

THESIS

RECRUITMENT OF RACIAL/ETHNIC MINORITY DOCTORAL STUDENTS IN
PSYCHOLOGY: A CONTENT ANALYSIS OF COUNSELING PSYCHOLOGY
PROGRAM WEBSITES

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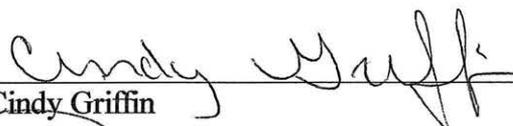
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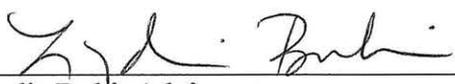
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WE HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER OUR SUPERVISION BY SERENITY CHAMBERS ENTITLED RECRUITMENT OF RACIAL/ETHNIC MINORITY DOCTORAL STUDENTS IN PSYCHOLOGY: A CONTENT ANALYSIS OF COUNSELING PSYCHOLOGY PROGRAM WEBSITES BE ACCEPTED AS FULFILLING IN PART REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE.

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ABSTRACT OF THESIS

RECRUITMENT OF RACIAL/ETHNIC MINORITY DOCTORAL STUDENTS IN PSYCHOLOGY: A CONTENT ANALYSIS OF COUNSELING PSYCHOLOGY PROGRAM WEBSITES

The presence of racial/ethnic minority student recruitment strategies on counseling psychology websites ($N = 67$) was assessed using a website checklist devised by the primary investigator. It was predicted that the presence of key recruitment strategies on program websites would be related to higher numbers of racial/ethnic minority students enrolled in counseling psychology programs. Results showed that although most programs have implemented previously recommended recruitment strategies on their websites, they have not done so extensively. In addition, findings suggest that programs with higher numbers of diversity words and phrases in their webpages have a higher enrollment of racial/ethnic minority students. Counseling psychology programs aspiring to increase the representation of racial/ethnic minority students should incorporate statements reflecting an interest in and commitment to diversity issues in their webpages. In addition, programs should consider incorporating to a greater extent recruitment strategies previously recommended in the literature.

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Chapter I: Introduction

Now in the 21st century, the United States has begun to witness the diversification of its people. Naturally, the field of psychology has strived to meet the needs of a changing populace through various efforts. In this paper, we will first take a broad chronological overview of the history of the multicultural movement in psychology, with an emphasis on the recruitment of racial/ethnic minorities to the field and the training of culturally competent psychologists. Then we will review the status of today's demographics, as well as some population estimates for the future. Next, we will discuss more specifically some of the recommendations offered to increase the racial/ethnic and cultural diversity of the field. An evaluation of these recommendations and efforts will then place us in a position to assess where we stand today in terms of the process of diversification in psychology.

The Multicultural Movement in Counseling Psychology

For decades, the field of psychology in general, and counseling psychology in particular, has been answering a call to diversify the training and education of its future

psychologists. The official call began amidst the Civil Rights movement of the 1960s. With the recognition that racial/ethnic minority persons were vastly underrepresented in the field, equal opportunity became the goal; the American Psychological Association (APA) thus began examining its institutional policies and standards.

In 1963, the APA Board of Directors put forth its first effort to address racial/ethnic minority concerns with the establishment of the Ad Hoc Committee on Equality of Opportunity in Psychology (CEOP) (Heppner, Casas, Carter, & Stone, 2000). The committee's task was to develop official policy related to the education, training, employment and status of minority groups in psychology (namely, the four major racial/ethnic groups: Asian Americans, African Americans, Hispanics, and Native Americans). Over the next twelve years, separate racial/ethnic minority constituencies were established within the APA: the Association of Black Psychologists (1968) (Williams, 1974), the Association of Psychologists Por La Raza (1970) (Bernal, 1994), the Asian American Psychological Association (1972) (S. Sue, 1994), and the Society of Indian Psychologists (1975) (LaFromboise, 1994). The intention of these groups was to address three major issues related to the underrepresentation of racial/ethnic minorities in psychology: (a) the paucity of racial/ethnic minority psychologists and graduate and undergraduate students in psychology, (b) the APA's failure to address certain social problems (i.e., racism, poverty), and (c) the lack of representation of people of color within APA's governing structure (Heppner et al., 2000).

The 1973 Vail Conference represented further efforts to diversify the field. Out of this conference came key political, ethical, and structural changes within the profession. Of most significance was the APA's implementation of affirmative action programs, as

well as the designation of minority student recruitment, admission, and graduation as an ethical obligation (Heppner et al., 2000; Korman, 1974). Further recommendations were made to mandate psychology training programs to provide academic and clinical experience in the multicultural realm so as to ensure counselor competence in an increasingly pluralistic society. Finally, the Vail Conference proposed modifications in APA's structure via the establishment of minority boards and committees.

Other efforts to increase the diversity of the graduate student body occurred in 1974 with the creation of the APA Minority Fellowship Program (Guzman, Schiavo, & Puente, 1992). Subsequently, the representation of racial/ethnic minority students in psychology began to increase. As commitment to racial/ethnic minority issues increased, new journals dedicated to the psychological study of racial/ethnic minorities were born. In 1974 the *Journal of Black Psychology* published its first issue (Street, 1994). A few years thereafter, in 1979, followed the debut of the *Hispanic Journal of Behavioral Sciences* (Bernal, 1994).

More structural changes occurred in 1979 when the Office of Ethnic Minority Affairs (OEMA) and a Committee on Minority Affairs (CMA) were established by the APA Board of Directors (Comas-Díaz, 1990). Continuing efforts to address the need to diversify training practices materialized in 1979 with the addition of Criterion II to those criteria used by the APA Committee on Accreditation for doctoral education and training programs (APA, 1979). Criterion II advocated the need to foster an understanding of cultural and individual differences across all areas of psychology training programs, especially with respect to ensuring counselor competence in serving an increasingly diverse population.

Further advances in APA's efforts to address racial/ethnic minority underrepresentation occurred in 1980 with the founding of the Board of Ethnic Minority Affairs (BEMA) (Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology [CEMRRAT], 1997). This event is noteworthy in the sense that it established and institutionalized a means to achieve diversity goals within the APA governance structure (Heppner et al., 2000). BEMA then tackled education and training issues by forming the Task Force on Minority Education and Training. The legacy of this task force was far-reaching: recommendations for recruitment and retention of minority faculty and students were outlined, and the need for integration of multicultural curricula in graduate education and training were emphasized (Wyatt & Parham, 1985).

In 1982, the Education and Training Committee of Division 17, the Division of Counseling Psychology, recommended that counseling psychology refocus its attention to the recruitment and retention of minority students in order to serve the needs of minority populations (Heppner et al., 2000). In addition, it suggested that population shifts be monitored in order to more accurately determine the centrality of needed services. Further efforts to diversify counseling practices came during this period with the timely publication of a position paper on cross-cultural counseling competencies (D. W. Sue et al., 1982). Division 17 continued to refine its commitment to diversity during a national conference held in Atlanta in 1987 (Meara et al., 1988). The recommendations of the conference underscored three needs: (a) to increase the quantity of racial/ethnic minority research, (b) to conduct research on cross-cultural interventions, and (c) to integrate alternative paradigms into research practices. In 1988, Division 17 extended its advocacy of diversity by making its Committee on Ethnic and Cultural Diversity a standing

committee in APA, thereby procuring input from APA to Division 17 constituents regarding service, training, and research issues relevant to working with racial/ethnic minorities (Heppner et al., 2000).

Seeking to establish a network of racial/ethnic minority psychologists within divisions of APA and state associations, BEMA created its second task force, the Task Force on Communications with Minority Constituencies (Comas-Díaz, 1990). From these efforts spawned the establishment of Division 45 of the APA, The Society for the Psychological Study of Ethnic Minority Issues, in 1986. A third task force, the Task Force on the Delivery of Services to Ethnic Minority Populations, addressed the need for graduate education courses to include cultural diversity within coursework. Subsequently, the Task Force drafted “Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations” (APA, 1993).

The 1990s witnessed further advances within counseling psychology education and training. Indeed, multiculturalism came to be considered by many researchers as the “fourth force” in counseling (Pederson, 1991). The inclusion of multicultural courses into counseling psychology program curricula became widespread (Hills & Strozier, 1992). The APA Code of Ethical Principles (APA, 1992) was revised in 1992 to reflect a stronger commitment to competently serve an increasingly diverse society. Two years later, the APA Board of Directors established the Commission on Ethnic Minority Recruitment, Retention, and Training (CEMRRAT) to achieve the following two objectives: (a) evaluate the status of racial/ethnic minority participation in psychology, including barriers to such participation; and (b) to develop a five-year plan to direct APA’s efforts to minimize these barriers (CEMRRAT, 1997). Furthermore, in 1995,

APA's accreditation guidelines were again modified to reflect the need to consider individual differences and diversity in the accreditation of psychology training programs (APA, 1995). The creation of Domain D: Cultural and Individual Differences and Diversity expounded on Criterion II, outlining two levels of diversity on which programs applying for accreditation must focus. The first level emphasized affirmative action, recognizing that the diversity of the faculty and student body is an essential first step in reflecting a training program's commitment to diversity. The second level mandated the integration of training related to cultural and individual differences into curricula and clinical experiences (Bluestone, Stokes, & Kuba, 1996).

As the decade progressed, the salience and relevance of multicultural competence became apparent by the increase in number of books published on the topic (e.g., Atkinson, Morten, & Sue, 1998b; Ponterotto, Casas, Suzuki, & Alexander, 1995; Pope-Davis & Coleman, 1997; D. W. Sue & S. Sue, 1990), as well as by the development of various multicultural assessment instruments. Employing a multicultural model, inventories such as the Multicultural Counseling Awareness Scale (Ponterotto et al., 1996) and the Multicultural Counseling Inventory (Sodowsky, Taffe, Gutkin, & Wise, 1994) were specifically developed to assess multicultural competence. In 1997, Division 17 officially sanctioned the multicultural competencies designated and updated by D. W. Sue and colleagues in 1992 (Sue, Arredondo, & McDavis, 1992).

More recently, in 1999, Division 17 organized and co-sponsored a two-day multicultural conference and summit with three main goals: (a) to investigate state-of-the-art issues in racial/ethnic minority psychology, (b) to recognize barriers within psychology to realizing multiculturalism within the profession, and (c) to create

coalitions for political action and advocacy to achieve multiculturalism (D. W. Sue, Bingham, Porche-Burke, & Vasquez, 1999). The outcome of this conference was far-reaching. Most notably, a proposal for multicultural competence was outlined and approved by the three sponsoring divisions, and was subsequently presented to the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests for organizational approval. This convention was such a success, the second National Multicultural Conference and Summit was scheduled and subsequently convened in January 2001, and the third is currently scheduled to be held in January 2003.

The year 1999 was also significant in that it was the inaugural year for a new journal, *Cultural Diversity and Ethnic Minority Psychology*, the official journal of Division 45 of the APA. In addition, the year 1999 was also recognized for its increase in minority representation in APA's constituency. For example, a psychologist of Asian American descent was elected to the APA presidency for the first time (Suinn, 1999), and several other psychologists of racial/ethnic minority origin took office in various divisions of the APA: (a) Rosie Bingham, an African American, presided as the president for Division 17, (b) Steven James, a Native American, accepted the presidency for Division 44 (Society for the Psychological Study of Gay, Lesbian, and Bisexual Issues), (c) Derald Wing Sue, an Asian American, became president of Division 45, and (d) Melba J. T. Vasquez, a Latina, took over as president of Division 35 (Society for the Psychological Study of Women). These leadership roles occupied by racial/ethnic minorities represented a marked contrast to the state of affairs three years earlier, when

there were no racial/ethnic minorities in such positions. The goal of diversifying the APA had begun to materialize.

Certainly, the profession of psychology has made some progress in its diversification process in response to political, social, and demographic trends that have warranted, even demanded these changes. However, a look at current demographics and trends makes it clear that our quest for a multicultural psychology has only just begun.

Changing Demographics: Trends and Predictions

First, let us consider the current demographics of our nation, as well as some projections from the past. Then we will assess current projections for the future and examine the impact these projections have for the field.

