advanced Study	.041 (15)	.001	1.91	.065 (12)	.002	1.80

Multiple Correlation = .37   Multiple Correlation = .34

$F_{(10; 2,768)} = 43.21; p < .001$ $F_{(10; 886)} = 11.26, p < .001$

[a]Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

*These weights had numerical values at the fourth decimal point or beyond.

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Table 8

Correlations and Regression Weights for Student and Institutional Variables

When Predicting Graduate Degree Objective for Black and White Students

Planning Graduate Work in Natural Sciences[a]

	Black Students, N=1,966			White Students, N=39,157		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.091 (12)	.046	3.88	.156 (17)	.078	28.92
GRE-Verbal	.135 (19)	.001	4.63	.124 (20)	*	21.27
GRE-Q	.121 (21)	.001	4.09	.071 (23)	*	11.15
GPA	.128 (17)	.061	5.72	.135 (17)	.065	26.60
Institutional Variables						
Predominant Race	-.044(-04)	-.022	-1.35	-.001 (00)	-.009	-.27
Sex Composition	.004 (01)	.005	.19	-.024(-01)	-.029	-4.85
Selectivity	-.081 (00)	-.019	-1.90	.036 (10)	.012	5.26
Affluence	.028 (03)	.007	1.08	.002 (06)	*	.41
Enrollment	-.015(-02)	*	-.60	-.044(-03)	*	-8.78
% to Advanced Study	* (01)	*	-.01	.012 (07)	*	2.19

Multiple Correlation = .30   Multiple Correlation = .31

$F_{(10; 1,955)} = 18.67; p < .001$ $F_{(10; 39,146)} = 425.25; p < .001$

[a] Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

*These weights had numerical values at the fourth decimal point or beyond.

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Table 9

Correlations and Regression Weights for Student and Institutional Variables

When Predicting Graduate Degree Objective for Hispanic/Indian and

Oriental Students Planning Graduate Work in Natural Sciences[a]

	Hispanic/Indian, N=1,092			Oriental, N=995		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.017 (02)	.009	.53	.047 (08)	.024	1.43
GRE-Verbal	.109 (20)	.001	2.93	.099 (19)	*	2.72
GRE-Q	.038 (17)	*	.93	.156 (24)	.001	3.96
GPA	.202 (23)	.092	6.72	.119 (18)	.059	3.64
Institutional Variables						
Predominant Race	-.011 (03)	-.034	-.37	-.059(-03)	-.447	-1.90
Sex Composition	-.001 (01)	-.001	-.03	.021 (03)	.028	.66
Selectivity	.050 (13)	.015	1.23	.014 (09)	.005	.34
Affluence	-.013 (07)	-.003	-.36	.007 (04)	.002	.21
Enrollment	-.021(-02)	*	-.70	-.047(-06)	*	-1.53
% to Advanced Study	.080 (13)	.002	2.29	-.031 (06)	-.001	-.78

Multiple Correlation = .30   Multiple Correlation = .30

$F_{(10; 1,081)}$ = 10.59; p < .001 $F_{(10; 984)}$ = 9.48; p < .001

[a] Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

*These weights had numerical values at the fourth decimal point or beyond.

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Table 10

Percentage Planning to Obtain a Doctorate by GRE-Verbal

Percentile Distributions for Each Ethnic Group

	N^a	0 to 10	11 to 20	21 to 30	31 to 40	41 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 99
						Percentile Range					
					Humanities						
Black	(359)	19	25	46	40	37	48	47	46	56	66
White	(7460)	17	24	27	32	35	39	43	49	55	66
Hispanic/ Indian	(234)	28	33	34	40	36	46	48	51	39	63
Oriental	(76)	0	26	38	21	39	29	35	33	45	59
					Social Sciences						
Black	(2582)	14	22	24	29	34	35	42	51	51	59
White	(23563)	14	20	25	28	32	35	38	42	47	53
Hispanic/ Indian	(1165)	24	30	27	34	44	44	42	54	58	65
Oriental	(331)	20	27	28	31	26	38	45	52	50	55
					Natural Sciences						
Black	(849)	28	32	36	45	43	43	43	48	53	62
White	(16281)	26	31	34	36	40	42	44	50	52	61
Hispanic/ Indian	(481)	28	33	40	40	44	43	47	44	53	67
Oriental	(478)	33	35	41	46	55	43	51	53	58	67

^{a}Number planning to obtain a doctorate.

