

2005 AIR/NPEC RESEARCH GRANT PROPOSAL

Exploring Racial Differences in the Effects of College on Students' Law School Admission Test Scores

Grant Amount Requested: \$30,000

Database: 1993/1997 Baccalaureate and Beyond Longitudinal Study (B&B: 1993/1997)

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PROJECT SUMMARY

In light of the disproportionately low number of lawyers from minority groups in the United States (Law School Admissions Council, 2003b) and because minority students are more likely to score lower on the Law School Admission Test (LSAT) compared to White students (Heriot & Wonnell, 2003; White, 2001; Wightman & Muller, 1990b), exploring differences in the effects of college between minority students and White students is significant and has an array of implications for K-20 educational policies, legal considerations (e.g., *Grutter v. Bollinger*), as well as instructional and institutional practices throughout the educational pipeline. Accordingly, the purpose of the proposed research study is to estimate the direct effects of selected precollege factors, institutional characteristics, and college experiences on LSAT scores for minority students and White students. The aim of the study is to determine if differences exist between minority students and White students in the factors that influence LSAT scores. To accomplish the objectives of the study, data from the 1993/1997 Baccalaureate and Beyond Longitudinal Study (B&B: 1993/1997) will be utilized to estimate the direct effects of individual-level characteristics and institutional-level variables on minority and White students' LSAT scores after taking into account an extensive set of variables shown to impact educational outcomes in college (Pascarella & Terenzini, 1991).

The B&B: 1993/1997 is particularly suited to examine this important issue as it contains precollege data, institutional environment data, and data on students' course taking patterns and achievement for a statistically weighted sample of approximately 23,000 White and 4,000 minority college seniors who took the LSAT during the 1993-1994 academic year. These data are substantive because the statistically weighted student sample in the B&B: 1993/1997

approximates 20% of the total sample of LSAT test-takers during the 1993-1994 academic year (Law School Admissions Council, 2003c).

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PROJECT DESCRIPTION

Statement of the Problem

According to the Law School Admission Council, “No single minority group in the United States accounts for more than 4% of the lawyers in the United States” (Law School Admission Council, 2003b, ¶ 1). This statistic is significant and suggests that additional research is needed to better understand the factors related to increasing the number of minorities in the legal profession. The preceding statement resonates with the American Bar Association's Office of Diversity, which noted, "In the next 50 years the general population is projected to be about 50% people of color but enrollment in American law schools is less than 20% students of color." (American Bar Association, 2003, ¶ 1)

One reason there are a limited number of minority students in law school is because minority students (as a group) score lower on the LSAT than their White counterparts and are therefore less likely to attend law school (Heriot & Wonnell, 2003; Kidder, 2001; Weber, 1975). To support the preceding contention, data from Table 1 in the Appendices show that minority students were more likely to score in the lowest quartile when compared to White LSAT test-takers. This finding has also been shown in the literature. Wightman and Muller (1990b), analyzing data from more than 40,000 LSAT test-takers in 1989, found that White test-takers outsourced minority test-takers. Given these data and research findings, it is clear that additional research is needed to determine if differences in LSAT scores by race are based on personal attributes, institutional characteristics, and/or students' experiences in college. This line of research may also shed light on ways that programs and services may be developed to support minority students' educational development in order to improve their scores on the LSAT. Also, findings from this line of research may help minority students to make better decisions regarding

their college major, coursework, institutional selection, as well as how they spend their time in college.

Review of Relevant Research

Existing research on the LSAT has largely focused on the predictive validity of the LSAT. Overwhelmingly, this line of research has suggested that LSAT scores predict law school performance reasonably well for law students regardless of the test-takers' race or ethnicity (Linn & Hastings, 1984; Simon & Danner, 1990; Wightman, 1998). Wightman and Muller (1990a), analyzing data from more than 1,000 minority law students representing 54 different law schools, found that the LSAT was valid for minority students as well as White students in terms of its ability to predict a student's law school grade point average in the first year of law school. Wightman (2000) also found that LSAT scores and undergraduate grade point average predicted a student's cumulative grade point average in law school beyond the first year.

Another line of research has focused on the extent to which the LSAT yields scores that may not accurately reflect minority students' skills or their future performances in the legal profession. Weber (1975), in a landmark article, noted the need for evaluation of the LSAT as well as other law school admission criteria. Powell and Steelman (1983) also asserted that LSAT scores might be influenced by the form of the test as well as by whether or not a test-taker had access to and the means to pay for LSAT review services. In addition, Sandoval (1979) argued that the LSAT does not adequately measure Chicanos true academic abilities and/or predict whether or not Chicanos will perform well in law school.

While the existing research on the LSAT is noteworthy, a substantial amount of the research focused on the predictive validity of the LSAT. To be sure, this area of research is very important to ensuring that the LSAT performs in purported ways for all test-takers and that

admissions officers at law schools make the best decisions about which applicants to admit; however, this body of research is limited because it does not seek to examine factors impacting LSAT scores for minority test-takers. The proposed study will account for this limitation in the research by employing a nationally representative sample of college seniors who took the LSAT.