According to the 2000 Census, non-Hispanic Whites constitute 69.1% of the population, whereas Hispanic/Latino(a)s (of any race) make up 12.5%, Blacks/African Americans comprise 12.3%, Asians/Native Hawaiians/Pacific Islanders represent 3.7%, and American Indian/Alaska Natives were counted at .9% (U.S. Bureau of the Census, 2001). These numbers are above and beyond many of the projections made for ethnic and racial populations over the last 10 years. One estimate for the year 2000 considered by Atkinson, Morten, & Sue (1998c) came from a 1992 Census Bureau report (U.S. Bureau of the Census, 1992, as cited in Atkinson et al., 1998c). This report projected that by the year 2000, the number of non-Hispanic Whites would decrease to 71.6% of the population, with Hispanics at 11.1%, Blacks at 12.3%, followed by Asian Americans at 4.2%, and lastly with American Indians at .8%. These population estimations overrepresented non-Hispanic Whites, while underestimating Hispanics and American

Indians. Clearly, the population of the U.S. is diversifying more quickly than originally predicted.

More recent projections estimate that by the year 2050, 25% of the population is expected to be Hispanic, 15% Black, 9% Asian American, and 1% Native American (U.S. Bureau of the Census, 1996). In terms of the effects of current demographic trends on institutional compositions, some researchers predict that by the year 2030, 75% of the workforce will be either racial/ethnic minority or female, and 45% of students in the public school system will be of racial/ethnic origin (D. W. Sue, Parham, & Bonilla-Santiago, 1998).

An analysis of the demographics for the field of psychology suggests that the diversification of psychology is occurring at a slower pace than that of the populace. For example, in 1993, racial/ethnic minorities comprised 11.6% of all master's degrees in psychology, and 9.4% of all psychology doctorates (National Center for Education Statistics, 1995, as cited in CEMRRAT, 1997). These numbers are highly unrepresentative of 1993 Census statistics which estimated racial/ethnic minority subgroups as constituting 25% of the nation's population (U.S. Bureau of the Census, 2000). Such a discrepancy makes it almost impossible for culturally diverse clients to be served by psychologists of similar cultural or racial/ethnic backgrounds.

Implications of demographic trends for the field of psychology. Undoubtedly, demographic changes have profound consequences for psychologists and other mental health professionals who render services to this changing populace. Most centrally, with the majority becoming minority, the monocultural basis of psychological training, education and practice is seriously called into question (D. W. Sue et al., 1999).

Secondly, even the term “minority” is itself rendered suspect, perhaps even arbitrary. No longer can we ethically assert that the discrepancies in services to racial/ethnic minority populations are due to a perceived lack of need (Atkinson, Morten, & Sue, 1998a), nor can we justifiably marginalize courses on diverse issues within psychology training as optional or specialized (Hills & Strozier, 1992). How could we excuse such a practice when statistics tell us that in some states, a given psychologist has a greater chance of working with a racial/ethnic minority person than with someone who is non-Hispanic White? As outlined in Principle A of the Ethical Principles of Psychologists and Code of Conduct (APA, 1992), psychologists need to recognize the existence of varied groups in the United States and they must “provide only those services ... for which they are qualified by education, training, or experience” (p. 1599). The implications of this principle, in light of current population trends, are straightforward:

This means that psychologists not properly trained to provide services and to conduct research with minorities will increasingly be placed in positions of having to either withhold services or practice outside the boundaries of their competence (Olmeda, 1990, p. 198).

With these population shifts and professional mandates in mind, psychologists clearly have an ethical and professional urgency to infuse a multicultural framework into the training and development of psychologists, as well as to recruit more minority psychologists. As we have seen, APA has consistently worked toward this end. It has developed guidelines and issued recommendations for program accreditation and training, as well as for counselor competence. Furthermore, numerous researchers have investigated these issues and provided recommendations based on their findings. In the

next section, in order to continue to assess where counseling psychology stands today, these diversification efforts will be reviewed in greater detail.

Diversification Efforts Within Psychology

APA recommendations. APA has generally responded with efforts in two areas: the delivery of psychological services to racial/ethnic minorities and the recruitment of racial/ethnic minorities to the field. In terms of service delivery, in response to a growing awareness within the field of psychology about the varying needs for psychological service among racial/ethnic and cultural populations, APA's Board of Ethnic Minority Affairs (BEMA) created a Task Force on the Delivery of Services to Ethnic Minority Populations in 1988. As its first priority, the Task Force formulated "Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations" (APA, 1993). These guidelines address the need for psychologists to obtain knowledge and skills for multicultural assessment and intervention, while employing a sociocultural framework when working with multicultural clients. In short, providers of psychological services to diverse populations should have awareness, knowledge, and skills in the delivery of these services to particular populations, whether they be in the clinical, assessment, or research arena.

In terms of recruitment of racial/ethnic minorities, CEMRRAT has worked tirelessly since 1994 to increase diversity within graduate psychology programs in terms of cultural, racial, and ethnic representation of students and faculty members. In 1997, APA published *Visions and Transformations: The Final Report* (CEMRRAT, 1997), complete with a "vision of psychology's future" and a five-year plan to guide APA's recruitment and retention efforts in this area. CEMRRAT asserted a goal to increase the

numbers of racial/ethnic minority students at every educational level in order to create a “critical mass” (defined as at least 20% by Guzman, 1991) of racial/ethnic minority students who may more adequately serve culturally diverse communities. Specific recommendations for improving the recruitment, retention, and training of racial/ethnic minority students in graduate psychology programs included the implementation of the following: A sound curriculum in which multicultural issues are integrated throughout; field experiences that involve culturally, ethnically, racially, and linguistically diverse clients or research subjects, and that integrate in-service training in multicultural issues; knowledgeable and culturally diverse faculty and supervisors; knowledgeable and supportive mainstream faculty and supervisors; the presence of culturally diverse students; an organizational environment supportive of training and research in multicultural issues; and an evaluation system that measures the basic tenets of multicultural training when assessing students, faculty, and the training program.

In addition, CEMRRAT delineated barriers to racial/ethnic minority recruitment, retention, and training in psychology, such as ambivalence or resistance of faculty, insufficient academic and social support of racial/ethnic minority students, minimal efforts to institutionalize racial/ethnic minority student retention processes, and an absence of formal program policy on valuing diversity. CEMRRAT thus recommended that programs interested in increasing their ethnic minority representation address these barriers for prospective students. Theoretically speaking, the extent to which programs are following these recommendations should reflect both their commitment to these ideals as well as their level of success in terms of racial/ethnic minority student recruitment, retention, and training.

The 1999 debut of the National Multicultural Conference and Summit exemplified yet another response of the field to diversify psychology. The meeting was hosted by three of APA's divisions, Division 17 (Counseling Psychology), Division 35 (Society for the Psychological Study of Women), and Division 45 (Society for the Psychological Study of Ethnic Minority Issues). Conference participants emphasized the need for psychology to adopt a systemic perspective in its diversification process, particularly the importance of promoting organizational change (D. W. Sue et al., 1999). Furthermore, several initiatives, such as increasing minority student representation at the graduate level, were endorsed by conference attendees. Indeed, the creation of such a multicultural psychology, one that can be aptly described as "reflecting the lived realities of its heterogeneous population" (D. W. Sue et al., 1999, p. 1067) was acknowledged as a profound challenge to graduate programs in counseling psychology.

Addressing diversity within institutional settings. Extensive research has been conducted on organizational development and training in an effort to appropriately and successfully address issues of diversity within graduate programs of psychology. For example, Jackson and Hardiman (1981, as cited in Jackson & Holvino, 1988) developed the Multicultural Organization Development model to assess the level of multicultural functioning within departments of psychology. Such a framework is useful to comprehensively assess a psychology department's commitment to multiculturalism (i.e., recruitment, retention, and advancement of racial/ethnic minority students and faculty; institutional policies; departmental climate; curriculum; and organizational structure) (Highlen, 1994).

A second model designed to evaluate organizational or departmental commitment to diversity is D. W. Sue's (1991) Cultural Diversity Training model. This model emphasizes three components that contribute to a department's multicultural stage of development, namely its functions, barriers, and competencies. The functions factor consists of recruitment, retention, and advancement of minority students, faculty, and staff. The extent to which organizations have implemented this factor can be appraised by examining the influence of the barriers, the second factor of the model. The barriers to the development of multicultural diversity within an institution include characteristic differences of racial/ethnic minorities (e.g., in communications styles), interpersonal prejudice and discrimination, as well as systemic barriers within the department. The third element, competencies, focuses on the multicultural training of graduate students and comprises (a) beliefs and attitudes, (b) knowledge, and (c) skills. In short, culturally competent individuals possess accurate, non-stereotypical, positive beliefs about racial/ethnic minority groups, and are informed about their own culture or ethnic origin. The Cultural Diversity Training model asserts that although strategies may be effectively implemented anywhere within the organizational matrix, all interventions must incorporate a holistic approach to be successful (Highlen, 1994). Utilizing these and other multicultural training paradigms, numerous freelance multicultural consulting organizations have sprung up to aid departments of psychology and other institutions with the diversification process (see Highlen, 1994, Appendix, for a list).

Individual assessment: Models of racial identity development. Researchers have not only developed organizational assessment tools to address diversity but individual ones as well. These instruments purportedly measure the racial/ethnic identity of an

individual, while predicting that individual's investment in and commitment to the multicultural development of a given institution. Some researchers have asserted that examining the racial/ethnic identity development of non-Hispanic White individuals within a department may be instrumental in determining where to target diversity efforts (Highlen, 1994). Examples of White racial/ethnic identity development models include Hardiman's (1982) White Identity Development Model, Helms' (1984, 1990) White Racial Consciousness Development Model, and Ponterotto's (1988) Racial Consciousness Development Model. Furthermore, Sabnani, Ponterotto, and Borodovsky (1991) synthesized these three models to create a White racial/ethnic identity development model for counselors-in-training. Such frameworks offer departments of psychology a structured way to appraise the level of awareness and commitment to diversity issues among administrators, faculty, and graduate students.

Publications on issues of diversity. A cursory search for diversity articles in PsycINFO, the main database for psychological research publications, revealed an increasingly strong commitment to diversity issues in psychology. Within the seventeen years that encompass the period between 1967 and 1983, two searches using the keywords "multicultural" and "diversity" returned 139 articles and 830 articles, respectively. The same searches conducted for the more recent seventeen year span of 1984 to 2002 had quite different results: 2694 articles and 6844 articles, respectively. Such a dramatic increase in the quantity of these articles certainly speaks to the growing interest within psychology to procure a more pluralistic understanding of our field and the people we purport to serve.

Effectiveness of Psychology's Diversification Efforts

Given the plethora of APA recommendations and imperatives to establish a multicultural psychology, as well as the wealth of scholarly research on diversity issues, an assessment of these interventions is in order. For instance, what is the status of minorities in the profession? How much do our graduate programs emphasize multicultural issues in the curriculum? To what extent do practicum and/or internship opportunities with multicultural populations exist? What is the level of cultural competence among psychologist practitioners? Have we improved the utilization of psychological services among minority populations? Exploring these issues further will not only provide evidence of the effectiveness of our diversification endeavors thus far, but will help determine how successful future minority student recruitment efforts will be.

Status of minorities in psychology. CEMRRAT has established consistently the underrepresentation of racial/ethnic minorities in psychology. The aforementioned report issued by CEMRRAT (1997) found convincing data to illustrate this trend. Using 1993 U.S. population statistics, the report discusses the “constricting pipeline” of racial/ethnic minorities within psychology. More specifically, racial/ethnic minorities were shown to exhibit increasingly disproportionately lower levels of involvement at every educational stage leading to the doctoral degree in psychology. Although the representation of racial/ethnic minority students in terms of college enrollment is nearly equal to their representation in the general population, the numbers begin to shrink at the bachelor’s degree level. Whereas college enrollment of racial/ethnic minorities in 1993 was estimated at 23.9%, racial/ethnic minority bachelor’s degrees in psychology comprised

only 16.2% of total recipients. Given that the graduate student pool is composed mostly of individuals with bachelor's degrees in psychology, such statistics may partially explain the underrepresentation of minority graduate students.

