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  AND UNFAVORABLE ADAPTIVE BEHAVIORS OF
  MINORITY HIGH RISK FRESHMEN AT MICHIGAN STATE
  UNIVERSITY.

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AND UNFAVORABLE ADAPTIVE BEHAVIORS OF

MINORITY HIGH RISK FRESHMEN AT

MICHIGAN STATE UNIVERSITY

By

Raymond Jackson

A DISSERTATION

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ABSTRACT

AN EXPLORATORY STUDY DESCRIBING THE FAVORABLE
AND UNFAVORABLE ADAPTIVE BEHAVIORS OF
MINORITY HIGH RISK FRESHMEN AT
MICHIGAN STATE UNIVERSITY

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<u>Purpose of the Study</u>

This study attempted to investigate the adaptation to college by minority high risk freshmen. In particular, it considered the adaptive functioning of a group of high risk freshmen who entered Michigan State University in the Fall of 1977.

<u>Methodology</u>

In order to research the conception of adaptation in relation to the high risk minority student, interviews with thirty-eight high risk minority freshmen at Michigan State University were conducted. More specifically, these interviews were structured around the following six critical adaptive transactions:

1. <u>Re-aligning Expectations</u>: Favorable adaptation requires that adapting persons re-align their expectations in the direction of a commonly shared reality until there are no major discrepancies.

2. <u>Processing Losses</u>: Favorable adaptation requires that adapting persons process their self-perceived losses and confirm or discover self-perceived gains until the gains are experienced as outweighing the losses.

3. <u>Building Relationships</u>: Favorable adaptation requires that adapting persons establish a supportive group that responds to their needs for security, stimulation, and identify in the new environment.

4. <u>Acquiring Resources</u>: Favorable adaptation requires that adapting persons gain access to key resources in the new environment by learning where, when, and how to acquire basic information, materials, and personal assistance.

5. <u>Increasing Self-Management</u>: Favorable adaptation requires that adapting persons establish sufficient self-direction to prevent or overcome the feeling of being at the mercy of the expectations of others in the new environment.

6. <u>Establishing Compatibility</u>: Favorable adaptation requires that adapting persons establish compatibility (if not full identification) with the customs, mores, traditions, and values of the new environment.

Findings

This study was designed to determine whether common adaptive behaviors or attitudes existed among a sample of minority high risk freshmen who could be grouped as either favorable or unfavorable in

their adaptive process. The results of this study supported the contention that individuals adapting to a new environment do confront common adaptive experiences.

An in-depth analysis of the five most favorable and five most unfavorable adaptors produced the five major findings listed below:

1. It appears that minority high risk freshmen are able to re-align expectations when they do not encounter dissonance in too many aspects of their lives. Further, it appears that a clustering of unfulfilled expectations is sufficient to cause considerable difficulty in the adaptive process.

2. When a minority high risk freshman has feelings of being forced into a new environment when another is preferred, he or she forms a negative set of expectations which further complicates the adaptive process.

3. It appears that minority high risk freshmen who have gregarious personalities as opposed to introverts, may have a distinct advantage in building relationships.

4. The strength of the student's linkage to needed resources appears to be determined by the scope of those resources and his or her identification with them.

5. It appears that the establishment of compatibility is not related to a cause and effect syndrome in the environment, but rather to a sense of community, making a contribution, and essentially being involved in the environment.

DEDICATION

To Karen

This thesis is affectionately dedicated to you for your
willing sacrifices, honest constructive criticism,
and your unfailing belief in my ability to
accomplish this challenging task.

To my daughter, Monica, and my son, Cheo,
for their patience in being without
a father for the past year.

To my mother, Elizabeth, and my father, Albert,
for allowing me to explore and experience
life as a child in order to seek a
better understanding of self.

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION AND STATEMENT

OF THE PROBLEM

Introduction

American higher education enrollments more than doubled during
the decade of the 1960s. In fact, according to a recent report from
the Carnegie Commission on Higher Education, college and university
enrollments increased more rapidly during the period from 1959 to 1969
than at any other time in the history of higher education. This rapid
increase in student enrollments was partially due to the egalitarian
position that many colleges and universities advocated, for the decade
of the sixties saw the doors to predominant white institutions open to
minority and low-income groups.

Many of these "new students" came to the environments of academe
with high hopes and career aspirations, for they were the first in their
immediate families to enroll in a college or university. But, for large
numbers of them, this open door opportunity soon became a revolving door
and that period of happiness and excitement turned to one of apprehen-
sion and disappointment. Although many of these "new students" were
able, without any assistance from the institutions in which they were
enrolled, to reach their educational goal, still, many others were met
by total frustration and failure.

Recognition of this situation has led to the establishment of programs designed specifically for the "high risk" student in colleges throughout the country. The intent of these programs was to make a special effort to enroll students whose lack of preparation for college places them at a disadvantage in competition with other students in college and to offer them an opportunity to overcome the difficulties of the past and succeed academically in the future.

Despite such admirable aims, at many institutions where these programs exist, there is an attitude that because these students are admitted with high school averages lower than those ordinarily required, there is a greater risk that they will not complete their college education. What many members in the college environment seem to lack is a clear understanding of the high risk student and, thus, generally, they blame him for his inadequate preparation for college life. Yet the literature clearly points to several factors which may contribute to a student's lack of training and preparation, such as: (a) the high school's failure to prepare him academically and psychologically for a college or university environment (Roueche, 1977; Gibbs, 1974); (b) difficulties in the home which interfere with studying; (c) concern with economic problems; and (d) the high school's failure to give such a student an opportunity to achieve his full potential (Churchman, 1971).