Several studies have investigated the effects of background and institutional characteristics on another post-undergraduate entrance examination: the Graduate Record Examination (GRE) (Clark, 1984; Educational Testing Service, 2002; Grandy, 1999; Pennock-Román, 1993). Stricker and Rock (1999) found that, in addition to a student's grade point average and major in college, institutional characteristics (i.e., college selectivity and institutional control) also yielded positive direct effects on students' GRE scores. Similarly, a small body of research has explored the impact of college on students' LSAT scores. Nieswiadomy (1998) showed that persons who majored in economics were more likely to score higher on the LSAT than were students who majored in other subjects (e.g., history, English, engineering, journalism/foreign language, finance, and psychology). This finding suggested that students' course-taking patterns exert a considerable influence on LSAT scores. From this literature base, we know that students' college experiences play a significant role in their performance on post-undergraduate admissions tests. However, in light of the limited research on the effects of college on LSAT scores and because success on the Bar Exam has been shown to be significantly correlated with LSAT scores (Wightman, 1998), the proposed study seeks to extend the research in this area by addressing the limitations in the research on LSAT performance. Consequently, a major purpose of the proposed study is to estimate the direct effects of precollege characteristics, institutional characteristics, and students' experiences in college on minority and White students' LSAT scores and to determine if differences exist

between minority students and White students on the factors that influence LSAT scores. Second, the study will seek to determine the extent to which the effects of precollege characteristics, institutional characteristics, and college experiences on minority and White students' LSAT scores are general or conditional. That is, are the direct effects on LSAT scores generally the same in magnitude for all minority students and White students, or do they differ in magnitude for minority students and White students with different precollege characteristics or academic and nonacademic experiences in college?

Research Questions

The proposed study will seek to answer the following research questions:

1. Are there differences in precollege characteristics, institutional characteristics, academic experiences, and nonacademic experiences between minority students and White students who take the LSAT?
2. Controlling for differences in precollege characteristics, institutional characteristics, academic experiences, and nonacademic experiences, what factors influence LSAT scores for minority students and White students?
3. Are differences in LSAT scores for minority students and White students general or conditional? Stated differently, are the factors influencing LSAT scores for minority students and White students similar in magnitude and direction for minority students and White students, or are some factors more important for minority students while others are more influential for White students?

Proposed Plan of Work

Conceptual Framework

The conceptual framework for the proposed research study is based on many research investigations on the effects of college attendance on educational outcomes. One line of this research suggests that student background factors and precollege characteristics mediate the effects of college on postsecondary outcomes (Astin, 1993; Pascarella & Terenzini, 1991). As such, the conceptual framework in this study is based, in part, on the notion that precollege

characteristics influence educational outcomes for college students. Another line of educational outcomes research suggests that students' academic and nonacademic experiences impact academic and social outcomes for college students (Astin, 1993; Terenzini, Pascarella, & Blimling, 1996). Thus, students' academic and nonacademic experiences will be included in the conceptual model of the proposed study.

Taken as a whole, the conceptual framework for the proposed research project is based on research evidence which suggests that four sources of influence must be considered when attempting to understand the impact of college on educational outcomes: (a) precollege characteristics, (b) institutional characteristics, (c) students' academic experiences in college, and (d) students' nonacademic experiences in college. A diagram of the conceptual framework for the proposed research study is shown in Figure 1 in the Appendices. Specific ways in which this conceptual framework will inform the research design are described in subsequent sections of this proposal.

1993/1997 Baccalaureate and Beyond Longitudinal Study (B&B: 1993/1997)

Student and institutional data for the present study will be drawn from the Baccalaureate and Beyond Longitudinal Study (B&B: 1993/1997) (Green, Veldman, Pedlow, & Myers, 1999). B&B: 1993/1997 is a nationally representative, longitudinal study designed to measure the impact of a wide-array of individual-level factors and institutional-level characteristics on academic achievement, social growth, and post-undergraduate experiences and outcomes. The student cohort, who constitutes the primary sampling unit in B&B: 1993/1997, was based on the 1993 National Postsecondary Student Aid Study (NPSAS). The NPSAS is a nationally representative database designed to study how college students and their parents or guardians finance the costs of higher education. The B&B: 1993/1997 student cohort consisted of a

representative sample of approximately 11,162 graduating seniors. The following data were collected from the base-year cohort: (a) precollege characteristics and background information, (b) institutional characteristics, (c) parent data, and (d) student transcript data (Green et al., 1999).

First and Second Follow-Up Data Collection of B&B: 1993/1997

Consistent with the base-year sample design, the first follow-up data collection resurveyed base-year students in 1994 (1-year after the base-year data collection) to obtain information pertaining to their post-undergraduate transition experiences. In addition, data were collected on students' marital status, family formation, and graduate education experiences. Of the 11,162 students who participated in the base-year survey, 10,080 students participated in the first follow-up data collection (Bradburn & Berger, 2002; Green et al., 1999). In 1997 (4-years after the base-year data collection) students were resurveyed to obtain additional information about their post-undergraduate experiences and to determine how those experiences influenced important work-related outcomes (Bradburn & Berger, 2002; Green et al., 1999). Of the students who participated in the base-year follow-up data collection, 10,093 students participated in the second follow-up data collection.