Not surprisingly, the figures reflecting graduate student enrollment and master's degrees conferred among racial/ethnic minorities are even bleaker. In terms of graduate student enrollment, 1992 data estimated 13.6% of all graduate students in psychology to be of racial/ethnic minority origin. These numbers again constrict at the master's level, where racial/ethnic minority recipients of master's degrees comprised 11.6% of those awarded. Furthermore, at the doctoral level in psychology, racial/ethnic minorities represented only 9.4% of total doctoral degree recipients in psychology. The Commission's report summed up these findings as follows: "This small number of racial/ethnic minority doctoral graduates from U.S. institutions foretells a severe limitation on the racial/cultural diversity of the pool of academicians, service providers, and scientists in psychology" (CEMRRAT, 1997, Current Status section, para 10). This limitation can indeed be evidenced in U.S. graduate departments of psychology, where a mere 8% of full-time faculty members are from racial/ethnic minority backgrounds (CEMMRAT, 1997). Clearly, the recruitment and retention of racial/ethnic minority graduate students and faculty members continues to be a well-established need within the field of psychology.

A further look into recent data on racial/ethnic minority applicants to doctoral programs in psychology offers some hope that the status of minorities in psychology is indeed changing. Results from the 1998-1999 APA survey of graduate departments of psychology (Kyle & Williams, 2000) indicated that for this academic year, racial/ethnic

minority applications (defined as belonging to one of the following four groups: Black/Non-Hispanic, Hispanic, Asian/Pacific Islander, and Native American/Alaskan Native) to doctoral programs in health service provider subfields in psychology (of which counseling psychology is a part) accounted for approximately 15.6% of total applications, whereas the percentage of students enrolled full-time in doctoral programs in this area was found to be 22.5%. It is important to note, however, that 9.6% of applications were of unknown racial/ethnic origin, and hence the difference between the percentage of applications versus the percentage of enrollments may be slightly overestimated. Nonetheless, a racial/ethnic minority composition of 22.5% in doctoral programs is quite encouraging. Although this study did not gather data on the number of racial/ethnic minority doctoral degrees conferred in psychology during this year, it is plausible that with enrollment figures such as these, the percentage of racial/ethnic minorities doctoral recipients will increase dramatically from the 9.4% rate that was observed in 1993 (National Center for Education Statistics, 1995, as cited in CEMRRAT, 1997).

Multicultural curricula and practica. Various researchers have examined the inclusion of multicultural course requirements in clinical, counseling, and school psychology programs. A survey of APA-accredited clinical psychology programs conducted between 1990-1991 (Bernal & Castro, 1994) found that 62% of programs offered at least one minority-focused course, and 26% required the same. Although these numbers may sound encouraging, almost 4 in 10 of these programs did not offer any minority-focused course and 3 out of 4 did not require one for the doctoral degree. Furthermore, 40% of programs reported utilizing no off-campus clinical practicum sites that serve racial/ethnic minority populations. Data with respect to faculty interest in

minority issues revealed 47% of clinical programs with no faculty conducting racial/ethnic minority mental health research and 54% of programs with no faculty involved in training students in racial/ethnic minority issues.

In terms of counseling psychology programs, the numbers are slightly more encouraging. Quintana & Bernal's (1995) survey of counseling psychology programs for the 1990-1991 academic year found that 88% of programs offered at least one multicultural course, although less than half (41%) required one. Again, these data suggest that about 6 in 10 counseling programs (59%) did not require students to obtain any formal education on multicultural issues. Counseling psychology programs did exhibit minimally higher rates of utilization of community settings serving racial/ethnic minority populations as practicum sites (66%) than clinical psychology programs (40%; Bernal & Castro, 1994); however, approximately one-third of counseling programs offered no multicultural practicum experiences. With respect to minority faculty members, 42% of counseling programs reported having no racial/ethnic minority faculty, and nearly half (48%) had no faculty conducting research on multicultural issues.

Lastly, less recent data on school psychology programs revealed similar trends. A 1987-1988 survey (Rogers, Ponterotto, Conoley, & Wiese, 1992) indicated only 60% of programs offered a racial/ethnic minority-focused course. Further, fully 55% of programs did not require any courses on multicultural issues for the completion of the school psychology degree. In terms of exposure to racial/ethnic minority clientele, 69% of programs reported some student interaction with such a population, however, approximately 1 in 3 programs reported students received minimal to no exposure to such clients.

Cultural competence of counselors. A further indication of psychology's efforts to diversify the field may be extrapolated from the level of cultural competence among psychologist practitioners. However, in terms of empirical assessments of multicultural competence among mental health practitioners, published studies are sparse. Among these studies, findings suggest that training efforts to procure culturally competent counseling and clinical psychologists have met with limited success (Allison, Crawford, Echemendia, Robinson, & Knepp, 1994). Interestingly, research comparing counseling and clinical psychology graduate students has found slightly higher levels of self-reported multicultural competence among counseling students (Pope-Davis, Reynolds, Dings, & Nielson, 1995). This difference has been attributed to factors such as exposure to multicultural coursework, level of experience, number of multicultural client hours, and amount of multicultural supervision hours. However, these studies utilize self-report data, as no objective measure of multicultural competence has yet been implemented in a pervasive manner within the field. Indeed, the widespread evaluation of multicultural competence among counselors is urgently needed. Without general baseline data on multicultural competence among counselors, the effectiveness of any interventions will remain unknown.

Minority underutilization of mental health services. Another aspect to consider when evaluating the effectiveness of the profession's diversification efforts is minority utilization of services. Although early theories advocated a needs-based approach to understanding the utilization of services (Atkinson et al., 1998a), later research reinterpreted treatment rates and ascertained that such an approach tended to ignore barriers to mental health utilization among minorities. This realization led the Special

Populations Task Force of the President's Commission on Mental Health in 1978 to conclude that racial/ethnic minorities are clearly underserved or inappropriately served by the mental health system (Special Populations, 1978, as cited in Atkinson et al., 1998a). Subsequent studies have documented a pattern of minority underutilization of mental health services in community agencies (e.g., Cheung & Snowden, 1990), college counseling centers (e.g., Magoon, 1988), and inpatient psychiatric facilities (Leong, 1994). Among the barriers implicated were clashing cultural values, alternative sources of help, limited financial resources, restricted availability of ethnicity-specific mental health services, and minority clients' perceptions of mental health services as being irrelevant to their needs (Atkinson et al., 1998a). Although such a pattern of underutilization has been consistently noted in the literature, Atkinson and his colleagues uphold that "when ethnic minority people have the financial resources to make use of mental health services, and when ethnicity-specific mental health services are made available to them, they will make use of those services" (p. 66). This latter contingency reinforces the urgent need to emphasize the training of multiculturally-skilled clinicians within psychology.

The Diversification of Psychology: Where Do We Stand Today?

So far we have seen that the field of psychology has made great strides in trying to meet the needs of a changing populace. Countless initiatives have been implemented in efforts to diversify psychological theory and practice. However, racial/ethnic minorities continue to be underrepresented in the profession of psychology, despite the implementation of mandates and guidelines for the recruitment of these groups. Furthermore, the status of minority enrollment in graduate programs, as well as

multicultural competence of counselors and the continued minority underutilization of mental health services all paint a bleak picture of our field in terms of its success in meeting the demands of an increasingly diverse society. Although minority involvement within the field has increased considerably, the road to parity in terms of the representation of racial/ethnic minorities within psychology has just begun. Without such parity in representation, the monocultural framework will not likely be challenged and true diversification cannot occur. Thus the imperative continues to resound: more effective recruitment strategies are needed to facilitate cultural dexterity in future psychologists.

Review of the literature on recruitment strategies. One tactic to create pluralism within the field of psychology is to increase the multicultural complexity of the graduate student body. By actively recruiting racial/ethnic minorities into psychology programs, it is theorized that these programs will be infused with a broader, more diversified and inclusive institutional climate which will, in turn, attract more minority students to the program. The presence of racial/ethnic minority faculty tends to go hand-in-hand with the presence of racial/ethnic minority graduate students (Muñoz-Dunbar & Stanton, 1999). Hence, one central recruitment strategy that has evidenced effectiveness is increasing the presence of racial/ethnic minority faculty members in a program's recruitment efforts. Once a "critical mass" of racial/ethnic minority students and faculty has been created, it will tend to support itself via subsequent recruitment and retention activities. In other words, racial/ethnic minority students themselves will serve to recruit other minority students by their mere presence in a graduate program. Such a presence may not only reduce possible feelings of alienation, but theoretically may work to change the

institutional climate to be more minority-friendly. Without such a critical mass of students and faculty to reflect diverse perspectives, however, subsequent efforts to create racial/ethnic diversification within departments of psychology may prove futile.

Several recruitment strategies have been established and utilized with varying degrees of success. Some approaches underscore the importance of “selling” psychology at each and every level of education (Highlen, 1994). These types of efforts aggressively target racial/ethnic minority students beginning in high school and extending to 2-year colleges, 4-year colleges, and universities, with the aim of producing more racial/ethnic minority students with bachelor’s degrees in psychology. Such racial/ethnic minority students would then serve to diversify the pool from which graduate programs recruit.

Other recruitment efforts have focused on increasing the presence and/or salience of racial/ethnic minority faculty members. Indeed, the proportion of racial/ethnic minority faculty within a given program as well as the proportion of faculty members conducting multicultural research were among the empirical correlates of racial/ethnic minority graduate student representation in clinical psychology programs (Muñoz-Dunbar & Stanton, 1999). It has also been conjectured that a graduate student body with strong interests in minority research may attract new faculty members with such interests. Further, the visibility of minority faculty and staff in all recruitment activities was found to be among the most frequently used recruitment approaches in schools of professional psychology (Hammond & Yung, 1993).

Some clinical psychology programs have reported relative success using special task forces or committees to recruit minority students (Muñoz-Dunbar & Stanton, 1999). Other tactics employed by clinical programs to attract minority students have included

offering fellowships, using the GRE Minority Locator Services, and sending advertisements or other printed materials targeted specifically toward racial/ethnic minorities. In terms of selection criteria, a large proportion of clinical programs surveyed in 1994 reported utilizing flexibility to aid in the admission of racial/ethnic minority graduate students (Bernal & Castro, 1994). Unlike clinical programs, schools of professional psychology have been found to favor using personal contacts to communicate with prospective minority students, and to organize formal preadmissions activities for these candidates (Hammond & Yung, 1993).

A recent APA survey of graduate departments of psychology (Kyle & Williams, 2000) found results similar to those described in the aforementioned studies. The initiatives employed by graduate programs to increase applications and enrollments of minority students were outlined as follows: 54% of the doctoral programs surveyed reported using the involvement of minority faculty, students, and alumni as part of the recruitment process. In addition, several of these institutions utilized flexible admissions criteria (49%) and offered adequate financial support (45%) for prospective minority students. Other strategies included specific recruitment plans targeting minority students (44%), outreach programs targeting racial/ethnic minority communities or “feeder” schools (40%), and recruitment materials (e.g., brochures) geared toward minorities (18%).

Several barriers to minority graduate student training in health fields were discussed by Hammond and Yung (1993). One notable obstacle is possible academic underpreparation, which may contribute to low standardized test scores or less opportunity to obtain needed fellowships or assistantships at the graduate level. Such lack

of preparation also appears to contribute to higher rates of attrition among minority graduate students. Programs such as the Health Careers Opportunity Program (HCOP) have effectively intervened to alleviate this difficulty for potential racial/ethnic minority candidates with educational pursuits in the health professions. In essence, HCOP, funded by the U.S. Department of Health and Human Services (1988, as cited in Hammond & Yung, 1993), has developed formal liaisons with feeder institutions to help prepare potential candidates for graduate study.

Other barriers to the pursuit of graduate degrees reported by racial/ethnic minorities were perceptions of subtle instances of discrimination, feelings of isolation, lack of relevance of coursework and training, and few faculty role models (Hammond & Yung, 1993). These concerns are further aggravated by financial circumstances that preclude many racial/ethnic minorities from realistically pursuing graduate study. For example, Coyle & Bae (1987) found that approximately two-thirds of recent clinical psychology doctorate recipients reported personal sources as their primary means of support. Guzman (1991) also emphasized the potential prohibitive effects of financial stress on a racial/ethnic minority student's opportunity to attend graduate school. Therefore, financial assistance should be a primary consideration for programs aspiring to increase their proportion of racial/ethnic minority students. Without such endeavors, reaching a critical mass of 20% minority faculty and students will not likely be realized.

