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ABSTRACT

Project Opportunity, a cooperative endeavor of the College Entrance Examination Board and the Southern Association of Colleges and Schools, is a long-term demonstration guidance project that has operated at 11 centers in the South since 1964. Funded primarily by the Ford Foundation, the program focuses primarily on high school students from minority/poverty backgrounds. The project's primary purpose is the encouragement of greater numbers of students to stay in school and subsequently to continue their education at an appropriate school or college. The only full-time staff member at each center is a Project Opportunity counselor; this counselor works within the normal school setting and is assisted by a local policy committee that is composed of school administrators and representatives from nearby colleges that have agreed to sponsor the program. Report Number 1972-5 examines data concerning the third successive group of Project Opportunity students. Summary data is presented for the 411 Group III students who completed high school in May and June of 1972 at the 11 centers. Report Number 1972-6 focuses on the colleges chosen by the outstanding black graduates of the program. Thus far in the three graduating groups, there have been 582 black students who have continued their education at some college or other post-secondary institution. [Reproduced from the best available copy.] (Author/JM)

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PROJECT OPPORTUNITY REPORTS

Research and Evaluation
Report Number 1972-5

- Post-secondary Enrollment
Patterns of Group III
Project Opportunity Students -

Project Opportunity is a long-term demonstration guidance project that has operated at eleven centers in the South since 1964. Funded primarily by the Ford Foundation and jointly administered by the College Entrance Examination Board and the Southern Association of Colleges and Schools, the program focuses primarily on high school students from minority/poverty backgrounds. The project's primary purpose is the encouragement of greater numbers of students to stay in school and subsequently to continue their education at an appropriate school or college. The only full-time staff member at each center is a Project Opportunity counselor; this counselor works within the normal school setting and is assisted by a local policy committee that is composed of school administrators and representatives from nearby colleges that have agreed to sponsor the program.

This report examines data concerning the third successive group of Project Opportunity students. Table 1 presents summary data for the 411 Group III students who completed high school in May and June of 1972 at the eleven centers. The number of students in Group III at the centers ranged from a low of 18 at Charlotte to a high of 67 at Nashville. Eight of the centers had blacks exclusively in Group III; the two Kentucky centers, Breathitt and Lee had no blacks; the only integrated group was the one at the Nelson County, Virginia, center. Overall, about two-thirds of the graduating Group III students were black.

The male-female ratio shows that boys are outnumbered by girls by almost two to one. At three centers - Canton, Charlotte, and New Orleans - the ratio in favor of girls is about three to one. The disproportionately high number of girls is brought about by selection procedures that place much emphasis on students' previous school records. Since girls tend to make better grades

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TABLE 1. DESCRIPTIVE DATA REGARDING GROUP III, PROJECT OPPORTUNITY STUDENTS

Center	Number of Students Graduating In Group III	Percent Black	Percent Male	Percent of Homes With A Father Or Male Head	Average Number of Dependent Children In Home	Median Family Income	Percent With Less Than \$6,000 Family Income
Atlanta, Georgia	31	100	35	64	4.0	\$5,500	58
Auburn, Alabama	25	100	44	62	3.6	\$3,800	68
Breathitt Co., Kentucky	61	0	39	95	3.3	\$5,333	59
Canton, Mississippi	25	100	28	52	5.2	\$3,575	100
Charlotte, North Carolina	18	100	28	33	3.8	\$3,750	87
Durham, North Carolina	37	100	43	89	3.4	\$7,000	33
Lee Co., Kentucky	45	0	40	80	2.3	\$7,400	30
Mobile, Alabama	30	100	47	78	3.8	\$7,200	28
Nashville, Tennessee	67	100	37	54	3.8	\$5,600	44
Nelson Co., Virginia	53	24	34	90	3.2	\$8,900	18
New Orleans, Louisiana	19	100	26	68	4.2	\$4,000	52
Total	411	64	37	71	3.6	\$6,382	46

than boys at the seventh and eighth grades (the years of selection), more girls were originally selected. None of the centers show a ratio in favor of boys; the Mobile center comes closest, however, with 14 of the 30 students being boys.