Despite the aforementioned uneasiness about the success potential of high risk students, colleges and universities have admitted considerable numbers of them. Their admittance has been,

in a large part, a response to the social conditions which were prevalent throughout the decade of the 1960s and the first few years of the 1970s. American society was in the midst of a socially turbulent period in its history which found blacks and whites marching and demonstrating and colleges and universities in a constant state of student agitation and seizure. It was this type of social unrest which caused many postsecondary institutions to reexamine their institutional philosophies and societal responsibilities. And, as a result of this introspection, a commitment to minorities was made. More specifically, this commitment was based on three factors which were the impetus for the doors of traditional postsecondary institutions opening: (a) the egalitarian concept of educational opportunity; (b) the experiencing by American society of an unprecedented technological growth which made the opportunity for obtaining a good job much more difficult for minorities and other low-income groups; and (c) pressures by minorities for a total and meaningful integration into the mainstream of American life (Crossland, 1976).

In 1963 Michigan State University joined other colleges and universities in this endeavor by admitting 22 high risk black and white students under "Project Ethyl." During the next three years approximately 50 to 60 students were admitted per year; these students were selected from the Greater Lansing area, and they showed the potential to succeed in higher education, but were lacking the necessary high school grade point average and/or SAT/ACT test scores for regular freshman admittance.

It was not until the Spring of 1967 that the Board of Trustees decided to commit the University further. The "Detroit Project" was thus initiated with a primary focus on the recruitment and admission of educationally disadvantaged black students from the Detroit area (Hamilton, 1973). After the new program had been operating for a period of three years, however, concerns and issues about the program's geographical emphasis were raised by citizens in other parts of the state. Those concerns prompted the University to take a serious look at the policy of limiting selection of students to the Detroit area only. The result was a statewide recruitment policy and a change in the program's name, in 1970, to "Developmental Program" in order to reflect this new emphasis (Higginbotham, 1973).

In 1971 Michigan State University's minority population made up 8.9 percent of the Fall entering class, the highest percentage since special recruitment and admission efforts began in 1967. Official records of the University show, however, that the percentage of minorities in the entering freshman classes declined after 1971. Thus, from Fall of 1971 to Fall of 1973, there was less than a 2 percent rise in black enrollment at Michigan State University, but the black student population at MSU stayed basically the same during these years. Black enrollment totaled a little over 6 percent of the 40,000 member student body; minorities as a whole totaled a little over 7 percent. In 1974 there was a slight drop in black enrollment from this Fall 1973 6 percent figure. Then, from Fall 1975 to Fall 1977, the largest decline occurred, with black and minority enrollment decreasing consistently.

The result of this trend: Michigan State University currently has a black enrollment of 5.5 percent, and the predictions are that it will decrease even further in the Fall of 1978. Out of more than 40,000 students who enrolled in the Fall of 1977, only 2,436 were black and only 770 represented other minorities. Michigan State University is thus a predominantly white university.

Many educationally disadvantaged students have survived on the campus of Michigan State University during the 15 years since the beginning of "Project Ethyl." Enrollment data routinely compiled by the registrar's office support this statement. These data show that, from the Fall of 1967 through the Fall of 1972, the Developmental Program recruited 919 educationally disadvantaged students and by 1973 only 254 (27.6 percent) had dropped out of the university. The remaining 72.4 percent did succeed in spite of many obstacles. How educationally disadvantaged students cope with and adapt to a large residential environment, such as that typified by Michigan State University, was of major concern in this study.

The Research Problem

The dilemma of this investigation lies in the widespread attrition among minorities in special programs on traditional college campuses throughout the country. For more than a decade the way for minorities to achieve academic success on traditional college campuses has been through remedial courses, tutoring, and counseling. Yet researchers have consistently proven that these corrective solutions

have been ineffective. Now more than ever before, high attrition continues to plague programs created specifically for minorities as these high risk students continue to drop out of college, disillusioned about the educational process and considering themselves failures for not having adapted to college.

For those who remain, the problem consisted of determining whether there are, among them, common identifiable adaptive behaviors, feelings, and attitudes among minority high risk freshmen that can be categorized as either favorable or unfavorable in their adaptation to Michigan State University.

Purpose of the Study

It was the purpose of this study to investigate the adaptation to college by minority high risk freshmen. This study thus considered the adaptive functioning of a group of high risk freshmen who entered Michigan State University in the Fall of 1977.

A set of postulates based on transactions which are seen as critical and necessary to persons adapting to a new environment was the basis for this investigation.

This study was guided by the following exploratory questions:

1. What are the adaptive behaviors that distinguish among high risk freshmen who adapt favorably to Michigan State University and those who do not?

2. What are the perceptions, feelings, and attitudes of high risk freshmen about Michigan State University?

In an era of scarce resources and declining enrollments and birthrates, universities are feeling increasing pressures to account for their expenditures and develop new pools of potential students. A recent report published by the American Association for Higher Education (1977) indicated that by the year 2000 zero population growth might be reached and that the potential pool for traditional college-age students will be significantly reduced in the next 30 years. Predictions such as these have prompted many colleges and universities to develop new ideas about the market for potential student clientele. The results of this study may aid significantly in that search.

From this study, it is also hoped that some preliminary results can be obtained which will add to our limited knowledge about how educationally disadvantaged students adapt to a new university environment. More specifically, it is hoped that information can be extrapolated that will aid universities and colleges in making their environments more relevant and adaptable to the new pool of students they are seeking to attract.