In addition, Guzman (1991) proposed that programs emulate other successful institutions by first and foremost developing a strong commitment to a multicultural training program. Evidence of such dedication should exist across the university hierarchical structure, as well as among non-minority faculty members. This broad

commitment should extend into clearly defined and funded programs, such as “buddy” systems, minority coordinator positions, outreach activities to minority communities, and an identifiable and integrated minority-focused training agenda for graduate students.

Other researchers studying minority student recruitment have focused on the delivery of key information to potential minority candidates. In addressing the potential reasons why recruitment fails, Porsche-Burke (1990), reviewing the research of Bernal, Barron, & Leary (1983), pointed to the significance of the first contact between the prospective minority student and the graduate program:

Clearly, it will be difficult to attract the potential ethnic minority student if the program materials do not adequately describe (a) the training opportunities and facilities for working with ethnic minority groups, (b) curriculum that addresses ethnic minority issues, (c) availability of an ethnic minority student support group, and (d) other types of information that clearly indicate an interest in and commitment to issues related to ethnic minorities. Furthermore, application materials should clearly indicate the program’s interest in and commitment to alleviating the financial hardships that a graduate education creates... Therefore, application materials need to address the financial aspect and provide substantive information regarding the available financial opportunities (p. 132).

Porsche-Burke further suggested that recruitment efforts begin at the very latest at the undergraduate level, when most potential graduate students begin planning their post-baccalaureate careers. Finally, using flexible criteria on the Graduate Record Exam (GRE) was recommended to bolster the number of racial/ethnic minority students admitted to a program.

Review of the literature on retention strategies. Closely related and equally important to the recruitment of racial/ethnic minority students is the retention of such students. Although recruitment initiatives have been given far more attention, the “constricting pipeline” (CEMMRAT, 1997, Current Status section) in psychology mandates the need to retain and advance racial/ethnic minority students in graduate programs. One study found that although 11% of graduate students entering doctoral psychology programs are of racial/ethnic minority background, only 9% receive the doctorate (Guzman, 1992). Hammond and Yung (1993) have implicated the use of several so-called “non-academic” retention strategies in the number of minority graduate students at a particular program. The most frequently used strategies consisted of the following: cultural or social activities, support groups, community support and/or involvement, social interactions with faculty, group or individual counseling, and “buddy” programs.

Porshe-Burke (1990) discussed some of the reasons for minority student attrition, implicating many of the same issues that tend to discourage minority students from applying or entering graduate school initially. Financial constraints were ranked highest, with institutional racism and sexism rated as a close second, followed by the absence of racial/ethnic minority issues in the training and curriculum, few or no racial/ethnic minority role models, and lack of support groups. Combined, these factors have the potential to create an unwelcome, perhaps even threatening environment from the perspective of a minority student. Without institutional support of racial/ethnic minority students, the limited pool of racial/ethnic minority psychologists will be likely constricted even further.

Critique and synthesis of literature on recruitment and retention. These recruitment and retention strategies should come as no surprise; recommendations such as those previously discussed have been put forth in various publications over the past two decades (e.g., Bernal & Padilla, 1982; Myers & Wohlford, et al., 1991; Stricker et al., 1990). However, empirical data on the status of specific recruitment practices utilized by graduate programs in psychology remains limited, and the impact of these practices remains virtually unknown.

One limitation of past research is that it has often focused on the overall status of programs in terms of their multicultural curriculum or training without assessing the extent to which programs have succeeded in recruiting or retaining racial/ethnic minority students. For example, including multicultural coursework in the curriculum has been speculated to be facilitative in recruiting minority students. However, the effectiveness of recruitment efforts cannot be assessed without knowing the number of racial/ethnic minority applicants or enrollments for a given program. Likewise, knowing the status of programs in terms of their diversification process without data about their recruitment strategies offers us little opportunity to improve these strategies. Clearly we need studies that take account of both the status of programs' diversification processes as well as their corresponding recruitment initiatives.

An analysis of the status of programs' diversification processes can be achieved utilizing Porshe-Burke's (1990) conceptualization of why racial/ethnic minority student recruitment fails, i.e., by examining how graduate programs in psychology are portraying themselves in their advertising to prospective students. Namely, the extent to which programs are emphasizing a commitment to diversity in their application materials should

be inspected. Such studies have been minimally conducted. For example, Bernal et al. (1983) investigated the use of application materials as a recruitment tool for racial/ethnic minority students. A modest relationship was found between the amount of minority information included in the program application packet (i.e., descriptions of racial/ethnic minority students, faculty, and courses; financial support; admission criteria; training opportunities) and the number of racial/ethnic minority students enrolled in the program. Indeed, this type of result supports Porshe-Burke's claim that the initial exposure between prospective student and graduate program is of the utmost significance.

In a similar study of graduate program representation, Yoshida, Cancelli, Sowinski, & Bernhardt (1989) used a fictitious prospective male applicant name, varying the reported racial/ethnic background of the applicant, to request information from doctoral programs in clinical, counseling, and school psychology. In general, Yoshida and colleagues found that the fictitious applicant received a response more often when he indicated being Black or Hispanic than when no race was reported. Furthermore, programs were more likely to send personal forms of communication to the prospective minority student. However, the overall finding of this study was that "few programs are using materials sent to prospective minority applicants as a method for implementing their affirmative action policy" (p. 184). In other words, programs do not seem to routinely capitalize on those crucial opportunities to recruit minority students.

More recently, Ponterotto and his colleagues (1995) identified some of the factors involved in attracting Black and Hispanic American students to professional schools of psychology. Employing as participants current or recently graduated African American and Hispanic American master's level students from counseling, counseling psychology,

or school psychology programs, the researchers examined participants' perceptions of several different aspects of program application materials. Using information gathered through interviews, major and minor themes were deduced. Major themes included aspects that were mentioned by all or the majority of students, and were emphasized as important to the decision-making process in choosing a graduate program. The following essentials were derived as "major... themes that professional psychology programs may wish to consider as they prepare application packets as a cost-effective device for minority student recruitment" (p. 202): financial aid information; program requirements and course descriptions; demography of the student body; and quality, clarity, and comprehensiveness of application materials. Minor themes represented those issues discussed by at least 50% of participants, with the degree of emphasis being significantly less than that of the major themes. Minor themes included admission and application procedures, faculty demographics, faculty research on diversity issues, community information, and personal contacts. Using these data, Ponterotto and his colleagues compiled a list of 10 recommendations for programs to include in the contents of their application packets (see Ponterotto et al., 1995).

In summary, further assessment of the diversification of psychology necessitates studies that evaluate recruitment tactics as well as corresponding data on the status of minorities. Many of the earlier studies have not been replicated, and hence conclusions remain tentative. However, the direct consideration of the actual perceptions of minority graduate students in psychology included in Ponterotto et al.'s (1995) study certainly addressed a shortcoming in the literature on recruitment strategies. Gaining an empirical understanding of what makes a graduate program in psychology attractive to minority

students is a logical and essential step in creating effective recruitment strategies.

Therefore, research evaluating the use of these empirical correlates of minority student recruitment in graduate programs of psychology, along with the degree of success of programs in recruiting minority students, would address some of the shortcomings of the literature. Furthermore, it will offer us a more direct assessment of recruitment strategies and hence will guide us toward appropriate subsequent interventions.

Purpose of the Study

A current major source of information on graduate programs in counseling psychology and hence an extremely viable place for programs to “sell themselves” to the prospective racial/ethnic minority student is the Internet. It is reasonable to assume that many prospective students will begin their search of graduate institutions using Internet program websites. Therefore, the analysis of program websites as the “initial communication between the prospective applicant and the graduate program” (Porshe-Burke, 1990, p. 132) for the inclusion of recommended information (e.g., CEMMRAT, 1997; Guzman, 1991; Ponterotto et al., 1995; Porshe-Burke, 1990) may bring to light to what extent graduate programs in psychology are implementing recruitment initiatives in order to attract racial/ethnic minority students. Furthermore, the examination of enrollment statistics of racial/ethnic minority students in counseling psychology graduate programs may illuminate the possible relationship between recruitment initiatives on websites and racial/ethnic minority student representation. Together, this information can help provide missing data on the degree to which programs are utilizing recruitment strategies for racial/ethnic minorities on their websites, as well as give us a glimpse of the effectiveness of program websites as recruitment tools.

Hypotheses

Based on recruitment recommendations and findings of previous studies, I expect that:

- (1) The proportion of enrolled students who are racial/ethnic minority will be higher for programs that include financial aid information on their websites.
- (2) The proportion of enrolled students who are racial/ethnic minority will be higher for programs that make specific mention of a commitment to diversity issues on their websites.
- (3) The proportion of enrolled students who are racial/ethnic minority will be higher for programs that indicate having a racially/ethnically diverse student body on their websites.
- (4) The proportion of enrolled students who are racial/ethnic minority will be higher for programs that list multicultural coursework, racial/ethnic minority research opportunities, and practica (or other fieldwork) with racial/ethnic minority populations on their websites.
- (5) The proportion of enrolled students who are racial/ethnic minority will be higher for programs that denote the presence of racial/ethnic minority faculty on their websites.
- (6) The proportion of enrolled students who are racial/ethnic minority will be higher for programs that include a greater number of key recommendations on their websites.

Chapter II: Method

Website Checklist Development

Several recommendations offered by various researchers on the recruitment of racial/ethnic minority graduate students, with especial attention to those issued by CEMMRAT (1997), Ponterotto et al. (1995), Porshe-Burke (1990), and Guzman (1991), were compiled to develop a measure with which to assess the extent to which websites are serving as a racial/ethnic minority student recruitment tool. The original checklist contained eight bulleted subsections of questions, some of which were conditional depending upon answers to previous questions, with space included for research assistants to record their answers. This version of the checklist was eleven pages long, and required that each program have a separate checklist.

Efforts to recruit research assistants during the summer of 2001 proved to be challenging, however one undergraduate research assistant was recruited to pilot the data-gathering instrument. This particular assistant, employing the original checklist, gathered information from approximately 20 clinical psychology websites, taking notes on any

problems he encountered. During this pilot phase, the primary researcher and the research assistant met on several occasions to discuss suggestions for improving the checklist. As a result, the checklist was changed in the following ways. In the interest of saving paper, the checklist was divided into a checklist of questions (which could be reused for each website) and an accompanying answer sheet. The checklist was shortened to six pages due to no longer including space for answers, however all questions on the original checklist were retained. Further, the checklist was renumbered so that each question was listed with a separate number, rather than listing questions in a bulleted format under the numbered subheading. One question was reworded slightly to improve its clarity. This updated version of the checklist consisted of 105 questions. During the Fall of 2001, a total of 12 undergraduate research assistants were recruited. Of the 12, three discontinued their participation within the first two sessions, and one other joined mid-semester and quit soon after. Two of the 12 joined late in the semester and worked only for a few weeks. Hence, the bulk of the research was conducted with the help of six non-Hispanic White undergraduate female research assistants between the ages of 20 and 24. One of the six research assistants had already earned her undergraduate degree, and all of the others were either juniors or seniors majoring in psychology. Two assistants received academic credit for their participation. All research assistants were trained to gather data by the primary researcher. Training began in late August 2001 and continued for approximately three weeks. Research assistants were given the website address of three clinical psychology program websites for practice using the instrument. When possible, research assistants gathered these data in the presence of the primary researcher and asked questions as they arose. When not possible, assistants worked from computers on

their own and returned with questions the following week. As a result of feedback gathered during this phase, items of the checklist were clarified with specific instructions in order to streamline the data-gathering process. The final instrument can be viewed in Appendix 1.

The original intent of training the research assistants was to standardize the data-gathering process, thereby maximizing inter-rater reliability. However, due to a number of factors that interfered with the training process, the most salient of which was the September 11th attack on the United States, training was discontinued before inter-rater reliability was definitively assessed. This shortcoming is addressed more extensively in a latter part of this section.

Procedures

Once the data-gathering phase began, research assistants were given the most recent list of APA-approved counseling psychology programs, which was downloaded directly from the APA website (APA, n.d.). Five programs were excluded due to their inactive accreditation status, yielding a total sample of 67 programs. Research assistants were also given the addresses of two websites that contained a list of website addresses of APA-approved counseling psychology programs (Arizona State University, n.d.) and universities in the United States (DeMello, 1995).