Some aspects of the home background of the Group III students can be understood by examining the last four columns of Table 1. Only a third of the students at the Charlotte center and only about half the students from Canton and Nashville had fathers at home. The three centers with white students - Breathitt, Lee, and Nelson - show the lowest number of dependent children. The number of dependent children at the black centers ranged from 3.4 at Durham to a high of 5.2 at Canton. The Canton center not only has the highest number of children, it also shows the lowest median family income; it is also the only center that shows all families of Project students to have less than a \$6000 family income. (The highest reported family income at Canton is \$5500.)

There is considerable range in the median family incomes. The Nelson County, Virginia, center median of \$8900 is more than double the medians found at the four poorest centers - Canton, Charlotte, Auburn, and New Orleans. Overall figures show a median family income of \$6382 for the families of the Group III students; some 46 percent of the families have incomes of \$6000 or less.

Although Project Opportunity generally serves students from poor families, it has not attempted to fix rigid cut-off points on family income as a condition for participation. It has seemed more important to emphasize that Project Opportunity is a demonstration guidance program rather than continually call attention to the fact that it is aimed at minority/poverty students.

Academic data for the graduating Project Opportunity students is shown in Table 2. On the SAT, the scores at the Nelson center were the highest while those at the Canton and Auburn centers were the lowest. Keeping in mind that the Nelson and Canton centers showed the highest and lowest family income figures, it would seem that there is a correlation between family income and SAT scores among the Project Opportunity centers.

TABLE 2. ACADEMIC DATA REGARDING GROUP III, PROJECT OPPORTUNITY STUDENTS

<u>Center</u>	<u>Average Score SAT-V</u>	<u>Average Score SAT-M</u>	<u>Average Score A C T (Composite)</u>	<u>Percent in Top Fifth of Class</u>	<u>Percent Continuing Education</u>
Atlanta	394	375		59	68%
Auburn	319	383		6	48%
Breathitt			17.8	49	67%
Canton	320	331	14.3	48	76%
Charlotte	362	384		11	72%
Durham	408	414		39	70%
Lee			18.2	45	64%
Mobile	394	389		10	87%
Nashville	355	373	14.1	57	32%
Nelson	419	466		45	75%
New Orleans	336	375	14.1	42	84%
Total	378	397	15.7	38	72%

To appreciate the relative standing of the Project student's scores with those of other students, reference was made to the interpretive manuals for both the SAT and the ACT. Some of the appropriate percentile ranks given in the manuals are shown below:

SAT

National percentile ranks for senior girls
tested in 1970 - 71

<u>Score</u>	<u>Verbal</u>	<u>Math</u>
500	67	64
450	50	46
400	34	30
350	19	16
300	8	6

ACT

National percentile ranks for college-bound
high school students
tested during 1967-1970

<u>Composite Score</u>	<u>Percentile Rank</u>
18	40
17	34
16	28
15	22
14	17

The manual for the SAT indicates that those who took the test in 1970-71 were presumably planning to go to college so it seems reasonable to assume that the norms for both the SAT and the ACT are for college-bound students. The SAT norms are separated by sex since boys tend to score higher on the SAT - Mathematical sections than do girls. The girls' norms are reproduced here for the sake of simplicity and because a great majority of the Project students are girls.

Comparing the average SAT and ACT test scores at all centers with the publisher's national norms of college-going students it is seen that the average Project student's scores lie at about the 29th percentile. The average scores at the three majority white centers - Lee, Breathitt, and Nelson - generally lie at about the 40th percentile. Average scores at the black centers range from about the 10th percentile to the 30th percentile; among those centers with black students only, the scores at the Durham center are the highest.

The percentage of a group of graduating students whose academic records place them in the top fifth of their class is an important indicator of the group's academic competence in relation to their class as a whole. Obviously many factors affect this percentage: the quality of the competition, the size of the group, and the degree of selectivity in choosing the group. If the group were drawn at random from the class as a whole it would be expected that about 20 percent of the group would be in the top fifth.