Assumptions Regarding Adaptation

A recent study by Meharbian (1976) suggests that there are a certain set of guidelines that has emerged which should enable people to relate the nature of particular environments to their own feelings and behaviors, to evaluate the different environments in which they find themselves, and to understand why some environments make them feel good or bad, excited or bored, and tense or comfortable. He contends that

such a determination is possible because a system has been developed by environmental psychologists (who believe that the environment is a total process and man and his environment are inseparable) based on massive amounts of data, a huge number of observations, a few simple do-or-don't rules, some crucial assumptions, and a few generalizations. For the purpose of analysis and investigation, components can be abstracted, if certain of their broad assumptions are accepted. Some of these far-reaching assumptions from Ittelson (1974) and Proshansky (1970) are as follows:

1. It is assumed that people's feelings or emotions are what ultimately determine what they do and how they do it.

2. It is also assumed that environments can cause in us feelings of anger, fear, boredom, pleasure, or whatever, and do so regardless of how we think we should feel in such environments; and furthermore these feelings will cause us to behave in certain ways, regardless of how we think we should behave. This is not to say that we cannot exercise fairly substantial control over our public behavior.

3. A particular environment causes certain emotional reactions in a person. These reactions in turn cause the person to approach or avoid the environment to a greater or lesser degree. By approaching or avoiding the environment in whatever degree, the person introduces some sort of change in it.

4. Human behavior in relation to a physical setting is enduring and consistent over time and situation; therefore the characteristic patterns of behavior for that setting can be identified.

5. Human behavior in relation to physical setting reveals diversity over space at any given moment and continuous variability in any given space over time--the freedom of choice of any individual in any physical setting has defined limits.

6. Although there is only one environmental situation, there are as many surroundings as there are components in the environmental process that can occupy the same place in it, and therefore, the surroundings or view of the environment of each is necessarily unique at any given time.

7. Although the participant remains largely unaware of his surroundings in the environmental process, these surroundings continue to exert considerable influence on his behavior.

These assumptions lend support to the transactions that will be the focus and basis for this study. Throughout the discussion of the topic of adaptation to new environments, the literature consistently refers to the interaction of the individual and his environment. The researcher agrees with the views of the authorities in the fields of adaptive theory and environmental psychology, for, indeed, the individual and the environment are constantly interacting with each other. However, the researcher prefers to use the term "transaction" as opposed to interaction because, to the researcher, a transaction emphasizes the role of self-perceptions and expectations in defining the new environment to which one is to adapt.

These transactions were developed by Dr. Max Raines, professor, at Michigan State University (1977) in conjunction with his course Education 816B--Group Behaviors. In order to investigate these transactions, it must be understood that this concept of transactions is new and untried. Therefore, this study is an attempt to verify and bring some credence to the concept of adaptive transactions.

The following adaptive transactions will be explored for their relevance in distinguishing the favorable and unfavorable adaptive behaviors of high risk freshmen at Michigan State University:

Critical Transactions in Adapting
to New Environments

1. Re-aligning Expectations: Favorable adaptation requires that adapting persons re-align their expectations in the direction of a commonly shared reality until there are no major discrepancies.

2. Processing Losses: Favorable adaptation requires that adapting persons process their self-perceived losses and confirm or discover self-perceived gains until the gains are experienced as outweighing the losses.

3. Building Relationships: Favorable adaptation requires that adapting persons establish a supportive group that responds to their needs for security, stimulation, and identity in the new environment.

4. Acquiring Resources: Favorable adaptation requires that adapting persons gain access to key resources in the new environment by learning where, when, and how to acquire basic information, materials, and personal assistance.

5. Increasing Self-Management: Favorable adaptation requires that adapting persons establish sufficient self-direction to prevent or overcome the feeling of being at the mercy of the expectations of others in the new environment.

6. Establishing Compatibility: Favorable adaptation requires that adapting persons establish compatibility (if not full identification) with the customs, mores, traditions, and values of the new environment.

Conceptual Framework

Adaptation to new environments is a process which all human
beings experience. Often adaptation is easy, sometimes it is difficult,
and once in a while it is overwhelming, but it is an ever-present occur-
rence in man's day-to-day existence. Adaptation is something that is
accomplished by living organisms in interaction with their environment.
According to King (1973), "Adaptation is a process, a dynamic feedback
between organism and environment, wherein both organism and environment
may be transformed or changed. The end or steady state toward which
the ego strives in this process is gratification and pleasure."
Generally, most individuals who are participating in the adaptive
process seek to adjust to the environment or alter the environment
to fit their own needs. White (1974), however, sees adaptation from
a different perspective when he says that it "does not mean either a
total triumph over the environment or total surrender to it, but
rather striving toward an acceptable compromise."

Because the adaptive process is one of feedback between the
individual and the environment, internally the individual should be
capable of selecting from the environment those things that are per-
sonally gratifying and fulfilling with regard to his own needs.
Externally, the individual should have the ability both to (a)
accurately perceive the external environment free from distortion
according to his own subjective needs, and (b) impact the environment
in such a way that he is able to create or foster a constructive rather

than a destructive climate (Hall, 1977). Jersild (1952) lends

support to the above statement in his definition of the "self":

> A person's self is the sum total of all he can call his.
> The self includes among other things, a system of ideas,
> attitudes, values, and commitments. The self is a person's
> total subjective environment; it is the distinctive center
> of experience and significance. The self constitutes a
> person's inner world as distinguished from the outer world
> consisting of all other people and things.

When adapting to a new environment, many individuals are unaware

of the importance of a fit between environmental expectations and self-

perception. Thus, they experience an internal imbalance between their

thoughts, feelings, and actions. Also because of this unawareness, many

become frustrated, uncomfortable, and disillusioned with themselves and

the environment (King, 1973).

Researchers on the theories of the adaptive process believe

that an environment affects people in different ways. Further, they

believe that some of the reasons for this difference are the physio-

logical makeup of individuals; attitudes toward, and past experience

with, various places; lack of familiarity and sophistication in dealing

with places; and the ways people cognitively process the information

they receive from their surroundings (Meharbian, 1976).