Data was gathered by each of the six research assistants and by the primary researcher. Research assistants were assigned three programs at a time, and were either given the website address for the counseling psychology doctoral program homepage, or were instructed to locate it with the help of one of the aforementioned websites. In order to increase the accuracy of the data, each website was coded by two different research

assistants. Responses were recorded on separate answer sheets provided by the primary researcher. It took an average of 30-45 minutes to complete the checklist for each website.

An SPSS file (version 11.0) was developed by the primary researcher for data entry purposes. When the data-gathering phase had neared completion, research assistants were trained on data entry. This process entailed each of the research assistants to practice entering data from the pilot phase of data collection. Once research assistants had practiced entering data and were clear about the process, each research assistant entered data for counseling psychology websites under the supervision of the primary researcher in the graduate computer laboratory. After the semester ended, the primary researcher and two of the research assistants completed the data collection phase, as well as the data entry phase.

Discrepancy analysis. The next step entailed comparing interrater responses for each program website and solving any discrepancies that existed. Matching program entries were listed in the SPSS file next to each other to facilitate visual inspection of data discrepancies. Once organization of the file was complete, the file was printed out and distributed to two research assistants. The primary researcher and the two research assistants then visually searched each set of matching entries, using a highlighter marker to denote discrepancies.

Interrater agreement. In order to calculate interrater agreement, the number of times raters agreed was determined for each website. Each website contained a total of 33 questions, hence the number of times raters agreed was divided by 33 to obtain interrater agreement percentages for each website. Agreement percentages ranged from 48% to

93%, with a mean percentage of 67% and a standard deviation of 11. Certain items on the checklist earned higher rates of discrepancies between coders than others. Discrepancy percentages for individual items ranged from 4.5% to 61%. Eleven of the 33 items on the checklist had discrepancy percentages above 35%; for various reasons, these items were coded in an inconsistent manner. Future use of this checklist will necessitate further clarification for questions with low interrater agreement, and/or more extensive explanation and training on these items. For a more in-depth discussion of suggestions for increasing interrater agreement, please see the Discussion section of this paper.

Discrepancy resolution. Once the discrepancies were identified, the next step was to revisit the website and locate the area of the website in which a discrepancy existed. Using the information found on the website, the researcher recorded the correct information on the sheet provided. In one instance, a website had been presumably changed and hence one discrepancy could not be resolved. It is possible that other websites could have also been changed during the interim between the data collection phase and the discrepancy analysis phase, thereby rendering the information acquired during the discrepancy phase slightly incompatible with previously gathered information. This limitation will be discussed further in the Discussion section of this paper. Nonetheless, most interrater discrepancies were resolved in this manner.

Calculation of Website Diversity Score

In order to distinguish program websites in terms of their implementation of minority student recruitment initiatives on websites, a diversity score was calculated to reflect scores on the website checklist. Each program was given an overall total diversity score reflecting its commitment to the recruitment of minority students. This score was

based on the presence of initiatives as described in the following 18 questions from the checklist: 12, 27-29, 32, 36, 39, 44, 46, 50-52, 56, 58, 60, 72, 84, and 88. These items encompass many of the recruitment recommendations offered in the literature on minority student recruitment.

Because each item reflected a dichotomous question, programs were given a score of one if answering yes (reflecting recruitment initiatives) or zero if answering no. The only exception to this rule was for item number 12. Item 12 assesses a program's use of minimum GRE scores to screen out applicants. A "yes" response to this item indicated that a given program states using minimum GRE scores to screen out applicants, a tactic that has been outlined in the literature as a structural barrier to the recruitment of minority students (Myers et al., 1991). Hence, this item was reverse-coded, with "yes" responses earning zero points and "no" responses earning one point. Further, programs that did not address the content of a given question earned zero points for that particular item. Given that there were 18 questions, scoring was calculated out of a possible 18 points.

Diversity word/phrase search. The diversity word/phrase search was created in order to identify terminology relevant to diverse issues on key portions of program websites. Given that perusing an entire website is time-consuming, and estimating that prospective students may attempt to gain an impression of a program by skimming information, the introduction page of each website was assumed to be a feasible area to examine. The introduction page was defined as the page that offered an overview of the counseling psychology program. Various titles or links on the homepage of a counseling psychology program such as "Doctoral Program Information," "Overview of the Program," "Program Description," or "Introduction to the Program" were indicators of an

overview page and hence were used as introduction pages. Sometimes the homepage contained overview information about the program and did not have a separate link; in these cases, the homepage was used as the introduction page. Diversity words and phrases were defined broadly, i.e., words and phrases were to be identified if they encompassed diversity in gender, race, age, ethnicity, religiosity, socioeconomic status, sexual orientation, ability level, or any other indicated minority status. Counting words and phrases was facilitated through the use of commas. For example, a statement such as “our program emphasizes diversity” would be counted as one phrase, whereas “our program emphasizes diversity, multiculturalism, and pluralism” would be counted as three words.

The introduction page of each counseling psychology program’s website was printed out and one copy was made. One program’s website (McGill University) was not included because the entire website was included as a PDF file and necessitated downloading. Furthermore, a separate website specifically for the counseling psychology program did not exist. Hence, the introduction pages for the other 66 programs were analyzed. Two research assistants were instructed to look for words and phrases that affirmed, promoted, or otherwise advocated for diversity and were given a list of sample words and phrases (see Appendix 2). When a diversity word or phrase was found, the assistant used a highlighter pen to mark the word or phrase. The total number of words and phrases for each website was tallied and recorded at the top of the first page.

After all introduction pages had been examined, the primary researcher and one research assistant compared the tallied numbers for each matching program. Discrepancies existed for a couple of reasons. At times, a phrase was divided and counted

by words when it should have been counted as one phrase (i.e., multicultural populations), and at times a string of words that should have been counted as individual words was counted as a single phrase (i.e., ...gender, age, ethnicity). Another area of discrepancy occurred with mention of “international students” or “international perspective.” In the interest of preserving a broad framework of diversity, words and phrasing with the word “international” were included. Using the original list of sample diversity words and phrases, and defining diversity broadly as described, all discrepancies were identified and solved. Once discrepancies were solved, the final count was then entered into the SPSS data file for each program.

Minority Enrollment Statistics

The percentage of racial/ethnic minority students enrolled in counseling psychology programs for the academic year 2000-2001 was obtained by using the most recent edition of *Insider's Guide to Graduate Programs in Clinical and Counseling Psychology* (Mayne, Norcross, & Sayette, 2001). Within each program description the “approximate percentage of students who are ethnic minority” was listed. According to M. Sayette (personal communication, July 27, 2002), this piece of information was gathered through the use of a survey with the following question: “What percentage of your current students are: Racial/ethnic minorities ____%.” Of the 67 programs surveyed in the present study, six programs were not listed in Mayne et al.'s book (2001) (Brigham Young University, University of Louisville, McGill University, University of Saint Thomas, Seton Hall University, Tennessee State University), two programs did not have this information listed (Iowa State University, Michigan State University), and six programs listed previous years' data (University of Florida, University of Minnesota—

Counseling and Personnel Psychology Program, Oklahoma State University, University of Southern California, University of Southern Mississippi, Teacher's College at Columbia University). Hence, 59 programs were used in the final statistical analyses, six of which utilized enrollment figures from previous years.

Chapter III: Results

The results are organized as follows: First, descriptive statistics are presented for the variables gathered through the website checklist (e.g., faculty interests, financial aid, and required multicultural coursework) to provide an overall picture of counseling psychology program websites. In addition, descriptive statistics are shown for the dependent variable (i.e., the percentage of racial/ethnic minority students enrolled in counseling psychology doctorate programs).

The second part presents the intercorrelations among variables. Some of the variables included were taken directly from the checklist, whereas others were created by combining two variables that were theoretically related, based on an initial inspection of the data.

The third part of the results section incorporates analyses utilizing the dependent variable, and is organized by hypotheses. Hence this section is comprised of six subsections, one for each hypothesis.

Descriptive Statistics

Website checklist. Some information theorized to be vital to the recruitment of racial/ethnic minority students, such as a list of faculty members and their research interests, was almost always included, whereas other crucial data, such as the proportion of funded first year students, was seldom available (see Table 1).

Table 1

Percentage of Counseling Psychology Programs Including Key Information on Websites

(N = 67)

Key Information Included in Website	Percentage
Number of faculty and their research interests	89.6
Financial aid availability	73.1
Types of financial aid offered by the department	71.6
Number of multicultural or minority courses offered	70.1
Commitment to diversity issues	59.7
Interest in increasing diversity of students	55.2
Outside funding sources	46.3
Financial aid available for racial/ethnic minorities	29.9
Integration of diversity issues into all coursework	25.4
Training opportunities with racial/ethnic minorities	16.4
Proportion of funded first year students	14.9
Special programs for racial/ethnic minority students	11.9

Descriptive statistics for Website Checklist questions yielding interval/ratio data are listed in Table 2. Although most programs included the number of racial/ethnic minority faculty members, and the number of faculty members overall who had racial/ethnic minority research interests, only about half of the websites contained information about the percentage of racial/ethnic minority students enrolled in the university at large, and only about 1 in 3 programs offered data about the racial/ethnic makeup of students currently enrolled in the program. Further, few programs listed the percentage of first year students who are typically funded by the program, or the racial/ethnic diversity of the community at large.

Table 2

Descriptive Statistics for Interval/Ratio Variables on Website Checklist

Variable	<i>M</i>	<i>SD</i>	Range	<i>N</i>
Minimum GRE score used to screen applicants	1037	89.5	900-1200	19
Number of racial/ethnic minority faculty	1.12	1.15	0-4	60
Number of racial/ethnic minority research interests	2.3	1.73	0-8	63
Number of multicultural courses offered	1.94	1.44	1-7	47
Number of multicultural courses required	1.23	.86	0-5	40
Percentage first year students funded	92.63	13.66	70-100	8
Percentage racial/ethnic minority (community)	23.62	16.43	9-44	5
Percentage racial/ethnic minority (university)	19.98	11.27	4-47	33
Percentage racial/ethnic minority (program)	22.89	10.65	10-47	18
Number of pictures of racial/ethnic minorities	1.55	1.55	0-5	11

Diversity scores and diversity word/phrase search. Diversity scores reflecting the total number of racial/ethnic minority student recruitment initiatives implemented on program websites ranged from 2 to 13, with a mean of 8.27 and a standard deviation of 2.91. Hence, out of a possible 18, most program websites contained between 5 and 11 different types of recruitment initiatives.

In terms of the diversity word/phrase search, the length of the introduction page on counseling psychology program websites ranged from one paragraph to a maximum of four pages. The mean length was about 1 page ($M = 1.02$ pages), and the mode was half a page. The number of diversity words and phrases (encompassing diversity in gender, race, age, ethnicity, religiosity, socioeconomic status, sexual orientation, ability, nationality, and any other realms pertaining to human differences) found on introduction pages was also quite variable, with a mean of 3.15 and a standard deviation of 4.05. Hence, it is more informative to consider these data in terms of its frequencies (see Table 3). As shown, 1 in 3 programs did not include any diversity words and phrases in their websites, and only about a quarter of programs had 5 or more. Overall, less than half of all programs included two or more words or phrases on their websites reflecting an interest in or commitment to diversity issues in the training of graduate students.

Table 3

*Frequency and Percentage of Diversity Words and Phrases in Counseling Psychology**Website Introduction Pages (N = 66)*

Number of Words & Phrases	Frequency	Percent	Cumulative Percent
0	24	36.4	36.4
1	10	15.2	51.5
2	5	7.6	59.1
3	4	6.1	65.2
4	3	4.5	69.7
5	4	6.1	75.8
6	3	4.5	80.3
7	5	7.6	87.9
8	2	3.0	90.9
10	3	4.5	95.5
12	2	3.0	98.5
21	1	1.5	100

Note. Percentages are rounded to the nearest tenth of a percent; hence percentage totals may not match exactly.

Racial/ethnic minority student enrollment. The mean percentage of racial/ethnic minority students reportedly enrolled in APA-accredited counseling psychology doctoral programs was 25.75 ($SD = 11.46$). Enrollment figures ranged from 2% to 60%, with a mode of 20%.