Except for three centers - Auburn, Charlotte, and Mobile - the Project students have a far larger proportion in the top fifth than would be expected if randomly selected. Why should these three centers show such low percentages? Project students at these centers are black, but attend schools which have about a 70-75 percent white enrollment. The particular Project students in Group III attended racially segregated schools except for the past three to four years and consequently their academic backgrounds have been somewhat adversely affected. Later groups of Project students in these schools should show improvement with respect to their academic rank since they will tend to have received a more equal education.

The percentage of Project students continuing their education ranged from a low of 48 percent at the Auburn center to a high of 87 percent at the Mobile center. Data from all centers shows an overall rate of 72 percent. The data includes students who continued their educations at both colleges and vocational or technical schools.

Table 3 shows the kinds of colleges chosen by the 274 students of Group III who enrolled in a college. (This data does not include those enrolling in a vocational or technical school.) Some highlights from this table:

- over half the college-attenders from three centers - Atlanta, Canton, and Mobile - chose out-of-state colleges;
- less than 15 percent of the college-attenders from the Nashville and New Orleans centers chose colleges beyond a 35-mile radius;
- in contrast to the National figures which show that students choose public colleges over private ones in about a 70 to 30 ratio, Project students as a whole chose private or public colleges on a 50-50 ratio.
- except for the Breathitt center, very few Project students chose junior colleges.
- black students chose black colleges by about a 2 to 1 ratio; only at the Charlotte and Durham centers are integrated colleges more often sought.

A complete listing of all the colleges and vocational schools chosen by these students is shown in the appendix.

Table 4 compares the summary data of Table 3 with similar data from the two previous Project Opportunity graduating groups. The overall data from those three groups shows a rather consistent pattern. The percentage of black students choosing integrated colleges is down slightly from Group I while the percentage choosing colleges outside a 35-mile radius is up a bit.

In summary, about three-quarters of the Group III Project Opportunity students have found their way to a post-high school educational institution. Although a great majority of these students come from a minority and/or a poverty background, these factors have not prevented these students from continuing their educations beyond high school. As with the previous two groups of students, these Group III Project Opportunity students demonstrate that an intensive guidance program that focuses on a selected group of young people for a number of years does produce worthwhile results.

TABLE 3. KINDS OF COLLEGES CHOSEN BY GROUP III, PROJECT OPPORTUNITY STUDENTS

<u>Center</u>	<u>N</u>	<u>Percent</u> <u>Choosing</u> <u>Out-Of</u> <u>State</u> <u>Colleges</u>	<u>Percent</u> <u>Choosing</u> <u>Colleges</u> <u>Outside</u> <u>35</u> <u>Mile</u> <u>Radius</u>	<u>Percent</u> <u>Choosing</u> <u>Private</u> <u>Colleges</u>	<u>Percent</u> <u>Choosing</u> <u>Four</u> <u>Year</u> <u>Colleges</u>	<u>Percent</u> <u>Integrated</u> <u>Colleges</u> <u>(Black</u> <u>Students</u> <u>Only)</u>
Atlanta	16	50	50	88	94	44
Auburn	12	8	50	75	100	8
Breathitt	40	2	32	72	30	NA
Canton	19	53	100	58	89	37
Charlotte	12	0	67	50	83	67
Durham	23	25	65	26	100	61
Lee	27	7	96	41	96	NA
Mobile	24	58	71	58	87	38
Nashville	50	6	10	46	96	24
Nelson	37	44	84	24	192	36
New Orleans	14	7	14	43	93	36
Total	274	20	55	50	84	37

TABLE 4. KINDS OF COLLEGES CHOSEN BY PROJECT OPPORTUNITY STUDENTS IN GROUPS I, II, AND III

	Group I No. %	Group II No. %	Group III No. %
<u>Total Number Enrolling</u>	298	276	274
<u>Number & Percent Choosing:</u>			
In-State Colleges	226 76	221 80	219 80
Out-of-State Colleges	72 24	55 20	55 20
Colleges Within Area	149 50	133 48	124 45
Colleges Outside Area	149 50	143 52	150 55
Public Colleges	131 44	144 52	136 50
Private Colleges	167 56	132 48	138 50
Two Year Colleges	43 14	36 13	43 16
Four Year Colleges	255 86	240 87	231 84
<u>Black Students Enrolling</u>	218	183	181
<u>Black Students Choosing:</u>			
Integrated Colleges	93 43	62 34	67 37
Black Colleges	125 57	121 66	114 63