Research Design and Methodology

A preliminary review of literature led to the realization that

the term adaptation is viewed in numerous ways, thus making it difficult

to define it in such a way so as to ensure a generally acceptable mean-

ing. The development of a conceptual framework was required to permit

a more understandable and lucid view of the concept of adaptation as it relates to this study.

In order to research this concept in relation to the high risk minority student, an interview with 38 high risk minority freshmen at Michigan State University was conducted. Questions in the instrument were structured around the six critical adaptive transactions listed previously.

For the purpose of this study, adaptation is defined as follows: Adaptation is a transactional process that is created between an individual and his environment. This transaction may cause a change or transformation in both the individual and the environment (Coelho, 1963; King, 1973; Raines, 1977).

Study Limitations

This study was exploratory in nature and its main purpose was to investigate the adaptation to college by minority high risk freshmen in terms of the transactions assumed necessary for favorable adjustment to new environments.

The design of this study was limited in several ways. First, this study was limited to an investigation of those students willing to participate in the study; nonparticipants may be different from the study participants. Second, while in the process of completing the study, new concepts and factors may have been identified which were not anticipated; however, beyond reporting them, no attempt was planned to analyze such unexpected findings. Third, the interview instrument

constructed to collect the appropriate data for this study was selected to insure objectivity; however, some bias is always inevitable. Fourth, it was difficult to determine causality because the information and perceptions collected were not generally controlled, and the data not empirically treated. Finally, although the results of this study are generalizable only to this particular population, they may have much needed, useful implications for similar college populations.

Study Delimitations

This investigation was delimited in the following ways: (a) to the campus of Michigan State University, (b) to the Supportive Services Program, (c) to minority freshmen who entered in the Fall of 1977, and, finally, (d) to responses from 38 participants.

Definition of Terms

For the purpose of this study, the following definitions were used:

Adaptation: Adaptation is a transactional process that is created between an individual and his environment. This transaction may cause a change or transformation in both the individual and the environment (Coelho, 1963; King, 1973; Raines, 1977).

Behaviors: The manner in which someone behaves; social conduct, attitudes, personality (Mann, 1978).

Minority Students: Students who are identified as belonging to one of the ethnic groups, such as, Black American, Native American, Puerto Rican, Mexican-American, or Asian American (Hamilton, 1973).

High Risk Students: Those individuals who, because of poor high school academic records and low SAT/ACT scores, would not be admitted to college as regular admits, but who show potential for success in college through intangible qualities (Moore, 1970).

Transaction: An exchange of self-perceptions and expectations between an individual and the new environment to which he is to adapt (Raines, 1977).

Adaptor: An individual in the process of adapting or adjusting to a new environment (King, 1973).

Adjustive Behavior: An individual's efforts patterned to meet environmental expectations with little or no emphasis by the individual on altering the environment to fit his own needs (Hall, 1977).

Overview

In Chapter II the literature pertinent to this study is reviewed. The first section defines and describes various authorities' views of the high risk student. The second section discusses some of the major characteristics of special programs, while section three reviews several reports which consider the high attrition rate among minorities in predominantly white colleges. The fourth section discusses literature pertinent to student adaptation to college. Finally, section five reviews literature stressing the need for a more relevant and comprehensive freshman orientation program.

The design and method of conducting the study is presented in Chapter III. This chapter includes a description of the source of data,

the design and development of the instruments used to collect the data, and the procedures selected to analyze the data.

Chapter IV includes a presentation of the data collected during the study in a descriptive form. The analysis of the data and a summary of findings conclude the chapter.

Chapter V, the final chapter, contains a statement of conclusions and recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The literature is quite proliferous on minorities' entrance
into predominantly white institutions of higher education. It is also
somewhat abundant in regards to a prognosis for curing the academic
deficiencies of these students. However, it is practically nonexistent
on the adaptive process of these students to traditional institutions
of higher education.

Wright (1972) notes that even though minorities have been
provided with impressive tutorial and counseling services, given non-
credit math and English, permitted to carry a minimal semester credit
hour load, and furnished with jobs and pocket money (as need and
ability suggested) so that they could compete equally with their
"nondeprived" white counterparts, they have still continued to drop
out of college during their freshman year. He thus maintains that
"something is still seriously if not perilously wrong with what we
are doing to get black students into and through American colleges
and universities" (p. 3).

As stated above, numerous studies have investigated the various
characteristics and aspects of special programs that provide services

for the minority student, yet only a few have attempted to look at the complexities of the transition minority students experience when entering a predominantly white university, complexities which often result in their dropping out. This study attempted to undertake such an investigation based on a theoretical framework that was developed specifically for it.

The literature search included three major sources: (1) Dissertation Abstracts International, (2) ERIC (Educational Resources Information Center), and (3) Educational Index. And the literature review is divided into five major sections:

1. Definitions and Descriptions of the High Risk Student;
2. General Characteristics of Special Programs;
3. Attrition Among Minorities in Traditional Universities;
4. Transition to a College or University Environment; and
5. Freshman Orientation.

Definitions and Descriptions of the High Risk Student

Before any discussion of the adaptive process of the high risk freshman, a clear understanding of the term high risk must be gained. The concept of risk is not new, for every freshman who enters a college or university brings along a certain amount of doubt as to the likelihood of his completing a degree. More attention was focused on the term "risk" in the 1960s with an increase in enrollment of some 66,000 freshmen from low-income families at predominantly white colleges and

universities. Astin (1972) notes that the vast majority of these students came from ethnic minority groups (blacks, in particular).