Table 11

Percentage Planning to Obtain a Doctorate by GRE-Quantitative

Percentile Distribution for Each Ethnic Group

		Percentile Range									
	N[a]	0 to 10	11 to 203	21 to 30	31 to 40	41 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 99
					Humanities						
Black	(359)	36	34	44	32	45	46	48	35	56	48
White	(7460)	27	32	36	36	35	37	43	44	48	50
Hispanic/ Indian	(234)	35	32	49	36	37	41	44	38	49	58
Oriental	(76)	22	42	36	22	20	58	30	52	30	35
					Social Sciences						
Black	(2582)	17	24	27	32	33	37	43	46	49	53
White	(23563)	19	25	27	31	32	35	36	40	43	48
Hispanic/ Indian	(1165)	23	37	32	39	39	44	46	50	58	53
Oriental	(331)	21	39	35	28	38	43	31	49	44	44
					Natural Sciences						
Black	(849)	25	29	37	41	41	45	48	53	58	57
White	(16281)	21	28	34	37	42	46	47	51	52	59
Hispanic/ Indian	(481)	23	35	48	39	43	56	43	38	50	61
Oriental	(478)	23	37	44	40	47	50	49	62	72	56

[a]Number planning to obtain a doctorate.

Table 12

Correlations and Regression Weights for Student and Institutional Variables with

Black vs. White Group Membership Used as a Predictor When Predicting Graduate

Degree Objective, for Students Planning Graduate Work in Humanities and Social Sciences[a]

	Humanities N≈2,444[b]			Social Sciences N=21,125[c]		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.081 (06)	.040	4.04	.145 (13)	.070	21.32
GRE-Verbal	.346 (22)	.001	11.89	.228 (20)	.001	23.06
GRE-Q	-.058 (10)	*	-2.03	.022 (15)	*	2.21
GPA	.120 (15)	.057	5.69	.187 (19)	.082	26.32
Minority Group (+1)	.207(-04)	.107	7.91	.245(-03)	.123	27.27
Institutional Variables						
Predominant Race	-.061(-03)	-.044	-2.20	.026 (04)	.018	2.77
Sex Composition	-.009 (02)	-.011	-.44	.003 (01)	.003	.38
Selectivity	-.003 (04)	-.001	-.09	-.018 (09)	-.005	-1.66
Affluence	.008 (04)	.002	.35	.015 (07)	.003	1.92
Enrollment	-.008 (00)	*	-.38	-.001 (02)	*	-.07
% to Advanced Study	.005 (05)	*	.21	.048 (10)	.001	6.43

[a] Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

Multiple Correlation = .32

$F_{(11; 2,432)} = 25.37$, $p < .001$

[a] Blacks ≈ 844; Whites 1,600

Multiple Correlation = .34

$F_{(11; 21,113)} = 252.73$, $p < .001$

[b] Blacks = 7,125; Whites = 14,000

*These weights had numerical values at the fourth decimal point or beyond.

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Table 13

Correlations and Regression Weights for Student and Institutional

Variables with Black vs. White Group Membership Used as a Predictor

When Predicting Graduate Degree Objective, for Students

Planning Graduate Work in Natural Sciences[a]

$N=5,966$[b]

	Standard Regression Weight		Raw Score Regression Weight	T-Statistic
Student Variables				
Sex	.126	(15)	.062	9.03
GRE-Verbal	.163	(16)	.001	8.70
GRE-Q	.124	(18)	*	6.12
GPA	.133	(16)	.060	9.68
Minority Group (+1)	.199	(-01)	.105	11.26
Institutional Variables				
Predominant Race	-.056	(-03)	-.040	-3.05
Sex Composition	-.035	(-03)	-.042	-2.74
Selectivity	-.026	(03)	-.007	-1.21
Affluence	.012	(03)	.003	.83
Enrollment	-.021	(-01)	*	-1.53
% to Advanced Study	.010	(04)	*	.67

Multiple Correlation = .31

$F_{(11; 5,954)} = 55.71$; $p < .001$

[a] Correlations between each predictor and graduate degree objective are given in parenthesis with the decimal point omitted.