APPENDIX

POST-SECONDARY INSTITUTIONS CHOSEN BY
GROUP III, PROJECT OPPORTUNITY STUDENTS

ATLANTA CENTER

Four Year Colleges:	
Atlanta School of Art	1
Clark College	1
Cornell University	1
Duke University	4
Fisk University	1
Morehouse College	1
Morris Brown College	2
Southern University	1
Spelman College	2
Tuskegee Institute	1
Two Year Colleges:	
DeKalb Junior College	1
Vocational, Technical or Trade Schools:	
Atlanta Area Technical School	2
Blayton Business College	1
Marsh-Draughton Business College	2

AUBURN CENTER

Four Year Colleges:	
Alabama State University	3
Stillman College	2
Tuskegee Institute	6
University of the South	1

BREATHITT CENTER

Four Year Colleges:	
Berea College	1
Eastern Kentucky University	5
Morhead State University	4
University of Kentucky	2

DREATHITT CENTER (continued)

Two Year Colleges:	
Lees Junior College	27
Conservative Mennonite Bible Institute	1
Vocational, Technical or Trade Schools:	
Hazard Vocational School	1

CANTON CENTER

Four Year Colleges:	
Alcorn College	2
Dillard University	2
Mississippi State College for Women	2
Mississippi Valley State College	1
Oberlin College	1
Rust College	1
Tuskegee Institute	3
U. S. Naval Academy	1
University of Detroit	1
University of Southern Mississippi	1
Veterbo College	1
Xavier University	1
Two Year Colleges:	
Hinds Junior College	1
Mary Holmes College	1

CHARLOTTE CENTER

Four Year Colleges:	
Bennett College	2
Johnson C. Smith University	2
St. Andrews College	2
University of North Carolina - Greensboro	2
Western Carolina University	2
Two Year Colleges:	
Central Piedmont Community College	2

DURHAM CENTER

Four Year Colleges:	
Appalachian State University	2
Brown University	2

DURHAM CENTER (continued)

East Carolina State University	2
Hampton Institute	1
Lake Forest College	1
Lincoln University	1
North Carolina Central University	6
North Carolina State University	1
University of North Carolina - Chapel Hill	1
University of North Carolina - Greensboro	4
Vanderbilt University	1
Winston-Salem State University	1
Vocational, Technical or Trade Schools:	
Durham College	1
Durham Technical Institute	2

LEE CENTER

Four Year Colleges:	
Asbury College	1
Berea College	1
Centre College	1
Eastern Kentucky University	14
Kenyon College	1
Lee College	1
Midway College	1
Morehead State University	2
Pikeville Bible College	1
Transylvania College	3
Two Year Colleges:	
Lees Junior College	1
Vocational, Technical or Trade Schools:	
Lee County Vocational School	2

MOBILE CENTER

Four Year Colleges:	
Alabama A&M University	2
Clark College	1
Hampton Institute	1
Loyola University	2
Southern University (BR)	2
Spring Hill College	1
Tuskegee Institute	1
University of South Alabama	3
Vanderbilt University	2
Xavier University	6

MOBILE CENTER (continued)

Two Year Colleges:	
S. D. Bishop Junior College	2
Faulkner Junior College	1
Vocational, Technical or Trade Schools:	
Bauder Fashion College	1
Providence School of Nursing	1

NASHVILLE CENTER

Four Year Colleges:	
Belmont College	1
Cornell University	1
Fisk University	20
Middle Tennessee State University	5
Spelman College	1
Tennessee State University	17
University of Tennessee	2
Western Kentucky State University	1
Two Year Colleges:	
Volunteer State Community College	2
Vocational, Technical or Trade Schools:	
General Hospital in Nashville	1
Nashville Tech	2
O. I. C.	2