When discussing programs or terminology for the high risk student, it is almost impossible to arrive at a common terminology. For example, Churchman (1971), Astin (1972), and Moore (1976), all agree on the complexity of the subject by noting that a dozen or so catch-all labels have been used to identify this type of student: "culturally disadvantaged," "nontraditional," "developmental," "educationally disadvantaged," and "new student," just to name a few of the more common ones. In addition to these labels, several studies have been conducted, in an attempt to describe and define the high risk student.

Shulman (1970) believes the term risk is employed to describe the "disadvantaged" student because he cannot meet traditional admissions criteria; he is thus considered a risk. The term risk also carries a broader meaning in that it refers to any student whose abilities and credentials presumably are weaker than those of the rest of a particular population. Further, a student who is considered a risk at one institution may be completely acceptable at another institution.

Williams (1969) agrees with Shulman but takes the definition one step further when he claims that disadvantaged or high risk students by no means form a homogeneous population. In fact, whereas on some college campuses these students are considered high risk, they would be counted among the intellectual elite on other campuses.

Generally, then, most colleges define high risk in the context of their own student bodies. Still, the term high risk often refers to an economically poor student who, according to traditional predictive criteria, is not likely to succeed at a particular school.

Williams continues by noting that many high risk students have characteristics that attest to their educability: e.g., a willingness to accept personal responsibility, a positive self-image, ability for creative thinking, special talents, motivation to improve their life situation, and persistence. Shulman (1970) lends additional support to Williams by noting that Vanderbilt University describes the high risk student as one who is refused admission through the normal selection process, but who might succeed at Vanderbilt if greater weight were given to motivation rather than test scores.

Froe (1964) conducted a study on the high risk student and described him in terms of his family background. Basing his study on comparison factors between the regular admit and the high risk student, he designated the high risk student as having parents who had a low educational attainment level and lower occupational status, as coming from broken homes, and as having mothers who were head-of-household. He believes that factors such as these and many others contribute to the restricted participation by and kinds of behaviors necessary for these students in their efforts to cope with the demands of the academic subculture on college campuses.

Similarly, Bournazos (1972) investigated the high risk student and described him as, generally, the first in his immediate family to

enroll in a university; also, he has lived, mostly, in all black or predominantly black neighborhoods. Upon entering a college or university milieu, he is not quite certain of what is expected of him in this new environment and he has no referents to which to relate.

Snowden (1972) conducted an investigation wherein he critically analyzed in-depth a particular developmental program. He reported that many of these marginal or high risk students find themselves in no-credit remedial programs that not only fail to teach them anything, but also frustrate and discourage them from continuing their education. Still others find themselves wandering aimlessly as they attempt to make their way through schedules that have been rubber-stamped by their counselors. In addition to these problems, many of these students are uncertain of their own goals and are unaware of their own resources.

At an annual meeting of the National College of Education, Greising (1969) described the high risk student as the individual who, for most of his earlier educational years, has been "socially promoted" and more or less tolerated in our schools as a function of compulsory attendance laws. Churchman (1971) lends support to this view when he defines the high risk student as the minority student who has been failed by the high school which did not give him the opportunity to achieve his full potential.

Elkind (1971) also places the blame for the high risk student's lack of preparation on the secondary schools. He contends that most of the high risk students who are accepted to traditional institutions of

higher education generally come from high schools located in large inner-cities. These schools have not been effective in educating black and minority children to succeed and survive in our society. Many of these students have been promoted, regardless of their academic achievement, simply to make way for the new students coming in.

In a recent study on the responsiveness of the community college to the high risk student, Moore (1976) seems to exhibit a better understanding of him. He argues the point that it is unfortunate that the labels and descriptions used for such a student have not been widely accepted as a tentative hypotheses, but as confirmed explanations of his poor academic achievement.

Moore supports the use of the term high risk because he feels that it has not been used and abused as much as the other terms. He characterizes the high risk student as generally having discernible deficiencies in the skill areas of reading, writing, and arithmetic. Generally, he has not developed nor understood the mechanics and importance of good study procedures; he also tends to have unimpressive standardized test scores (ACT/SAT). His background of race, culture, and income status places him at a disadvantage when contending with many of the students who are regular admits. Moore further contends that while many of these students appear to have little prognosis for success, many of them do possess certain intangible qualities like creativity, personality, and tenacity which counteract the customary indicators of academic success.

The famous "Coleman Report" (1966) views the problems and complexities of the high risk student as a combination of educational, social, and political values within American society. Coleman states:

> For most minority groups, then, and most particularly the Negro, schools provide no opportunity at all for them to overcome this initial deficiency; in fact, they fall further behind the white majority in the development of several skills which are critical to making a living and participating fully in modern society. Whatever may be the combination of nonschool factors--poverty, community attitudes, low educational level of parents--which put minority children at a disadvantage in verbal and non-verbal skills when they enter the first grade, the fact is the schools have not overcome it. (p. 20)

General Characteristics of Special Programs

Green (1969) points out that, historically, blacks and other minority group members have been disproportionately represented in predominantly white institutions of higher education. Mitchell (1970) adds that for several decades, particularly after the historical Supreme Court decision of 1954, a very limited number of very bright black students were admitted to a few of the prestigious traditional colleges and universities. In general, they were the class valedictorians who scored high on such standardized achievement tests as the SAT and ACT.

In the 1960s a new era began in the education of minorities in this country, an era that witnessed the entrance of more blacks than ever before through the doors of traditional institutions. The year 1966 was probably the most important year in this advent for it marked the beginning of a major effort to incorporate members of ethnic

minorities into the mainstream institutions of American higher education (Feldman et al., 1969).

Snowden (1972) conducted a study investigating a particular developmental program and found that many of these "new students" were able, without assistance from the institutions which they attended, to reach their goal. But, at the same time, many of these newly admitted students were met by total frustration and failure as they soon discovered that what they thought was an open door to their educational hopes and aspirations was really a revolving door.