B&B: 1993/1997 Student Sample for the Proposed Study

Approximately 3% of the B&B: 1993/1997 sample took the LSAT. Minority students constituted 19% of the students in the B&B: 1993/1997 who took the LSAT and White students constituted 79% of the students in the sample who took the LSAT (2% of the sample who took the LSAT did not identify their race/ethnicity). Of the minority students in the sample who took the LSAT, 1% were American Indian/Alaskan Native, 5% were Asian or Pacific Islander, 6% were African American, and 7% were Hispanic. Of the minority students in the sample, 51%

were male and 49% were female. Of the White students in the sample, 58% were male and 42% were female. To provide some adjustment for sample bias caused by nonresponse and disproportionate probabilities, which resulted due to the sampling procedures used to select students and postsecondary institutions, the National Center for Education Statistics developed sample weights (Bradburn & Berger, 2002; Broene & Rust, 2000; Green et al., 1999). The weighting procedures employed in the B&B: 1993/1997 permit researchers to generalize results of data analyses to the entire population of college seniors in 1993. Thus, while the actual number of LSAT test-takers in the B&B: 1993/1997 is approximately 300 students, the statistically weighted number of LSAT test-takers in the B&B: 1993/1997 consists of more than 27,000 students (i.e., more than 23,000 White students and more than 4,000 minority students). In addition, the weighted sample, which represents about 20% of all LSAT test-takers during the 1993-1994 academic year (Law School Admission Council, 2003c), includes approximately 40 American Indians/Alaskan Natives, 1,300 Asians or Pacific Islanders, 1,500 African Americans, and 1,800 Hispanics.

Dependent and Independent Variables

The dependent and independent variables will be drawn from the B&B: 1993/1997 (variable names for all dependent and independent variables from the B&B: 1993/1997 are shown in parentheses). The primary dependent variable in this study are students' LSAT scores (SCORLSAT). Based on the conceptual framework for the proposed investigation, the study will incorporate a number of independent variables. The first set of independent variables will consist of students' precollege characteristics and background traits: (a) age (AGEATBA), (b) gender (GENDER), (c) family income (CAGI), (d) parent's educational attainment (MOMEDUC, DADEDUC), (e) precollege cognitive ability (ACTSCOR2, SATSCOR2), and (f) educational

aspirations (ANYHILVL). The second set of independent variables will consist of characteristics of the institution: (a) college selectivity (mean value of ACTSCOR2 or SATSCOR2 for each student in the institution attended), (b) institutional control (AIDCTRL), (c) institutional size (ENROLL92), and (d) college racial composition of the institution (HBCU).

Students' academic experiences will constitute the third set of independent variables: (a) college grade point average (GPACUM), (b) attainment of the associate's degree (ASSOC), and (c) college major (MAJORS3). The third set of independent variables will also include the total number of credit hours students' earned in the following subjects: foreign language (TCRED16Z), math (TCRED11Z), business (TCRED04Z), computer science (TCRED12Z), education (TCRED07Z), humanities (TCRED01Z), social science (TCRED02Z), and statistics (TCRED13Z). Students' nonacademic experiences in college will constitute the fourth set of independent variables: (a) hours per week spent working (EMWKHR4) and (b) average hours spent volunteering during college (COMSERHR). Precedent for using these independent or predictor variables to control for the influence of college can be found in other research investigations estimating the impact of college attendance on educational and labor market outcomes (e.g., Astin, 1993; Pascarella & Terenzini, 1991). Operational definitions of the dependent and independent variables are shown in Table 2 (in the Appendices).

Analytical Procedures

Data analysis will occur in a three-stage process. In the first stage of data analysis, the independent samples t-tests procedure will be used to determine if significant differences exist between minority students and White students, who took the LSAT, on selected precollege characteristics, institutional characteristics, and academic and nonacademic experiences in college. In the second stage of data analysis, employing ordinary least squares regression

separately for the minority student sample and the White student sample, the dependent variable will be regressed on the entire set of independent variables while applying statistical controls for the effects of all other variables in the regression equation (Pedhazur, 1997).

The third stage of the data analysis will consider whether the effects of precollege factors, institutional characteristics, and college experiences on LSAT scores are general or conditional. To test for the presence of conditional effects, a series of cross-product terms will be computed between selected variables (e.g., gender, institutional selectivity, institutional control, undergraduate grade point average, etc.) and each of the other independent variables in the prediction model. The set of cross-product terms will then be added to the general effects equations employed in the second stage of the data analyses. A significant increase in explained variance (R^2) due to the set of cross-product terms will indicate the presence of significant conditional effects (Pedhazur, 1997). Conditional effects analyses will be conducted for the minority student sample and the White student sample. For a detailed and comprehensive discussion of the effectiveness of this research design to estimate the direct and conditional effects of college on student outcomes, see Pascarella and Terenzini (1991). Because the sampling design utilized to construct the B&B: 1993/1997 sample was based on complex sampling procedures (Broene & Rust, 2000), *AM Statistical Software*, will be used to analyze all data using appropriate weights and design effects variables to produce correct standard errors for all estimates based on the guidelines outlined in the *Baccalaureate and Beyond Longitudinal Study: 1993/97 Second Follow-up Methodology Report* (Green et al., 1999).

Dissemination Plan

Specific research activities will include, but are not limited to the following tasks:

(a) critically reviewing and synthesizing relevant research literature, (b) cleaning, coding, and

constructing dependent and independent variables, (c) analyzing the data using appropriate statistical procedures, and (d) writing the final report. Because the proposed research study seeks to examine a nationally representative sample of college seniors, manuscripts will be prepared and submitted for publication to journals that focus on academic persistence, student development, and recruitment and retention of law students such as: the *Journal of Legal Education*, *Journal of College Student Development*, *Journal of Higher Education*, *Research in Higher Education*, and *The Review of Higher Education*. Also, conference proposals will be prepared and submitted to the AIR Annual Forum and NPEC conference. The research project will begin June 2005 and end June 2006. Specific research activities are shown below.