[b] Black students = 1,966; White students = 4,000.

*These weights had numerical values at the fourth decimal point or beyond.

Table 14

Correlations and Regression Weights for Student and Institutional Variables with

Hispanic/Indian vs. White Group Membership Used as a Predictor When Predicting

Graduate Degree Objective, for Students Planning Graduate Work in Humanities and Social Sciences[a]

	Humanities N=1,660[b]			Social Sciences N=8,279[c]		
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.121 (08)	.060	5.00	.181 (17)	.087	16.78
GRE-Verbal	.290 (25)	.001	9.07	.181 (19)	.001	13.01
GRE-Q	-.104 (11)	*	-3.33	-.011 (14)	*	-.77
GPA	.168 (20)	.082	6.85	.191 (20)	.088	17.70
Minority Group (+1)	.107(-02)	.055	4.23	.163(-09)	.083	14.48
Institutional Variables						
Predominant Race	* (02)	.001	.011	-.006 (00)	-.024	-.58
Sex Composition	-.065(-04)	-.073	-2.68	.021 (02)	.029	1.96
Selectivity	.028 (10)	.009	.83	.026 (11)	.008	1.72
Affluence	.002 (05)	.001	.08	.029 (10)	.006	2.24
Enrollment	-.093(-08)	*	-3.89	.001 (03)	*	.09
% to Advanced Study	.030 (09)	.001	1.09	.015 (09)	*	1.28

[a] Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

[b] Hispanic/Indians=560; Whites=1,100

[c] Hispanic/Indians=2,779; Whites=5,500

Multiple Correlation = .35

$F_{(11; 1,648)} = 20.60$, p < .001

Multiple Correlation = .35

$F_{(11; 8,267)} = 106.76$, p < .05

*These weights had numerical values at the fourth decimal point or beyond.

Table 15

Correlations and Regression Weights for Student and Institutional
Variables with Hispanic/Indian vs. White Group Membership Used as a
Predictor When Predicting Graduate Degree Objective, for Students
Planning Graduate Work in Natural Sciences[a]

$N=3,092$[b]

	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables			
Sex	.088 (11)	.044	4.60
GRE-Verbal	.100 (16)	*	4.39
GRE-Q	.087 (19)	*	3.58
GPA	.159 (18)	.075	8.71
Minority Group (+1)	.108 (-02)	.056	5.69
Institutional Variables			
Predominant Race	-.017 (00)	-.078	-.99
Sex Composition	* (01)	.001	.05
Selectivity	.026 (09)	.008	1.05
Affluence	.008 (05)	.002	.39
Enrollment	-.028 (-02)	*	-1.56
% to Advanced Study	.030 (07)	.001	1.44

Multiple Correlation = .28

$F_{(11; 3,080)}$ = 24.21, $p < .001$

[a]Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

[b]Hispanic/Indians = 1,092; Whites = 2,000.

*These weights had numerical values at the fourth decimal point or beyond.