As a result of the lack of adequate planning and forethought, many college and university special programs were unable to retain their minorities very long. Armstead et al. (1969) describes what many institutions did to counteract this inability on the part of such programs. In 1967, when many of these colleges and universities took a second look at their programs for minority students, large numbers of them reached the conclusion that such programs were extremely inadequate and not meeting the needs of minority students. Thus, many of these institutions developed Black Studies programs; others added more remedial programs; and fewer still created comprehensive developmental programs in an attempt to meet the total needs of the high risk student.

Today, most colleges and community colleges have some type of educational opportunity program. The complexity and variety of services offered by such programs differ significantly. Egerton (1968) notes that recent reports indicate that probably more than

50 percent of the institutions in higher education have special programs for the high risk student. But he feels that most of these programs are nothing more than token efforts. With the exception of predominantly black colleges, private schools have shown more involvement than have public institutions. Astin (1972) supports and argues this point by noting that:

> Campus unrest and the black revolution have underscored our failure to provide adequate educational opportunities to the disadvantaged and minority populations. In an attempt to "do something fast" in response to the demand that latent talent be identified and developed, "special programs" for disadvantaged students have proliferated; unfortunately, too many of them are haphazard in design and token in scope. (p. 5)

Since the establishment of special programs for minorities at traditional colleges and universities, the primary objectives of these programs have been to give these students from poverty backgrounds an opportunity to obtain a college education and to make higher education responsive and relevant to their special needs (Astin, 1972). In addition to these overall program objectives, Snowden (1972) comments that the primary academic goal of these programs was the development of communication skills. Thus, most of these programs included some form of compensatory study in standard English in an attempt to bridge the gap during the freshman year.

Gordon and Wilkerson (1966) carried out an intensive study of compensatory educational programs at a variety of schools and concluded that these programs had four general themes or objectives: (1) helping the disadvantaged to develop their potential and providing them with equal opportunities; (2) assisting in the elimination of academic

deficiencies; (3) studying the effects of such programs; and (4) achieving a diversified student body.

Fantini and Weinstein (1968) contend that the very concept of compensatory education

> implies that there is nothing wrong with the traditional program but that there is something wrong with the learner. . . . To rely on compensatory education to solve the problem is to create two separate systems-- one for the advantaged and one for the disadvantaged. . . . Only by changing the institutional process itself can we improve the education for any group. (p. 225)

Astin's (1972) overall view of special programs is that these programs have been both remedial and compensatory in their objectives with a heavy emphasis on developing skills that are characteristic of high-achieving students. He states that: "In effect the student has been offered supportive services to help him improve his basic skills-- particularly those in mathematics and language so he can cope with the traditional course requirements" (p. 27).

Roueche (1977) reported in a study on overcoming learning deficiencies that the problems associated with remedial education in college will not disappear. In fact, the "problems" get worse each year as more and more students enter college without the verbal and quantitative skills needed to enroll, let alone succeed, in freshman-level courses.

As explained by Tinker (1970), traditional counseling and remedial programs have not been successful because they are often "warmed-up" high school courses. In this light, she maintains that courses geared toward enabling a student to study on his own or to

evaluate himself will not help him if he lacks motivation. By the same token, repeating a grammar course from which he learned little in high school will also not provide an impetus for learning.

Di Russo and Aven (1971), in a study of 54 college freshmen in Missouri, found remedial English to be of little value. Their study attempted to determine the effect of remedial English on the student's proficiency in written English. Those 54 freshmen were selected from several hundred who had taken the Missouri College English Test and who scored below the 40th percentile. The experimental group took a remedial English test and the control group did not. At the conclusion of the courses both groups took another form of the test. No significant difference was found between the two groups.

Cross (1976) points to the historical fact that many colleges and universities saw remediation as the "cure-all" for the high risk student. She notes that, as remediation came into national prominence in the 1960s, it became clear that its cause was socioeconomic in nature. It was assumed that the way to correct for "not enough" skill development was to provide "more." Thus, remedial courses in English and mathematics proliferated. The responsibility for remedial instruction then moved from counseling and other specialists to the regular faculty, the majority of whom were subject-matter specialists with no training and sometimes little sympathy for the learning problems of eighteen year olds reading at the level of eight to ten year olds.

Gordon (1972a) also views traditional remedial courses as relatively ineffective, but feels that targeted remediation based

on specific identified needs appears to be a more effective approach. In addition, he believes that student motivation, retention, and achievement can be enhanced through full service programs that also give attention to the sociopolitical life of students.

Throughout the review of the literature, this writer found many indications of students wanting to be free from the stigma and embarrassment of being enrolled in compensatory courses or programs. Thus, while a report by the Southern Regional Education Board for Higher Education Opportunity (1971) reported that the project coordinators of remedial programs were very successful in raising student performance levels as a result of program activities, interviews with black students who took part in these activities indicated that many of them were unhappy with the programs because they disliked: (1) the method of placing students in the program on the basis of test scores; (2) the criteria for successful completion of the program; (3) the lack of credit being granted for the course; (4) an inconsistency of standards which some students felt existed between regular and remedial courses (for example, some students pass regular courses but fail the remedial courses); and (5) the social stigma which some students felt was attached to the remedial courses.

Other major components in this remediation process aimed at the high risk student consisted of tutorial programs and individualized programmed instruction. Snowden (1972) pointed out that most tutorial programs included instructors, graduate students, undergraduate students, and junior and senior level high risk students. In general,

most of these tutors received some means of compensation for their efforts. However, some served on a volunteer basis. In addition, programmed instruction has been utilized a great deal to supplement classroom instruction.

Goodrich (1970) criticizes the heavy emphasis on remediation, but sees programmed learning as a major solution in solving the problems of corrective education in higher education.