Research Activity	Time Period
<ul style="list-style-type: none"> • Obtain and analyze articles, manuscripts, books, conference proceedings, paper presentations, and monographs that are germane to the topic. • Write an integrative review that summarizes the research on the effects of precollege factors, institutional characteristics, and college experiences on educational outcomes and LSAT scores. • Write an integrative review on the effects of race on LSAT scores. 	June 2005 – August 2005
<ul style="list-style-type: none"> • Submit progress report to the Association for Institutional Research. • Clean, code, and analyze B&B: 1993/1997 data. • Discuss research findings and develop a list of propositions for future research. • Develop implications and recommendations for colleges and universities, law schools, and various legal education programs [e.g., Minorities Interested in Legal Education (MILE), ABA Commission on Racial & Ethnic Diversity in the Profession, and the Council on Legal Education Opportunity (CLEO)]. • Submit final research report to the Association for Institutional Research. • Submit manuscripts for publication. • Present results of the study at the AIR Annual Forum and NPEC conference. 	September 2005 – June 2006

Description of Policy Relevance

This proposed research study seeks to explore which demographic characteristics, institutional factors, and college experiences lead to higher scores on the LSAT for minority students and White students. This study also seeks to examine the extent to which undergraduate institutions are adequately preparing minority students to perform well on the LSAT.

Investigating the effects of precollege traits, institutional characteristics, and college experiences on LSAT scores is critical to ensuring that more minority students are admitted in law school, especially since LSAT scores are required by all of the LSAC-member law schools as an admissions requirement (Law School Admission Council, 2003a). Thus, this study is significant in that it may help law school admissions committees as well as educational researchers better understand how precollege variables and college experiences influence a primary factor in law school admissions decisions. The results of this study may also assist higher education and student affairs professionals in developing programs and/or services that may promote enhanced LSAT performance for all minority students. In addition, the results of this study may be used to support current initiatives (American Bar Association, 2000) as well as initiatives and programs that are being developed by the American Bar Association's Office of Diversity that are designed to "increase minority participation in the legal profession by encouraging members of racial/ethnic minority groups to consider law as a career and to provide increased opportunities for minorities already in the profession" (American Bar Association, 2003, ¶ 1).

Discussion of Innovative Aspects of the Proposed Research Project

The proposed research investigation will extend the research literature on the effects of college on student outcomes in five primary ways. First, this study is unique because it estimates racial differences in the effects of college on students' LSAT scores. Second, this study will employ a nationally representative sample of college seniors, which will enable the researcher to generalize the study's results to the larger population of seniors who take the LSAT. Third, the proposed research project will employ statistical controls for the effects of precollege characteristics, institutional characteristics, and college experiences. Fourth, this study is

innovative because conditional effects analyses will be conducted that will enable the researcher to document the impact of selected characteristics and experiences on students' LSAT scores.

Discussion of Audience to Whom the Research Project Will Be Important

The proposed research project is a national study that will be important for several stakeholders. First, given that minority students are underrepresented in American law schools and in the legal profession, the proposed study will be of interest to all college and university administrators interested in better understanding the role of precollege factors, institutional characteristics, and college experiences on students' LSAT scores. Also, law school administrators will find the study's findings useful as they continue to better understand law school admission criteria. Second, higher education and student affairs professionals will find the study's findings informative because the analytical techniques will enable the researcher to document the effects of selected college experiences and student characteristics (i.e., course taking patterns, etc.) on students' LSAT scores. Third, institutional researchers may use the study's findings to better understand the impact of institutional characteristics on students' LSAT scores. Additionally, higher education and student affairs researchers may also use the study's results as baseline data for future studies on this topic. Fourth, parents and students will benefit from the study's findings by having a better sense of the types of precollege and college experiences that may positively impact LSAT scores.