NELSON CENTER

Four Year Colleges:	
Berea College	2
Emory and Henry College	1
Hollins College	1
Lincoln University	1
Longwood College	5
Lynchburg College	1
Madison College	2
Marshall University	1
Mary Washington College	3
Morgan State College	3
Morhouse College	1
Norfolk State	1
North Carolina Central University	1
Radford College	2
University of Virginia	2

NELSON CENTER (continued)

Virginia Military Institute	1
Virginia Polytechnic Institute	4
Virginia Wesleyan College	2
Two Year Colleges:	
Central Virginia Community College (Public)	2
Piedmont Virginia Community College (Public)	1
Vocational, Technical or Trade Schools:	
Louise Obici School of Nursing	1
Waynesboro Hospital	1

NEW ORLEANS CENTER

Four Year Colleges:	
Dillard University	2
Louisiana State University - New Orleans	2
MacMurray College	1
Southern University - Baton Rouge	1
Southern University - New Orleans	4
Tulane University	1
Xavier University	2
Two Year Colleges:	
Delgado Junior College	1
Vocational, Technical or Trade Schools:	
Hotel Diex School of Nursing	1
Orleans Area Vocational/Technical School	1

PROJECT OPPORTUNITY REPORTS

Research and Evaluation
Report Number 1972-6

College Choices of Outstanding Black Students In Project Opportunity

Project Opportunity is a demonstration guidance project that operates at eleven locations in the South. It seeks to encourage greater numbers of minority/poverty students to complete their secondary schooling and then enter an appropriate educational program after high school. One of the unique features of Project Opportunity has been the fact that students are selected for the program at the seventh or eighth grade and then participate in Project activities throughout high school. The only full-time staff person employed by the Project at each of the demonstration centers is the Project Opportunity counselor.

Begun in 1964, the Project has been in existence long enough to see three groups of graduates finish high school. Overall figures show that about three-quarters of the graduating students in the Project have continued their education at some post-secondary institution. Recent data indicates that about two-thirds of the students in the Project are black; about half the students come from families where the total family income is less than \$6,000; the girl-boy ratio of the selected participants is about two to one in favor of the girls.

In this report, attention is focused on the colleges chosen by the outstanding black graduates of the program. Thus far in the three graduating groups, there have been 582 black students who have continued their education at some college or other post-secondary institution. All these students took the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board prior to gaining college admission. In this analysis, students were classified:

1. as to whether they had at least one score on the SAT above 500; and,
2. as to the type of college entered - integrated or black.

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CHI-SQUARE ANALYSIS OF DATA

		Colleges Chosen		
		<u>Black</u>	<u>Integrated</u>	<u>Total</u>
SAT SCORES	At least one SAT score above 500	17	44	61
	Both SAT scores below 500	343	178	521
	Total	360	222	582

Chi-Square = 33.3

Significant at the .01 level of confidence

Clearly, among black students graduating in Project Opportunity and continuing their education, there is a strong relationship between SAT scores and the type of college chosen. The data in the above chi-square analysis reveals that:

- a. of those black students with a score over 500, 28 percent chose black colleges and 72 percent chose integrated colleges;
- b. of those black students with scores less than 500, 66 percent chose black colleges and 34 percent chose integrated colleges;
- c. overall choices of these black students without regard to test scores show that 62 percent chose black colleges and 38 percent chose integrated colleges;
- d. of those students choosing black colleges, 5 percent had an SAT score above 500;
- e. of those students choosing integrated colleges, 20 percent had at least one SAT score above 500;
- f. the overall test score distribution without regard to choice of college shows that 10 percent had an SAT score above 500;

g. of the total group of 582, the percentage comprising each of the four cells is:

- (1) attending a black college with scores less than 500 - 59%
- (2) attending an integrated college with scores less than 500 - 31%
- (3) attending an integrated college with scores above 500 - 7%
- (4) attending a black college with scores above 500 - 3%.