The final component of this attempt to mold the high risk student behaviors into a middle-class pattern is in the area of counseling. In fact, Ziegler (1966) maintains that counseling is one of the most important aspects of compensatory education because it helps to reduce hostile, suspicious, and apathetic states which may interfere with learning.

Tinker (1970) thinks that counseling should serve a dual affective and cognitive educational process which provides some form of psychological support that enables the student to adapt to the college environment, to discover his career goals, and to learn social skills. And, according to Wisdom and Shaw (1969), a counselor's major objective with black students should be to help them become integrated into the university. Although this is a difficult task, when one considers the white-oriented social life at most universities, they feel this would be possible if more black counselors with whom these students can readily relate were on campus.

This review of the literature on the general characteristics of special programs for minorities tends to suggest that, by and large,

these programs have been poorly conceived and lacking in scientific

research to support their existence or to measure their effectiveness.

They seem to have stressed many of the wrong components to insure the

retention and academic success of a large number of minority students.

Much of the fault appears to lie in the fact that, even though many

colleges and universities realized that the high risk student came ..

to them handicapped in certain ways, they were not systematically

organized to promote academic success for these students (Mares, 1973).

Munez (1970) suggests that:

> there are many qualities and characteristics that are
> just as important and much more relevant in measuring
> ability and potential than those solely determined by
> GPA and test scores . . . ability to relate to peers,
> ability to express ideas so that others understand,
> ability to listen, ability to function under stress
> and ability to manipulate the environment. (p. 132)

Gordon Morgan (1970) also notes several factors that should be con-

sidered to insure success. First, the traditional teaching methods

are not effective for the underprepared student. Innovative techniques

are drastically needed to educate these students. Second, the high

risk student from the ghetto is not as concerned with academic success

as he is with improving his living conditions and opportunities. Third,

many of these students feel that colleges do not want them, view their

culture disparagingly, and have no intention of truly meeting the needs

of black students. Gordon concludes:

> It appears that colleges need to rethink and reorient
> their activities, teaching practices and expectations in
> light of the sociology of economic deprivation of our inner
> city students. In order to allow the ghetto student a chance

to succeed, some toleration of departures from middle class values must be exercised. The ghetto child is a complex, complicated person. Admitting his existence forces the college to try to understand not only what the student wants for himself but what the college really wants for him. Colleges can no longer avoid social decisions and social action. In answering the questions, "Should this college educate ghetto youth? and if so, how?" the college is making social decisions and taking important social action. (p. 56)

Attrition Among Minorities in Traditional Universities

Although major progress has been made in providing access to higher education to the poor, minorities, and women, most members of these groups are still not doing well when retention and completion are considered. And blacks, in particular, continue to be somewhat underenrolled (Leslie, 1977). Knoell (1970) reports that most colleges and universities, now that they have attracted minority students to their institutions, are having problems in retaining them and insuring successful performance and completion.

Washington (1977) suggests that high attrition rates for minority students in special programs seem to indicate that such programs function as a revolving door. Also, he feels strongly that the responsibility for moving high risk students toward the actualization of their potential rests equally with the institution, the program administration, and the students themselves.

In 1976, Astin conducted a longitudinal study of the attrition rate of blacks in higher education. The study found that the most important factors affecting attrition among minorities were: (1)

financial aid, (2) residence and campus environment, (3) employment, and (4) characteristics of the college.

Recently, Sedlack and Webster (1977) concluded a study that had been on-going for eight consecutive years. The purpose of the study was to seek information regarding the admission and retention of minority students, and the study sample included the admissions offices of 103 large United States universities. The results showed that black freshman enrollment was 3 percent in Fall 1969 and only 5 percent in Fall 1976, down from a high of 6 percent in 1973. Moreover non-black minority freshman enrollment remained low, ranging from 0.2 percent American Indians to 1.7 percent minorities other than Hispanic and Asian Americans. The study thus revealed that the number of minority freshmen entering large universities seems to be either the same or decreasing. Further, the number of special programs for minorities is down sharply in public schools, though steady in private schools. The average number of admissions criteria employed by each school is up, and the number of schools using different admissions criteria for minorities dropped in 1975 and 1976, statistics which reflect 1969 levels. The very large decrease in black freshman enrollment in the middle states region since 1973 could be important since that region has been the trend-setter in the past. Finally, it appears that private schools have not only done better than public schools in enrolling minority students, but they have also done a better job of retaining them.

Sedlacek and Brooks (1970) conclude by stating:

Given that there are few Blacks in attendance at
predominantly white universities, what variables are
related to Blacks staying in these institutions? Evidence
is virtually unavailable at this point. Generally, there
is a shortage of data available on variables associated
with the success or failure of Black students. (p. 37)

In 1971 Michigan State University's minority population made

up 8.9 percent of the Fall entering class, the highest percentage since

special recruitment and admission efforts began in 1967. Official

records of the University show, however, that the percentage of minor-

ities in the entering freshman classes have declined since 1971. Thus,

during the years from Fall of 1971 to Fall of 1973, there was less than

a 2 percent rise in black enrollment at Michigan State University, but

the black student population at MSU stayed basically the same during

these years. Black enrollment totaled a little over 6 percent of the

40,000 member student body; minorities as a whole totaled a little

over 7 percent. In 1974, there was a slight drop in black enrollment

from this Fall 1973 6 percent figure. Then, from Fall 1975 to Fall

1977, the largest decline occurred, with black and minority enrollment

decreasing consistently. Michigan State University currently has a

black enrollment of 5.5 percent, and the predictions are that it will

decrease even further in the Fall of 1978. Out of more than 40,000

students who enrolled in the Fall of 1977, only 2,436 were black and

only 770 represented other minorities. Michigan State University is

thus a predominantly white university.