Appendices

Figure 1

Conceptual Framework of the Proposed Research Study

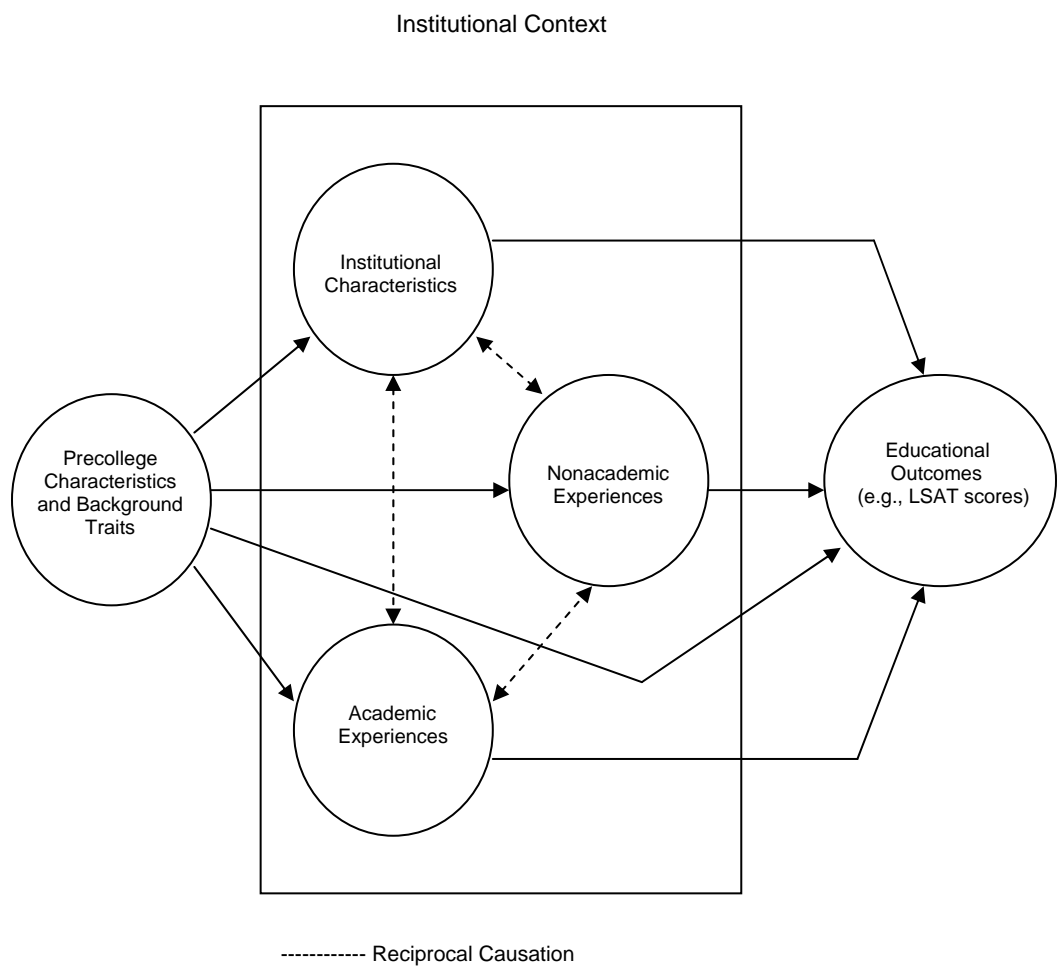


Table 1

Percentage Distribution of 1992-1993 Bachelor's Degree Recipients by LSAT Score and Race/Ethnicity^a

	1 st Quartile (0-149)	2 nd Quartile (150-156)	3 rd Quartile (157-162)	4 th Quartile (163 or higher)
Minority Students	25.4	32.3	24.5	17.9
White Students	14.3	29.3	30.5	26.0

Note. U.S. Department of Education, National Center for Education Statistics, 1993/1997 Baccalaureate and Beyond Longitudinal Study, Second Follow-up, (B&B: 1993/1997), Data Analysis System.

^aPercentages may not sum to 100 due to rounding.

Table 2

*Operational Definitions of Variables from the B&B: 1993/1997***DEPENDENT VARIABLE**

LSAT Score: An individual's raw score on the Law School Admission Test.

INDEPENDENT VARIABLES***Precollege Characteristics and Background Traits***

Age: A continuous variable based on a self-reported measure of the respondent's year of birth.

Gender: A categorical variable will be coded: 1 = female, 0 = male.

Family Income: A continuous variable based on the student's family adjusted gross income in 1993.

Parent's Educational Attainment: A categorical variable based on the highest educational level attained by either parent will be coded: 1 = No high school diploma or equivalent, 2 = High school graduate or equivalent, 3 = At least 2 years of postsecondary education, 4 = 2 years or more of postsecondary education, 5 = Bachelor's degree, 6 = Advanced degree.

Precollege Cognitive Ability: A continuous variable based on a student's self-reported or institution-reported college entrance examination score.

Educational Aspirations: A categorical variable based on a student's self-reported assessment of the highest degree he or she expects to obtain in their lifetime will be coded: 1 = Bachelor's degree, 2 = Master's degree, 3 = First-professional degree, 4 = Doctoral degree.

Institutional Characteristics

College Selectivity: A continuous variable based on either the self-reported or institution-reported college entrance examination scores of the students at the institution attended.

Institutional Control: A categorical variable will be coded: 1 = Attended a public institution, 0 = Attended a private institution.

Institutional Size: A continuous variable based on the full-time student enrollment during the 1993-1994 academic year.

College Racial Composition of the Institution: A categorical variable will be coded: 1 = Attended a historically Black institution, 0 = Attended a predominantly White institution.

Academic Experiences

College Grade Point Average: A continuous variable based on a student's cumulative grade point average. The grade point average was reported by the institution and is based on a 4.0 scale.

Attained Associate's Degree: A categorical variable will be coded: 1 = Attained an associate's degree, 0 = Did not attain an associate's degree.

College Major: A categorical variable based on a student's self-reported major in college will be coded: 1 = humanities, 2 = social/behavioral sciences, 3 = life sciences, 4 = physical sciences, 5 = math, 6 = computer/information science, 7 = engineering, 8 = education, 9 = business/management, 10 = health, 11 = vocational/technical, 12 = other technical/professional.

Credit Hours Taken in Various Subjects: A continuous variable based on the total number of credit hours students earned in the following subjects: foreign language, math, business, computer science, education, humanities, social science, and statistics.

Nonacademic Experiences

Hours Per Week Spent Working: A continuous variable based on a student's self-report of the number of hours worked per week.

Average Hours Spent Volunteering During College: A continuous variable based on a student's self-report of the number of hours spent volunteering during 1992-1993.