Intercorrelations Among Variables

Pearson r correlation coefficients were computed to examine the degree of association among (a) interval/ratio and dichotomous variables investigated that may predict racial/ethnic minority student enrollment in counseling psychology graduate programs, (b) the number of diversity words and phrases, and (c) the percentage of racial/ethnic minority students enrolled in programs. On initial inspection of the matrix, some variables were combined to create single variables based on high intercorrelations among them and theoretical similarity. These newly created variables were coded in the same manner as the original variables, i.e., programs were given a score of one if either of the original two variables reflecting recruitment initiatives was included on the website, and a score of zero if neither was included. For example, stated interest in increasing student diversity was combined with stated overall interest/commitment to diversity issues to create a “diversity commitment” variable, and number of funded new students was grouped with number of continuing students funded to yield the “students funded” variable.

The following variables were not included in the correlation procedure due to low sample sizes: percentage of community that is racial/ethnic minority; percentage of current students in the program that is racial/ethnic minority; practicum, fieldwork, or other training opportunities with minorities listed; links to other funding sources listed, financial aid specifically for racial/ethnic minorities, links to financial aid specifically for racial/ethnic minorities, graduate students usually having to work outside the program, percentage of recent graduates that is racial/ethnic minority, and the number of pictures of racial/ethnic minorities included on websites.

Several significant correlations were found (see Table 4). However, only one variable, the number of diversity words and phrases on program introduction pages, was significantly correlated with the percentage of racial/ethnic minority students in a program. This statistically significant correlation indicates that higher numbers of diversity words and phrases on program websites tended to be related to higher numbers of enrolled racial/ethnic minority students in programs. The number of diversity words and phrases was also found to be significantly correlated with a program's stated diversity commitment, its indication of diversity issues being incorporated into coursework, and the number of faculty members with racial/ethnic minority research interests. Hence, higher numbers of diversity words and phrases on a program's website tended to be related to the presence of other crucial recruitment initiatives. Other significant positive intercorrelations were found among (a) diversity commitment, incorporation of diversity issues, and special programs for minorities; (b) number of racial/ethnic minority faculty members, number of faculty members with racial/ethnic minority research interests, and the number of minority courses offered, and (c) link to financial aid information, program/departmental financial aid listed, and other funding sources listed. The percentage of minority students in universities was also significantly correlated with the number of minority courses offered by programs.

Additionally, a number of significant negative intercorrelations were found, indicating that the presence of some variables reflecting recruitment initiatives were actually found to have a negative association with others. These include correlations between the number of racial/ethnic minority faculty members listed and the following: financial aid information, program/department aid listed, and other funding sources

listed. Negative correlations were also found between the existence of a financial aid link and the percentage of racial/ethnic minority students in the university, the number of racial/ethnic minority faculty members, and the number of minority courses offered. Lastly, negative intercorrelations existed between program/department aid listed and number of racial/ethnic minority faculty members and minority coursework.

Table 4

Intercorrelations Among Variables

Variable	Intercorrelations														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. % Minority	---	.31*	.15	.19	.12	.29	.10	.07	-.08	.16	.15	-.01	.16	-.13	-.04
2. # Words		---	.35**	.33**	.04	.17	.05	.27*	.12	.22	-.04	-.09	.06	.02	-.10
3. Commitment			---	.34**	.26*	.06	.04	.16	.13	.11	.23	-.05	.12	.08	-.18
4. Incorporation				---	.31**	.13	-.13	.12	.06	.28	-.06	.04	.06	.09	.01
5. Programs					---	.11	-.13	.02	-.15	-.10	-.09	.05	.13	.07	.12
6. GRE						---	.16	.22	.13	-.03	.15	.06	.04	.05	-.09
7. Faculty							---	.61**	.44**	.15	.27	-.38**	-.37**	-.20	-.27*
8. Research								---	.39*	.33*	.04	-.18	-.08	-.13	-.21
9. Coursework									---	.51**	.44*	-.38**	-.40**	-.02	-.26
10. Required										---	.17	-.02	-.05	.16	-.12
11. University											---	-.36*	-.24	.17	.08

12. Link	---	.37**	.03	.41**
13. Aid		---	.29*	.25*
14. Funded			---	.11
15. Other Fund				---

Note. % Minority = Percentage of racial/ethnic minority students enrolled, # Words = Number of diversity words and phrases, Commitment = Commitment to diversity issues, Incorporation = Diversity issues incorporated into coursework, Programs = Support programs for racial/ethnic minorities, GRE = Minimum GRE scores used for admissions, Faculty = Number of racial/ethnic minority faculty members, Research = Number of faculty with racial/ethnic minority research interests, Coursework = Number of minority courses, Required = Number of minority courses required, % University = Percentage of racial/ethnic minorities in the university, Link = Financial aid link, Aid = Program/department aid listed, Funded = Percentage of funded students listed, Other Fund = Other funding sources listed.

* $p < .05$. ** $p < .01$.

Hypothesis 1: The proportion of enrolled students who are racial/ethnic minority will be higher for programs that include financial aid information on their websites. As Table 4 shows, correlation coefficients between the number of racial/ethnic minority students enrolled in programs and financial aid information do not suggest higher rates of racial/ethnic minority enrollment for programs that include (a) a financial aid link, (b) specific information about program or departmental aid available, (c) information about the number of funded students, or (d) a listing of other funding sources.

Hypothesis 2: The proportion of enrolled students who are racial/ethnic minority will be higher for programs that make specific mention of a commitment to diversity issues on their websites. The presence of a stated interest in increasing student diversity or an overall commitment to or interest in diversity issues was not associated with the percentage of minority students enrolled in a program (see Table 4). However, the number of diversity words and phrases on a program's introduction page was found to be significantly correlated with the percentage of racial/ethnic minority students enrolled in programs ($r=.35, p<.01$; see Table 4). Hence, greater numbers of diversity words and phrases found on websites related to a stronger presence of racial/ethnic minority students in programs.

Hypothesis 3: The proportion of enrolled students who are racial/ethnic minority will be higher for programs that indicate having a racially/ethnically diverse student body on their websites. The percentage of racial/ethnic minority students reported on program websites was found to be significantly correlated with the percentage of racial/ethnic minority students enrolled in programs ($r=.56, p<.05$). Although only 17 of

67 programs reported this statistic on their websites, higher percentages were found to be associated with higher proportions of enrolled racial/ethnic minority students.

Hypothesis 4: The proportion of enrolled students who are racial/ethnic minority will be higher for programs that list multicultural coursework, racial/ethnic minority research opportunities, and practica (or other fieldwork) with racial/ethnic minority populations on their websites. The percentage of racial/ethnic minority students enrolled in programs was not found to be significantly correlated with number of multicultural courses offered, number of racial/ethnic minority research opportunities, or the presence of practica/fieldwork with racial/ethnic minority populations ($r=-.04, p=.77$) listed on program websites (see Table 4).

Hypothesis 5: The proportion of enrolled students who are racial/ethnic minority will be higher for programs that denote the presence of racial/ethnic minority faculty on their websites. The percentage of racial/ethnic minority students enrolled in programs was not found to be significantly related to the number of racial/ethnic minority faculty members at a given program (see Table 4).

Hypothesis 6: The proportion of enrolled students who are racial/ethnic minority will be higher for programs that include a greater number of key recommendations on their websites. Based on both theory and significant correlations, relevant variables from the website checklist were chosen as predictors in a linear regression, using the percentage of minority students enrolled in programs as the criterion variable. Number of diversity words and phrases, commitment to diversity issues, number of racial/ethnic minority faculty members, and program/departmental aid were entered in the given order into a multiple regression analysis using the stepwise method. Results indicated that the

percentage of racial/ethnic minority students enrolled in programs was significantly predicted by this model ($R^2=.097$). However, the number of diversity words and phrases was the only variable that evidenced significance ($b=.86$, $SE=.36$, $p<.05$) and hence the only variable retained in the model.

Characteristics of high scoring program websites. Diversity scores were divided into three approximately equal parts based on percentiles, creating high, medium, and low groups. These scores were then analyzed using a one-way multivariate analysis of variance to detect significant differences. Based on theory, the following dependent variables were used in the procedure: presence of financial aid information, number of racial/ethnic minority faculty members, statement of interest in diversity issues (i.e., either an overall statement of a commitment to diversity or a statement indicating a desire to recruit students from diverse backgrounds), percentage of racial/ethnic minority students enrolled, and number of faculty with racial/ethnic minority research interests. Results indicated that a program's diversity score level related to differences in the information given on websites, $\lambda=.349$, $F(10, 96) = 6.65$, $p<.01$, partial $\eta^2=.41$. Follow up one-way ANOVA analyses were run on each of the five dependent variables (see Table 5). A Bonferroni adjustment to the typical alpha of .05 was made, yielding an alpha of .01. Results suggested significant differences for diversity commitment and financial aid information. Further post-hoc comparisons using Tukey's HSD test with an alpha level of .05 showed that those programs scoring in the upper third of diversity scores were more likely to include statements of diversity commitments on their websites. Furthermore, significant differences ($p<.05$) were found between the low scorers and both the medium and high scorers with respect to including financial aid information on

websites. Such differences indicate that medium and high scoring programs were significantly more likely to include financial aid information on their websites than their low scoring counterparts.

Table 5

Multivariate and Univariate F values for MANOVA (N =67)

Source of Variation	Multivariate F	Univariate F				
		FAI	NMF	DS	PM	NMR
Diversity level	.349**	25.08**	1.28	5.88*	2.52	.20

Note. FAI = presence of financial aid information, NMF = number of racial/ethnic minority faculty members, DS = statement of interest in diversity issues, PM = Percentage of minority students enrolled, NMR = number of faculty with racial/ethnic minority research interests.

* $p < .05$. ** $p < .01$.

Chapter IV: Discussion

The status of psychology in terms of its racial/ethnic minority student representation foretells the field's ability to serve the populace, while also reflecting the field's ethical obligation to understand the inherent human differences that exist among people (APA, 1992). The current study represents the first of its kind in terms of its efforts to assess the implementation of racial/ethnic minority student recruitment initiatives via an analysis of APA-accredited counseling psychology program websites.

First, using a comprehensive checklist derived empirically from the literature on racial/ethnic minority student recruitment, each APA-accredited counseling psychology program was examined for the presence of recruitment initiatives. This analysis offered us a glimpse into how well counseling psychology programs in general are heeding past recruitment recommendations. Next, we examined some of the numerical information advertised by programs on their websites that has been posited to affect racial/ethnic minority student recruitment (i.e., minimum GRE scores, number of minority courses, number of racial/ethnic minority faculty members). This information again gave us an overview of how counseling psychology programs are portraying themselves to prospective students.

Following these general examinations, we probed program websites more specifically by analyzing the introduction pages of counseling psychology programs. Referencing the recommendation of Porshe-Burke (1990) to capitalize on the initial communication between program and prospective student, and assuming that prospective students may likely begin their searches of programs on the introduction page of websites, the contents were evaluated for words and phrases that promote a diverse, inclusive training environment. This analysis procured data about how frequently programs are making explicit statements relating to diversity on crucial sections of websites. Such statements may indicate the extent to which programs are committed to the recruitment of racial/ethnic minority students. Next, specific recommendations that have been emphasized in the literature were examined.

In the next section we will first revisit the primary aforementioned recruitment initiatives investigated in this study as reflected in the hypotheses. Corresponding to these recruitment strategies we will discuss the relationship between these strategies and the status of programs in terms of their proportion of racial/ethnic minority graduate students. Next, we will take a look at the limitations of the study, and how similar studies may be improved. We will then entertain ideas for future research in the area of racial/ethnic minority student recruitment for the diversification of psychology. Lastly, we will offer specific recommendations for programs to improve their websites to reflect recruitment initiatives.

Recruitment Initiatives and Racial/Ethnic Minority Enrollment

Financial aid information. Results suggest that although most programs are addressing the financial barrier faced by racial/ethnic minorities, few do so

comprehensively or through mention of specific grants or scholarships for racial/ethnic minorities. Clearly, most programs are not addressing financial aid in the specific and candid manner suggested by Ponterotto et al. (1995) in order to assure prospective students that graduate school is, indeed, financially possible. Furthermore, the failure to address financial aid availability for graduate students at all in approximately a quarter of all programs represents a serious shortcoming in terms of racial/ethnic minority student recruitment according to the literature. Without adequate funding, it is unlikely that the representation of racial/ethnic minority students will increase in graduate psychology programs. The absence of such crucial information likely contributes significantly to the continuing shortage of racial/ethnic minority graduate students in counseling psychology doctoral programs.