Table 16

Correlations and Regression Weights for Student and Institutional Variables with Oriental vs. White
Group Membership Used as a Predictor When Predicting Graduate Degree Objective,
for Students Planning Graduate Work in Humanities and Social Sciences[a]

| | Humanities N≈667[b] | | | Social Sciences N≈2,697[c] | | |
	Standard Regression Weight	Raw Score Regression Weight	T-Statistic	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables						
Sex	.032 (-01)	.016	.82	.172 (14)	.083	9.04
GRE-Verbal	.255 (28)	.001	5.71	.203 (26)	.001	8.81
GRE-Q	.033 (16)	*	.72	-.039 (17)	*	-1.70
GPA	.109 (18)	.054	2.75	.208 (23)	.097	10.89
Minority Group (+1)	-.014 (03)	-.007	-.34	.041 (-03)	.021	2.17
Institutional Variables						
Predominant Race	-.008 (-02)	-.035	-.22	-.038 (-03)	-.190	-2.11
Sex Composition	.026 (02)	.034	.67	.005 (02)	.006	.28
Selectivity	-.081 (02)	-.026	-1.49	.028 (12)	.009	1.34
Affluence	.035 (04)	.009	.75	.009 (09)	.002	.40
Enrollment	-.018 (-01)	*	-.46	-.017 (-01)	*	-.89
% to Advanced Study	.018 (07)	.007	.39	.047 (12)	.001	2.31

[a] Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

[b] Oriental = 217; Whites = 450

[c] Orientals = 897; Whites = 1,800

Multiple Correlation = .31

$F_{(11; 655)} = 6.52, p < .001$

Multiple Correlation = .36

$F_{(11; 2,685)} = 36.66, p < .001$

*These weights had numerical values at the fourth decimal point or beyond.

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Table 17

Correlations and Regression Weights for Student and Institutional

Variables with Oriental vs. White Group Membership Used as a Predictor

When Predicting Graduate Degree Objective, for Students

Planning Graduate Work in Natural Sciences[a]

N=2,995[b]

	Standard Regression Weight	Raw Score Regression Weight	T-Statistic
Student Variables			
Sex	.128 (16)	.064	6.65
GRE-Verbal	.111 (18)	*	5.23
GRE-Q	.090 (24)	*	3.97
GPA	.142 (18)	.069	7.70
Minority Group (+1)	.082(-07)	.043	4.34
Institutional Variables			
Predominant Race	-.023 (00)	-.213	-1.30
Sex Composition	-.030(-02)	-.038	-1.66
Selectivity	.006 (09)	.002	.25
Affluence	.012 (06)	.003	.62
Enrollment	-.041(-03)	*	-2.30
% to Advanced Study	.023 (09)	.001	1.09

Multiple Correlation = .31

$F_{(11; 2,983)}$ = 29.45, p < .001

[a]Correlations between each predictor and graduate degree objective are given in parentheses with the decimal point omitted.

[b]Orientals = 995; Whites = 2,000

*These weights had numerical values at the fourth decimal point or beyond.

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Appendix

Mean Selectivity[a] and Affluence[b] Indicators, and the Average Enrollment of Undergraduate

Institution of Students in Each Ethnic Group, by Intended Graduate School Major

| Ethnic Group | Humanities | | | Social Science | | | Natural Science | | |
	Selec-tivity	Afflu-ence	Enroll-ment	Selec-tivity	Afflu-ence	Enroll-ment	Selec-tivity	Afflu-ence	Enroll-ment
American-Indian, Eskimo, or Aleut	4.04	7.09	12,367	3.65	6.81	14,846	3.97	7.31	12,670
Black or Afro-American	2.96	6.85	8,349	2.61	6.65	7,957	2.72	6.94	7,936
Mexican or Chicano	3.82	6.72	13,924	3.24	5.95	15,153	3.67	6.67	15,247
Oriental or Asian-American	5.13	8.11	16,278	4.68	7.86	18,861	5.11	8.15	19,510
Puerto Rican	4.51	7.44	13,665	4.59	7.51	16,505	4.65	6.97	13,694
Other Hispanic or Latin-American	4.37	7.40	15,790	4.11	7.29	14,244	4.46	7.65	14,088
White or Caucasian	4.36	7.37	12,096	4.06	6.99	12,581	4.47	7.60	13,728

[a] Seven-point index with 7 as the highest selectivity

[b] Total revenues in dollars per student with 1=$750 or less and 9=over $2,500.

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