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BIOGRAPHICAL SKETCH

Dr. Lamont A. Flowers is an Assistant Professor in the Department of Educational Leadership, Policy and Foundations in the College of Education at the University of Florida. He is also an Associate Director of the Institute of Higher Education in the College of Education at the University of Florida. Dr. Flowers received a Bachelor of Science in Accounting from Virginia Commonwealth University. He also received a Master of Arts in Social Studies Education and a Doctorate in Higher Education from the University of Iowa. Before he began his professorial career at the University of Florida, Dr. Flowers served for two years as the Manager of the Afro-American Cultural Center at the University of Iowa.

As an emerging social scientist, Dr. Flowers has authored and/or co-authored more than 60 scholarly publications in the following areas: (a) issues impacting the recruitment and retention, academic achievement, and educational outcomes of African American students, other racial and ethnic minority students, and first-generation students in postsecondary educational institutions (e.g., historically Black colleges and universities, community colleges, etc.) and other educational settings; (b) issues pertaining to the recruitment, retention, and professional development of African American and other racial and ethnic minority faculty, student affairs professionals, and administrators at two-year and four-year institutions; (c) diversity issues in higher education and other educational settings; (d) assessment and measurement of cognitive development, psychosocial development, and educational outcomes for college students; (e) best practices pertaining to the training and professional development of higher education and student affairs professionals (i.e., graduate students, current professionals, and administrators); (f) organizational and leadership issues in postsecondary educational institutions; and (g) using technology for instructional, advising, and research purposes.

His research has appeared in 21 different professional journals: *Journal of Higher Education*; *Research in Higher Education*; *The Review of Higher Education*; *Journal of College Student Development*; *NASPA Journal*; *College Student Affairs Journal*; *National Association of Student Affairs Professionals Journal*; *Journal of College Student Retention: Research, Theory & Practice*; *StudentAffairs Online*; *College Student Journal*; *The High School Journal*; *Reading Research and Instruction*; *Teachers College Record*; *The Professional Educator*; *Journal of Critical Inquiry into Curriculum and Instruction*; *Educational Research Quarterly*; *Journal of Technology in Counseling*; *Iowa Council for the Social Studies Journal*; *Journal of Compensation and Benefits*; *Journal of Men's Studies*; and *Planning and Changing*.

In addition, Dr. Flowers has co-authored a book entitled, *Thinking Like A+ Winner: College Success Skills for Students*, and he has edited a book entitled, *Diversity Issues in American Colleges and Universities: Case Studies for Higher Education and Student Affairs Professionals*. Dr. Flowers' work has begun to impact higher education as well as society at-large. For example, a research study Dr. Flowers co-authored with Dr. Ernest T. Pascarella was cited in *Grutter v. Bollinger*, the Supreme Court case concerning the admission policies at the University of Michigan's Law School.

Dr. Flowers is the Editor-in-Chief of the *Journal of the Professoriate*. He also serves as a Senior Associate Editor for the *College Student Affairs Journal*, the national refereed journal of the Southern Association for College Student Affairs. To further examine Dr. Flowers' professional record and scholarly accomplishments, I recommend that you review his online portfolio located at the following URL: <http://www.coe.ufl.edu/Faculty/Flowers>.

Brief Curriculum Vita

ACADEMIC TRAINING

Ph.D.	University of Iowa	Higher Education
M.A.	University of Iowa	Social Studies Education
B.S.	Virginia Commonwealth University	Accounting

ACADEMIC APPOINTMENTS

Assistant Professor. University of Florida, College of Education, Department of Educational Leadership, Policy, and Foundations, Student Personnel in Higher Education Program, Fall 2000-Present.

Visiting Assistant Professor. Indiana University, School of Education, Department of Higher Education and Student Affairs, Summer 2000.

PROFESSIONAL EXPERIENCES

Editor-in-Chief, *Journal of the Professoriate*. Brothers of the Academy Institute, Fall 2004-Present.

Senior Associate Editor, *College Student Affairs Journal*. Southern Association for College Student Affairs, Fall 2003-Present.

Associate Director, Institute of Higher Education. University of Florida, College of Education, Department of Educational Leadership, Policy and Foundations, Fall 2003-Present.

PUBLICATIONS

Flowers, L. A. (2004-2005). Retaining African-American students in higher education: An integrative review. *Journal of College Student Retention: Research, Theory & Practice*, 6(1), 23-35.

Moore, J. L., III, **Flowers, L. A.**, Guion, L. A., Zhang, Y., & Staten, D. L. (2004). Improving the experiences of non-persistent African American males' in engineering programs: Implications for success. *National Association of Student Affairs Professionals Journal*, 7, 105-120.

Flowers, L. A. (2004). Effects of living on campus on African American students' educational gains in college. *NASPA Journal*, 41, Article 5. Retrieved March 11, 2004, from <http://publications.naspa.org/naspajournal/vol41/iss2/art5>

Pascarella, E. T., Wolniak, G. C., Pierson, C. T., & **Flowers, L. A.** (2004). The role of race in the development of plans for a graduate degree. *The Review of Higher Education*, 27, 299-320.

Holmes, S. L., Roedder, B. S., & **Flowers, L. A.** (2004). Applying development theory to college students' spiritual beliefs. *College Student Affairs Journal*, 23, 130-145.

Flowers, L. A. (2003). Effects of college racial composition on African American students' interactions with faculty. *College Student Affairs Journal*, 23, 54-63.