Commitment to diversity issues. Although statements about a program's commitment to issues of diversity have been outlined as an essential and viable recruitment strategy (e.g., Ponterotto et al., 1995; Guzman, 1991; Porshe-Burke, 1990), more often than not programs do not appear to be implementing such statements on their websites. This finding suggests that most programs do not seem to place importance on the integration of an explicit commitment to supporting, promoting, and fostering a multicultural environment in their website materials. Without specific statements from programs recognizing the magnitude of diversity issues, as well as an indication that programs aspire to recruit more racial/ethnic minority students, prospective minority students may likely continue to feel unwelcome in graduate programs of psychology.

Racial/ethnic minority coursework and practical/fieldwork opportunities. The presence of minority-related coursework on a majority of program websites indicates that

programs are partially complying with Domain D: Cultural and Individual Differences and Diversity of the accreditation guidelines outlined by APA (1995). However, the other aspect of Domain D implicates a program's need to offer culturally-relevant practicum experiences, which was seldom discussed on program websites. Should prospective minority students be interested in a given program, the chances that they will encounter information about opportunities to work in their own communities are slim. However, previous studies have suggested the presence of such opportunities in counseling psychology programs (Quintana & Bernal, 1995). The inclusion of information about multicultural practica opportunities on program websites, for those programs that offer them, may be a simple solution for these programs to increase racial/ethnic minority student representation. Alternatively, programs that do not incorporate such opportunities may continue to encounter difficulties in attracting racial/ethnic minority students.

Racial/ethnic minority faculty and racial/ethnic minority research interests. The most consistently included recruitment tool on counseling psychology program websites was the visibility of racial/ethnic minority faculty members, as well as research interests related to racial/ethnic minority issues. Although a small number of websites did not include this information, it appears that in general counseling psychology programs have implemented this particular recruitment strategy. However, it is clear that recruitment goals may be better met if the numbers of minority faculty members and minority research interests increased. With an average of 1 minority faculty member and 2 minority research interests per program, programs may continue to be ill-prepared to create the kind of multicultural atmosphere needed to recruit racial/ethnic minorities. Along with a focus on the recruitment of racial/ethnic minority students, the recruitment

of racial/ethnic minority faculty should continue to be prioritized by graduate psychology programs as well. As we have seen, successful recruitment of minority faculty members will not only directly diversify the field of psychology, but it may also serve to attract other minority students and faculty to the program (Muñoz-Dunbar & Stanton, 1999).

Overall implementation of recruitment initiatives. With an average of about 8 recruitment initiatives per program website, it seems clear that programs are heeding some of the recommendations offered in the literature on the recruitment of racial/ethnic minority students. However, given that on average, programs implemented less than half of the 18 major recruitment initiatives investigated, there is also room for much improvement. Despite the repeated attention that the recruitment of racial/ethnic minority students receives in the literature, counseling psychology programs have clearly not exhausted their efforts to this end.

Relationship among recruitment initiatives and proportion of racial/ethnic minority students enrolled in counseling psychology programs. Overall, the association between recruitment initiatives and the proportion of racial/ethnic minority students enrolled in programs was not strong in this study. Theoretically and empirically speaking, these relationships should exist to some extent. However, for reasons that will be expounded upon in the next section, the only variable evidencing a significant relationship with the proportion of racial/ethnic minority students reported in counseling psychology doctoral programs was the number of diversity words and phrases found on introduction pages. In essence, the number of diversity words and phrases included various expressions of diversity, rather than a single element (such as number of racial/ethnic minority faculty members), which may have offered the study more power

in terms of detecting true multiculturalism on program websites. Thus this piece of data, being of qualitative rather than quantitative or dichotomous nature, evidenced greater variability among program websites, and may partially explain its strength to detect a relationship between program website materials and the proportion of enrolled racial/ethnic minority students. It is difficult to know whether websites reflect or attract diversity, or perhaps a combination of both, but it is clear that the inclusion of material pertaining to diversity does, in fact, relate to higher proportions of enrolled racial/ethnic minority graduate students. Hence, the current study supports previous research findings evidencing a relationship between minority-sensitive material and the proportion of enrolled racial/ethnic minority students (Bernal et al., 1983) and highlights the need to continue to include statements reflecting a commitment to diversity issues in program materials as suggested by Porshe-Burke (1990) and Guzman (1991).

Although the predictive power of website materials in this study was not strong enough to evidence a relationship with the proportion of enrolled racial/ethnic minority graduate students, 10% of the variance was accounted for by the number of diversity words and phrases. Such a relationship suggests that despite the presence or absence of other aspects on websites, the number of times websites mention diversity issues on introductory pages may be serving as a recruitment device for racial/ethnic minority students. Such data offers further support for the idea that racial/ethnic minority students are attracted to programs that portray themselves from a multicultural perspective. Explicit statements addressing issues of diversity should be implemented extensively on counseling psychology websites, if indeed such programs intend to be successful in the recruitment of racial/ethnic minorities. Furthermore, results of this study would suggest

that the more types of these statements that counseling psychology programs include on their websites, the more racial/ethnic minority students they may attract.

The fact that other variables empirically found to be crucial to the recruitment of racial/ethnic minority students (i.e., financial aid information, racial/ethnic minority faculty, racial/ethnic minority research and practica opportunities) did not evidence relationships in this study should not be taken as support that such variables are not important. Recruitment initiatives such as the inclusion of financial aid information and of minority faculty members and research interests were employed by a vast majority of programs, so the variances for these variables were low. This issue may help to explain why significant relationships were not detected between these variables and the dependent variable. Similarly, the inclusion of other variables such as the proportion of funded new students and demographic information about the community were employed so infrequently that again, variability was low. Other limitations of this study may also help to explain the lack of significant relationships found and will be discussed in the next section.

Limitations of the Study

Data collection. Several limitations exist with respect to the data-gathering phase of this study. First, various problems were encountered with the lack of consistency in responses on the website checklist. This issue appears to be the result of (a) inadequate training, (b) vague or unclear items on the checklist, and (c) human error. As previously mentioned, a criterion interrater reliability was not predetermined during the data piloting phase. Hence, data collection began without assurance that discrepancies between coders would be minimized. The effect of this shortcoming was a high rate of discrepancies

between raters, yielding questionable reliability of data and necessitating data clarification through revisiting websites. A second aspect of the data collection process that contributed to a high number of discrepancies was particular questions on the checklist that were vague or unclear. For example, question 13 asks what minimum GRE score is used to screen out applicants to the program. It was not specified in this question whether to include a combined score or scores for particular GRE sections. This caused researchers to answer in various ways, severely reducing interrater agreement. Another problematic question occurred with some questions that did not originally have an “unknown” response as a possible answer, but was added later. Because “unknown” was not printed on the answer sheets during the first phase of data collection, some researchers continued to answer “no” or leave items blank for which an “unknown” response would have been more appropriate. Furthermore, for question 71 which asks in which type of locale the program is located (e.g., urban, suburban, rural, or unknown), interrater agreement was extremely low. This question could be improved by simply asking researchers to record the population of the city in which the program exists. From this data, the locale could have been deduced. No definitions were given to researchers to help them classify rural versus suburban versus urban, and hence answers to this question were quite variable.

A third aspect of data discrepancy appears to be the coders’ approach to data collection. At times, coders erroneously answered contingency questions that were not intended to be answered, thereby decreasing interrater agreement further. In other words, several questions on the checklist ask raters to proceed to different numbered questions depending on their answers to the contingency questions. Still at other times, raters

simply skipped questions (perhaps with the intention of returning to them later) or left them blank. Finally, raters likely had different levels of experience and facility searching on websites and using computers. For instance, some raters were more careful Internet browsers and/or were able to find more information than others.

A fourth source of interrater discrepancies is the fact that websites are constantly changed and updated. A few websites were identified as having changed between the initial data collection and the discrepancy resolution phase, one was under construction during the discrepancy resolution phase, and another no longer existed under the same name. Both of these latter websites were able to be accessed later, albeit in slightly different forms from the original visits.

Sample size. With a sample size of 67, inferential results must be interpreted with caution. However, the sample size was constrained by the number of APA-accredited counseling psychology programs and could not be expanded. Clearly the study could benefit from a larger sample size (i.e., by adding APA-accredited clinical psychology programs) and increased power to detect relationships among variables.

Ethnic minority enrollment statistics. The dependent variable, the percentage of racial/ethnic minority students attending a given graduate program, was found in the book, *Insider's Guide to Graduate Programs in Clinical and Counseling Psychology* (Mayne, Norcross, & Sayette, 2001). These data were collected through a survey distributed to each graduate program, and are essentially self-report statistics. Hence the dependent variable may or may not accurately reflect the reality of graduate programs in terms of their racial/ethnic minority student representation. Because the survey simply asks what percentage of the program is ethnic minority and does not define it, programs

may have different definitions of this construct and thus responses may not be consistent. Relationships found between the dependent variable and other variables must be interpreted as a relationship with a *reported* percentage of ethnic minority students enrolled in a program

Additionally, using enrollment statistics as a criterion variable is not the most direct way of assessing the recruitment power of websites. A more direct way to evaluate this relationship would be to employ application statistics, given that enrollment statistics may reflect biases in admission practices. Without this piece of data, it is impossible to know if the lack of racial/ethnic minority representation in graduate psychology programs is due to inadequate recruitment initiatives alone, or to problematic or biased admission procedures as well. This piece of data is crucial to the development of appropriate interventions aimed at increasing racial/ethnic minority graduate student enrollment into psychology programs.

Ethnic minority perspectives. Unlike the study conducted by Ponterotto et al. (1995), in which the researcher asked prospective racial/ethnic minority psychology students to evaluate application packets, this study did not incorporate such perspectives. Although the recommendations from this and many other studies on racial/ethnic minority recruitment were incorporated into the website checklist, it is clear that including the perspectives of the actual prospective students will be essential in future research.

Future Research

A clear first step in the progression of research on minority student recruitment is to examine the application as well as the enrollment statistics for graduate programs in

psychology. Recent aggregate data on the racial/ethnic composition of applicants to health service provider programs (of which counseling psychology programs are a part) suggests general levels of equity in the representation of admitted students in these programs. For example, the proportion of enrolled students who belong to a racial/ethnic minority is approximately equal to or more than the proportion of applicants for most racial/ethnic groups (Kyle & Williams, 2000). However, the high percentage of applicants of “unknown” racial/ethnic origin (calculated at 9.6% for the 1998-1999 academic year) renders this data ambiguous and potentially less encouraging. It should be noted that in some states, such as Texas, in which affirmative action has been outlawed, the racial/ethnic status may not be requested on applications, again making this data slightly suspect. Nonetheless, more extensive data on applicant characteristics (where permitted by law) is still needed and would help to assess the way in which structural barriers, such as low GRE scores, affect a prospective student’s ability to gain admission to a graduate program.

Furthermore, an analysis of racial/ethnic minority applicants, especially of those who apply and do not gain admission, would lend insight into other ways counseling psychology programs may be inadvertently discriminating against racial/ethnic minorities. For instance, can any commonalities be found among unaccepted racial/ethnic minority applicants that may help implicate structural barriers? If so, tactics can be directed at alleviating these barriers. Similarly, more in-depth and specific knowledge about how programs eliminate candidates might further shed light on these dynamics. For example, how do programs evaluate essays? How are undergraduate transcripts used in the decision-making process? Might there be subtle discrimination against individuals

whose native language is not English? It seems that an analysis of admissions practices for potential biases is in order. Likewise, an examination of successful programs, such as those that have won the Suinn Award (see APA, 200) by demonstrating remarkable success in the areas of recruitment and graduation of racial/ethnic minorities, is also necessary for a full and complete picture of needed interventions.