In order to better understand the motivation for these outstanding black students to choose integrated colleges over black colleges, a number of interviews were held with former Project Opportunity students currently enrolled in colleges; these interviews were conducted by graduate students in counseling and guidance and covered a number of areas regarding the transition from school to college. Twelve students were interviewed who had at least one SAT score above 500. Eleven of these twelve students were attending integrated colleges; the one exception was a student attending Xavier University. A great variety of reasons were offered by the students themselves for choosing the integrated colleges:

- . needed to live at home
- . academic reputation of the integrated college
- . someone in the family had attended the college previously
- . was impressed by someone from the Admissions office
- . was impressed with the personal attention in the application process
- . parents wanted student to attend the college
- . counselor suggested the college
- . had a friend who attends the college.

The one student who chose the black college stated that he chose it because it offered more financial aid than did another college he was considering.

Two black Project Opportunity counselors, Elbert LaLande of Mobile and Mildred Gilkey of Atlanta, were also asked to offer their explanations for the overwhelming choice of integrated colleges by these outstanding students. Mr. LaLande felt that these students had proven themselves academically and that they were somewhat more courageous than other students; he also felt that because they had more security, they were also more willing to take bigger risks; he noted that many of them were quite ready to accept the academic competition at integrated colleges and that most of these students were beyond racial explanations as a basis for their important decisions. It is interesting that the black students at the Mobile center have attended integrated schools for the past five or six years and prior to that time they were taught by a bi-racial faculty.

Mildred Gilkey of the Atlanta center responded in light of the fact that all her students have attended almost totally segregated schools during all their school years. When her top students choose integrated colleges, she feels that they are saying "We're just as good as anyone else." She says that her students - even her top ones - may have some doubt as to their self-worth and that being accepted, enrolling, and doing satisfactory work at an integrated college are important factors in the building of confidence in those students. To succeed as a black, at a segregated high school in Atlanta is one thing, but to succeed at a college like Cornell or Purdue is quite another. These students - almost more than anything else - want to know that they can compete equally well in the larger society, not just in the black sub-culture. Mrs. Gilkey admits that a lot of the push to get her top students into integrated colleges comes from her - she says she often plants the seed of the idea. She offers no apology for her actions because she feels it is most important for her students to gain confidence in themselves and that this confidence can best be built, she believes, by having them succeed at colleges with a long tradition of academic excellence.

In summary, ten percent (10%) of the total black population graduating in Project Opportunity in 1970, 1971, and 1972 had at least one SAT score of 500 or above. The vast majority (72%) of these students who continued their education selected an integrated institution; the majority (66%) of black students scoring below 500 on both sections of the SAT who continued their education, chose to attend black institutions. Interviews with the higher scoring black students suggest that they more often choose integrated institutions because of the institution's academic reputation, because they were impressed with the attention they received during the admission process, and because some significant other influenced them to attend. Two black Project Opportunity counselors further suggest that the choices were related to the students' feeling of confidence and self-worth.

APPENDIX

Colleges Chosen By Black Project Opportunity Students
With An SAT Score Over 500

<u>Integrated Colleges</u>	<u>Number of Students</u>
Brown University	2
Cornell University	2
Duke University	2
Florida Presbyterian College	2
Hollins College	1
Loyola University	1
MacMurry College	1
Massachusetts Institute of Technology	2
Meredith College	1
Mount Holyoke College	1
Newcomb College	1
North Carolina State University	1
Peabody College	1
Purdue University	1
Spring Hill College	1
Texas Lutheran College	1
Tulane University	2
United States Naval Academy	1
University of Alabama	1
University of North Carolina - Chapel Hill	4
University of North Carolina - Charlotte	3
University of North Carolina - Greensboro	1
University of South Alabama	1
University of Virginia	1
University of Wisconsin	1
Vanderbilt University	6
Virginia Polytechnic Institute	1
Wesleyan University (Ct.)	1
 <u>Black Colleges</u>	
Clark College	1
Dillard University	1
Fisk University	3
Hampton Institute	1
Lincoln University	1
Morehouse College	2
North Carolina Central University	1

Black Colleges (Con't)

Number of Students

Southern University	1
Spelman College	1
Tougaloo College	1
Tuskegee Institute	1
Xavier University	3