Flowers, L. A. (2003). Differences in self-reported intellectual and social gains between African American and White college students at predominantly White institutions: Implications for student affairs professionals. *NASPA Journal*, 41, Article 4. Retrieved December 2, 2003, from <http://publications.naspa.org/naspajournal/vol41/iss1/art4>

- Flowers, L. A.** (2003). National study of diversity requirements in student affairs graduate programs. *NASPA Journal*, 40, Article 5. Retrieved October 3, 2003, from <http://publications.naspa.org/naspajournal/vol40/iss4/art5>
- Flowers, L. A., Milner, H. R., & Moore, J. L., III.** (2003). Effects of locus of control on African American high school seniors' educational aspirations: Implications for preservice and inservice high school teachers and counselors. *The High School Journal*, 87, 39-50.
- Flowers, L. A., & Jones, L.** (2003). Exploring the status of Black male faculty utilizing data from the national study of postsecondary faculty. *The Journal of Men's Studies*, 12, 3-13.
- Jackson, J. F. L., & **Flowers, L. A.** (2003). Retaining African American student affairs administrators: Voices from the field. *College Student Affairs Journal*, 22, 125-136.
- Parker, M., & **Flowers, L. A.** (2003). The effects of racial identity on academic achievement and perceptions of campus connectedness on African American students at predominantly White institutions. *College Student Affairs Journal*, 22, 180-194.
- Flowers, L. A.** (2003). Investigating the representation of African American student affairs administrators: A preliminary study. *National Association of Student Affairs Professionals Journal*, 6(1), 35-44.
- Pierson, C. T., Wolniak, G. C., Pascarella, E. T., & **Flowers, L. A.** (2003). Impacts of two-year and four-year college attendance on learning orientations. *Review of Higher Education*, 26, 299-321.
- Flowers, L. A., & Pascarella, E. T.** (2003). Cognitive effects of college: Differences between African American and Caucasian students. *Research in Higher Education*, 44, 21-49.
- Flowers, L. A., Jackson, J. F. L., & Bridges, B. K.** (2002). Influences on precollege students' use of study strategies. *Journal of Critical Inquiry into Curriculum and Instruction*, 4, 10-15.
- Flowers, L. A.** (2002). The impact of college racial composition on African American students' academic and social gains: Additional evidence. *Journal of College Student Development*, 43, 403-410.
- Flowers, L. A., Osterlind, S. J., Pascarella, E. T., & Pierson, C. T.** (2001). How much do students learn in college? Cross-sectional estimates using the College BASE. *Journal of Higher Education*, 72, 565-583.
- Pascarella, E. T., **Flowers, L. A., & Whitt, E. J.** (2001). Cognitive effects of Greek affiliation in college: Additional Evidence. *NASPA Journal*, 38, 280-301.
- Flowers, L. A., Pascarella, E. T., & Pierson, C. T.** (2000). Information technology use and cognitive outcomes in the first year of college. *Journal of Higher Education*, 71, 637-667.
- Flowers, L. A., & Pascarella, E. T.** (1999). The effects of college racial composition on African American college students' orientations toward learning for self-understanding. *The Professional Educator*, 22(1), 33-47.
- Flowers, L. A., & Pascarella, E. T.** (1999). Cognitive effects of college racial composition on African American students after 3 years of college. *Journal of College Student Development*, 40, 669-676.

Flowers, L. A., & Pascarella, E. T. (1999). Does college racial composition influence the openness to diversity of African American students? *Journal of College Student Development*, 40, 405-417.

Trumble, R. R., Tudor, R. T., **Flowers, L. A.**, & Garfield, M. J. (1998). Higher education curricula: Investigating the framework of an expert systems model. *Educational Research Quarterly*, 21(4), 47-59.

SCHOLARLY PRESENTATIONS

Flowers, L. A. (2004, May). *Labor market outcomes of African American college graduates*. Paper presented at the annual meeting of the Association for Institutional Research, Boston, MA.

Jackson, J. F. L., Moore, J. L., III, **Flowers, L. A.**, Lewis, C. W., Williams, B. N., & Howard, T. C. (2004, April). *Brown vs. Board of Education: New approaches in education for African American males*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Jackson, J. F. L., Moore, J. L., **Flowers, L. A.**, Lewis, C. W., Williams, B. N., & Howard, T. C. (2003, April). *An analysis of the African American male educational pipeline: The convergence of six research agendas*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Pierson, C. T., Pascarella, E. T., & **Flowers, L. A.** (2001, November). *Effects of attending a 2-year vs. 4-year college on learning orientation*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Richmond, VA.

Wilson, A. M., **Flowers, L. A.**, & Moore, Q. L. (2001, July). *The impact of student college experiences as it relates to student retention*. Paper presented at the annual meeting of the National Conference on Student Retention, New Orleans, LA.

Jackson, J. F. L., Chavez, A. F., Schuh, J. H., **Flowers, L. A.**, Holmes, S. L., & Coaxum, J., III. (2001, March). *From practice to theory: Student affairs practitioners moving to the faculty*. Participated in a roundtable discussion at the annual meeting of the National Association of Student Personnel Administrators, Seattle, WA.

Flowers, L. A., Osterlind, S. J., Pascarella, E. T., & Pierson, C. T. (2000, November). *How much do students learn in college? Cross-sectional estimates using the College BASE*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Sacramento, CA.