Another research path would be to interview racial/ethnic minority undergraduate and graduate students in psychology to get a clearer idea of the process of choosing, applying, and gaining admission to graduate school in psychology among racial/ethnic minorities. Such studies have been minimally conducted (see Ponterotto et al., 1995). Gaining knowledge about some of the reasons racial/ethnic minority students are not enrolling in or possibly not interested in graduate psychology programs, as well as what factors help them to choose a program, could likely aid programs in designing effective recruitment tactics. For example, what initially attracts racial/ethnic minority students to psychology? What factors about a given program catch the attention of prospective racial/ethnic minority students? What aspects are most important? Once prospective students have been accepted, how do they decide which program to attend? Further insight into which factors are most important at which stages of the application process would allow us to tailor recruitment strategies more appropriately.

Perhaps the APA survey of graduate departments of psychology could include information about the racial/ethnic minority students who do not gain admission. Aggregate data may help us to find commonalities and thus illuminate ways in which graduate programs are excluding racial/ethnic minorities from their programs. Individual programs may also wish to keep track of this information, as they may find trends in the

data on racial/ethnic minority applicants specific to their regional area. For example, do most racial/ethnic minority applicants evidence a lack of undergraduate preparation? Did most have to work full-time to support themselves during their undergraduate and/or high school career? These data may help psychology departments design programs targeting undergraduate and high school students of color (i.e., through mentorships or financial aid programs, respectively) who may be good candidates for attending graduate programs in psychology.

In terms of evaluating graduate program websites, future research may include the impressions of prospective racial/ethnic minority students. Such a rating might carry more weight in terms of needed changes to websites. Together with knowledge about the decision-making process for graduate school, information about prospective student impressions of websites can be utilized to render program websites more powerful recruitment tools. Furthermore, the website checklist utilized in this study could be used to evaluate APA-accredited clinical psychology programs in the same manner. This information would offer us a more comprehensive understanding of the extent to which recruitment initiatives are being implemented on websites. Because approximately 160 of these programs exist, the power to detect relationships among variables would increase dramatically.

Recommendations for Counseling Psychology Program Websites

1. Financial aid continues to be considered a primary barrier for racial/ethnic minority students for entry into graduate school. Counseling psychology programs should be sure to include the following on their websites with regard to financial aid: a specific statement about the availability of financial aid for students; data

about the likelihood students will receive funding, how much assistance to expect, and how long to expect it; the types of assistantships available in the program; the number of years a student should expect to study; information about the cost of living in the area as well as work opportunities (if outside work is necessary); a list of outside funding sources along with their website addresses; and any scholarships or grants available specifically for racial/ethnic minorities. All of this information should be included under a “financial aid” link that might be found on the homepage for the counseling psychology doctoral program.

2. Statements about a program’s commitment to diversity issues, including an explicit desire to recruit students from diverse backgrounds should be integrated comprehensively throughout the website. If a program truly wishes to portray itself as embracing multiculturalism, the website necessarily must incorporate statements to this effect in every aspect of its description of the program. Rather than including a separate section about diversity as some programs have done, a better idea is to mention these issues several times in different areas of the website. This may convey a less tokenizing message to prospective students, and express a stronger, more pervasive interest in creating a multicultural environment. Furthermore, any initiatives that exist within or outside the program to help support racial/ethnic minority students should be included on program websites. In short, a general rule for statements and information about diversity issues on websites is “the more the better.”
3. A list of typical coursework should be included on counseling psychology websites. Descriptions should also be available, along with demarcation of

- optional versus required coursework. Any coursework available both within and outside the program that addresses multicultural issues should be noted and described as well. Programs should strongly consider infusing issues of diversity into all courses (if they have not already done so) and should make this clear on their websites if this is the case. This information might be found under a “coursework” link on the homepage of the counseling psychology program.
4. Practicum opportunities offered by the program should be listed and described. The racial/ethnic composition of the clientele for various sites should also be included along with other pertinent facts. Such information should be found under a “practicum” link on the homepage of the counseling psychology program.
 5. A list of faculty members along with their research interests should be included under a “faculty” link on the homepage for the counseling psychology program. Pictures of the faculty should also be included, along with faculty email addresses.
 6. Programs should include information about the geographic area in which the program is located. This is an important factor in the decision-making process about graduate school, and has not been found to be well integrated into counseling psychology program websites. Websites might have a link from the homepage labeled “demographic information” that includes data about the community and the university, as well as the racial/ethnic composition of current students enrolled in the program.
 7. It should be clear whether or not programs use minimum GRE scores to screen out applicants and if so, what minimum score is used. Although the use of

minimum GRE scores is discouraged for programs wishing to recruit more racial/ethnic minorities, programs that use them should state so explicitly.

Furthermore, detailed information on how to apply to the program should be clearly outlined under an “application” link found on the program’s homepage.

8. Programs should take care and time to peruse their own websites on a regular basis to ensure that it is organized and updated, as well as to check for any glitches, such as links that don’t work or have changed. Such minor problems can cause prospective students to miss crucial information or possibly to lose patience and just give up. One suggestion is to ask undergraduate students (preferably from diverse backgrounds) to peruse the counseling program website and offer feedback about what problems they encountered and what suggestions they have that might make it more user-friendly. Another suggestion would be to employ a graduate student, faculty, or staff member to be in charge of keeping the website updated.

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Appendix 1

Website Checklist

I. Organization:

1. Is there a specific link to general university information?
2. Is there a specific link to department or school information
3. Is there a specific link to the counseling psychology program information? (**Click on a link from the CP homepage; from this new page, is there a link to go directly back to the CP homepage?**)

II. Application and Admissions Process:

4. Does the program's website include a specific link for the application and admission process?
5. Is the application deadline listed on the program's website? **IF NO, GO TO 7**
6. What is the deadline to apply to this program?
7. Does the program's website indicate how many forms an applicant needs to complete for an application to be complete? **IF NO, GO TO 9**
8. What are they?
9. Are personal or group interviews part of the application process?
10. Does the website list the tests required to apply to the program? **IF NO, GO TO 12**
11. Which tests are required?
12. Are minimum GRE scores used to screen out applicants? **IF NO, GO TO 14**
13. What is the minimum score needed (Verbal & Quantitative) ?
14. Does the website list other factors that would be helpful for an applicant to gain admission to the program? **IF NO, GO TO 16**
15. What are they?
16. Does the website list when applicants will be notified if they have been accepted?
IF NO, GO TO 18

17. When will applicants be notified?
18. Does the website list any information on the number of applicants and/or the number of admitted students? **IF NO, GO TO 21**
19. On average, how many applicants apply each year?
20. On average, how many students are admitted each year?
21. Does the website list the name and/or contact information of a person designated to answer questions about the application process? **IF NO, GO TO 24**
22. What is the name of the contact person?
23. Please give the contact information listed:
24. Please rate the level of ease or difficulty you experienced in finding the preceding information on the application and admissions process:
25. Please rate how well the preceding information was organized on the website:

III. Program information:

26. Does the program describe its philosophy?
27. Is there a stated interest in increasing diversity among the student body?
28. Is there a stated overall interest in or commitment to issues of diversity?
29. Is there a list of program faculty along with their research interests? **IF NO, GO TO 34**
30. How many full-time counseling psychology faculty members are listed?
31. How many of these faculty members appear to be ethnic minorities?
32. Do any faculty members have interests related to ethnic minority issues?
33. How many?
34. Does the website list the courses required of its graduate students?
35. Does the website include course descriptions or links to such descriptions?
36. Does the website list any courses offered by the program pertaining to ethnic minority or multicultural issues? **IF NO, GO TO 39**
37. How many?
38. How many of these courses are required for the doctorate?
39. Does the website indicate that diversity issues are incorporated into all courses (e.g., does the program indicate using a multicultural framework)?

40. Does the website list all the requirements needed for students to obtain the doctorate?
41. Is it clear how long it takes (on average) for students to finish the program?
42. Does the website list research opportunities offered by the program?
43. Does the website list practicum or field-work opportunities offered by the program?
44. Does the website list practicum, fieldwork, or other training opportunities for graduate students to work with ethnic minorities in the community?
45. Does the program discuss the internship process?
46. Does the website list or mention any special programs for the support of ethnic minority students? **IF NO, GO TO 48**
47. What are these special programs?
48. Please rate the level of ease or difficulty you experienced in finding the preceding information on program information.
49. Please rate how well the preceding information was organized on the website

IV. Financial aid:

50. Does the program's website contain a specific link to financial aid information?
51. Does the website specifically state that financial aid is available for graduate students in the program?
52. Does the program denote the percentage or proportion of incoming students who typically receive financial aid from the program or department? **IF NO, GO TO 54**
53. What is this percentage or proportion?
54. Does the program denote the percentage or proportion of continuing students who typically receive financial aid from the program or department? **IF NO, GO TO 56**
55. What is this percentage or proportion?
56. Does the program list which types of financial aid are offered specifically by the program or department (i.e., teaching assistantships, research assistantships, fellowships)? **IF NO, GO TO 58**

57. Please list the types of aid offered
58. Does the program's website contain information about other funding sources (i.e., outside scholarships, grants, loans)?
59. Does the program's website include links to these other funding sources?
60. Is there mention of financial aid specifically for racial/ethnic minorities? **IF NO, GO TO 66**
61. Was this information found on the program's website? **IF YES, GO TO 64**
62. Was there a direct link to this information on the program's website?
63. Where was this information found?
64. What type(s) of aid is (are) offered?
65. If listed, how would a minority student obtain or apply for this aid?
66. Do graduate students usually have to work outside of their program to finance their education?
67. Please rate the level of ease or difficulty you experienced in finding the preceding information on financial aid
68. Please rate how well the preceding information was organized on the website

V. Community information:

69. Does the program's website contain a specific link to community information?
70. In what city/state is the program located?
71. In what type of locale is the program located? (circle one)
72. Does the website include the demographics (i.e., age, gender, race/ethnicity) of the community? **IF NO, GO TO 76**
73. What percentage of the community is ethnic minority?
74. Were these demographics listed on the program's website? **IF YES, GO TO 76**
75. Where were these demographics found?
76. Does the website include information on the cost-of-living in the community? **IF NO, GO TO 80**
77. Was this information found on the program's website? **IF YES, GO TO 79**
78. Where was this information found?
79. What is the average cost of housing? Utilities? Car insurance? Other?

80. What other information about the community is included on the program's website?
81. Please rate the level of ease or difficulty you experienced in finding the preceding information on the community:
82. Please rate how well the preceding information was organized on the website:

VI. Demographic information:

83. Does the program website contain a specific link to demographical information?
84. Does the website list the demographics of the university? **IF NO, GO TO 88**
85. Was this information found on the program's website? **IF YES, GO TO 87**
86. Where was this information found?
87. What percentage of the university populace is ethnic minority?
88. Does the program's website list the demographics of current students in the counseling psychology graduate program? **IF NO, GO TO 93**
89. How many students are currently enrolled in the program?
90. What percentage of the current students is ethnic minority?
91. What is the average age of a student in the program?
92. What is the percentage of female students in the program?
93. Are demographics listed for recent graduates of the program? **IF NO, GO TO 95**
94. What percentage of recent graduates is ethnic minority?
95. Please rate the level of ease or difficulty you experienced in finding the preceding information on demographics:
96. Please rate how well the preceding information was organized on the website:

VII. Visual aspects

97. Does the program website include any pictures or visual images? **IF NO, GO TO 103**
98. Does the program website include any pictures of the place where the program is located (i.e., campus or surrounding community)? **IF NO, GO TO 100**
99. How many?

100. Are any pictures of persons included on the program website? **IF NO, GO TO 103**
101. How many?
102. How many of these pictures appear to include ethnic minority persons?

VIII. Overall Impressions

103. Overall, this website was visually appealing/attractive.
104. Overall, this website was easy to navigate through.
105. Overall, this website was well organized.

Appendix 2

Sample Diversity Words and Phrases

1. Diversity issues
2. Ethnic/ethnicity/ethnic minority
3. Race/racial issues
4. Minority
5. People of color
6. Discrimination
7. Multicultural/Cross-cultural/culture
8. Pluralism/pluralistic
9. International
10. Affirmative action
11. African American/Black
12. Asian American/Pacific Islander
13. Latina/Latino/Latin American/Hispanic
14. Native American/Indian
15. Gender issues
16. Socioeconomic status/class/classism
17. Physical ability/disability
18. Sexual orientation