Flowers, L. A., & Pascarella, E. T. (1999, November). *Does college racial composition influence the openness to diversity of African American students?* Paper presented at the annual meeting of the Association for the Study of Higher Education, San Antonio, TX.

AWARDS, HONORS, AND SPECIAL RECOGNITIONS

William R. Jones Outstanding Mentor Award, Florida Education Fund
 Outstanding Professional Service Award, AERA Publications Committee
 Emerging Scholar, The National Forum on Higher Education for the Public Good
 Annuit Coeptis Award – Emerging Professional, American College Personnel Association
 Dissertation of the Year (Runner-Up), National Association of Student Personnel Administrators
 Eagle Scout

BUDGET AND BUDGET JUSTIFICATION

<u>PERSONNEL</u>						
		<u>FTE</u>	<u>Bi-Weekly</u>	<u>Pay Periods</u>	<u>Subtotals</u>	<u>TOTAL</u>
Dr. Lamont A. Flowers	Summer 2005	0.50	\$3,090	4.0	\$6,180	
	Fall 2005	0.50	\$3,461	9.5	<u>\$16,440</u>	
Total Salary and Wages for Personnel					\$22,620	
Fringe Benefits for Dr. Lamont A. Flowers-Summer 2005 (19.24%)					\$1,189	
Fringe Benefits for Dr. Lamont A. Flowers-Fall 2005 (19.24%)					\$3,163	
Health Insurance for Dr. Lamont A. Flowers-Fall 2005					<u>\$1,456</u>	
Total Fringe Benefits and Health Insurance for Personnel					\$5,808	
TOTAL PERSONNEL						\$28,428
<u>TRAVEL</u>						
TOTAL TRAVEL						\$1,250
<u>RESEARCH SUPPLIES</u>						
TOTAL RESEARCH SUPPLIES						\$322
TOTAL AMOUNT REQUESTED						\$30,000

Budget Justification

This section provides a justification for each category of expenditures shown in the budget. The budget for this proposed research project was completed in *Microsoft Excel* with the assistance of the Office of Graduate Studies and Research in the College of Education at the University of Florida.

Personnel. Dr. Flowers will serve as the Principal Investigator for the proposed research project. In this 1-year study, Dr. Flowers will commit .50 FTE of his Summer 2005 semester time allocation and .50 FTE of his Fall 2005 semester time allocation to this research project as well as the Spring 2005 and Summer 2006 semesters (as needed) to complete the research project. Salary projections for the Principal Investigator shown in the proposed budget adhere to the salary schedule in the College of Education at the University of Florida. Based on the current rate of pay of the Principal Investigator, the amount needed for the 1-year period equals \$22,620. Fringe benefits and health insurance cover FICA, retirement, and insurance for salaried personnel. Fringe benefits and health insurance total \$5,808 for the Principal Investigator during the 1-year period.

Travel. Travel expenditures are requested in the amount of \$1,250 to cover the costs of presenting the findings of this study at the 2006 AIR Annual Forum.

Research Supplies. The principal investigator will photocopy library materials and other research-based information to gain additional perspectives and complete the project. Also, research reports, books, monographs, information technology resources, and article reprints will be purchased to complete the project. The total amount for research supplies equals \$322 (estimated from prior experience).

CURRENT AND PENDING SUPPORT

Current Support

The following is a list of my current grant support:

1. *Scholars of the Future: An Implementation Model for Increasing Diversity in Information Technology*. National Science Foundation (August 2004-August 2008). The Scholars of the Future program is a four-year initiative designed to increase the number of underrepresented graduate students and faculty in electrical engineering, computer engineering, computer science, and other information technology disciplines. Co-Principal Investigators: Drs. Juan E. Gilbert at Auburn University, James L. Moore III at The Ohio State University, and Beville A. Watford at Virginia Polytechnic Institute and State University.
2. *African American Male College Student Development: An Exploratory Study of the Factors Influencing Recruitment, Retention, and Academic Achievement*. University of Florida - College of Education (May 2004-May 2005). The purpose of the research project is to conduct a qualitative research study to investigate the influence of African American males' perceptions of their academic and social integration, academic orientations, academic self-concepts, and academic motivations on their retention and academic achievement in college. Co-Principal Investigator: Yanmei Zhang.
3. *Investigating the Effects of College Racial Composition on African American Students' Graduate Record Examination (GRE) Scores*. The Spencer Foundation (May 2004-August 2005). The purpose of this study is to estimate the direct effects of attending a historically Black college or university on African American college students' Graduate Record Examination (GRE) General Test scores.

FACILITIES, EQUIPMENT AND OTHER RESOURCES

The University of Florida has a comprehensive library system that consists of several individual libraries (e.g., Education Library). Each library has an extensive collection of books, monographs, journals, documents, and other information resources that are easily accessible to the Principal Investigator. In addition, the University of Florida has many computer laboratories on campus containing an extensive collection of data analysis and desktop publishing software. Furthermore, the Principal Investigator has access to two personal computers in his office that contain several data analysis software programs including *SPSS*, *AM Statistical Software*, and *Stata*. The Principal Investigator also has other software programs that will be employed to complete the proposed research project including *Microsoft Word*, *Microsoft Excel*, and *Microsoft PowerPoint*. The Principal Investigator also has a restricted-use dataset for the 1993/1997 Baccalaureate and Beyond Longitudinal Study.

SPECIAL INFORMATION AND SUPPLEMENTARY DOCUMENTATION

Not applicable for this research grant proposal.