Studies Relating to Adaptation to
a College Environment

For many students of normal college age, making the transition from high school to college presents many stressful demands. A large number of these young adolescents, particularly high risk students, are still ill at ease socially and academically, and, in many cases, they need guidance and help in relating to other students and faculty. An eighteen-year-old leaving home to attend college for the first time will experience and learn new social roles and skills that will provide him with an opportunity for personal growth as well as present him with a challenge to his self-concept (Coelho et al., 1963; Astin, 1977). In addition to these experiences, many freshmen experience, directly, for the first time, drugs, sex, alcohol, and political activism. As Astin (1977) states: "Few people will argue with the premise that attending college can have a profound effect on one's life. With the possible exception of getting married and having children, few choices have more far-reaching implications than the decision about college" (p. 1).

Again, Astin (1971) notes that much of the literature clearly points out that studies relevant to a freshman's experience with a college environment have focused on the low risk student's perceptions of that environment. And most studies, if not all, have used the College and University Environment Scales (CUES) developed by Pace in 1967, as their major instrument, an instrument which ignores the initial adaptive process.

Ittleson (1974) comments that when an individual is in a new situation, he is self-consciously aware of his environment. He is seeking to make the "unfamiliar" become "familiar." This is the situation in which the high risk student from a ghetto environment finds himself upon entering a traditional university setting: he experiences a form of "culture shock" because of the white socio-academic subculture which exists there.

Elkind (1971) conducted a study investigating the transition of high risk students to a traditional college setting. He views such a move by minorities from ghetto schools to predomiantly white middle class colleges as a sociopsychological problem and describes it in terms of "continuities" and "discontinuities":

> The provision of a college education for disadvantaged black students is a multifaceted problem. . . . More concretely, the ghetto school is a different sociopsychological milieu from the college campus, whereas the suburban school, particularly at the high school level, has already taken on many of the modes, practices, and styles of the college domain. So, while there is considerable continuity between the suburban high school and college campus, this is not the case for the ghetto high school. Indeed, the continuities that do exist between the ghetto schools and the predominantly white college campus are largely negative in their implications. (p. 241)

Elkind goes on to conclude that some of the continuities experienced by black students who go from ghetto schools to predominantly white colleges are: (1) a lack of preparation on the part of white high school and college teachers for dealing with black students; (2) confusion on the part of teachers and administrators with regard to education and prejudice; and (3) lack of black male teachers

to serve as models for black students. Among the discontinuities are: (1) automatic promotion in the ghetto school as opposed to promotion on an academic basis in college; (2) student failure attributed to lack of ability and intelligence in the ghetto school as opposed to blame of failure on cultural deprivation; and (3) school culture dominated by the black majority and culture in the ghetto school versus the college dominated by the white majority and culture.

According to Burbach and Thompson (1971), the rapid increase in enrollment of minority students, a change put into effect due to the egalitarian concept of equal access to higher education, created innumerable problems for the university. Many of these problems came about as minority students experienced within the microcosm of the university the same problems that they encountered in the larger society. And such an encounter serves to negate the hopes and aspirations promised to these youth by a college education as well as aggravating the racial inequities which currently exist in our larger society.

Burbach and Thompson further contend that progress in educating the black student has been agonizingly slow, and many crucial questions remain unanswered. They maintain that: "one of the most serious impediments has been the lack of empirical data on minority students. This reality has rendered it most difficult to develop a clear understanding of this student as a functioning individual and of the way he perceives the world" (p. 248).

Upon entering a new and somewhat strange college milieu, large numbers of minority students are unsure as to how they should interact with this environment. A project report conducted for the Southern Regional Education Board for Higher Educational Opportunity (1971) indicated that many black freshmen enrolling in college for the first time fail to complete required admissions forms and lack a clear understanding of the registration process. Thus, it suggested that a special orientation program for the high risk student comprise: (1) a summer program which should include sessions of instruction on how to complete admissions forms; (2) planning sessions on personal finances; (3) discussions of career and educational goals, and (4) assistance in locating the campus library, major offices, and other important personnel and facilities. Organized to create a sense of "belongingness" to the campus community, this type of orientation process for minority students is supported by Gordon (1975) who states: "Many students, particularly special opportunity students, need to be protected from the impersonal atmosphere of the large university and provided with more intensive, small group, personal contact with faculty" (p. 21).

Gordon and Wilkerson (1966) discuss the high risk minority student in a new college environment by defining their "Interactionist Theory" of behavior. They contend that another theory, known as the "Projective Theory," assumes that individual behavior is based on certain predetermined patterns which are activated by different stimuli in the environment that are controlled by genetically established drives.

On the other hand, the interactionist theory sees behavior patterns as being shaped by the individual with his environment, with the latter acting to help develop or impede the psychological and intellectual development necessary for learning. Moreover, the interactionist theory entails the belief that behaviors and psychological functions can be altered; that "the form taken by behavioral organization, including intellectual functions, can be predicted, can be directed, and can be modified." In conclusion, it holds that the human personality, by its very nature, undergoes constant revision. Yet the perplexing problem is to determine the conditions under which it is possible for a person to revise his self-image.

Coelho et al. (1963) conducted a study on the coping strategies of competent middle-class youth which analyzed the socioacademic experiences in their transition from high school to college. It was designed to determine how competent adolescents coped with socioacademic tasks through self-esteem maintenance and anxiety management.

The study concluded that: (1) coping functions not only involve self-manipulation of feelings and attitudes in maintaining a sense of worth, but also active exploration and use of the interpersonal environment, leading often to broadening the basis of one's self-esteem; (2) when dealing with distressing situations, college freshmen seek out and learn from different kinds of interpersonal relationships which provide opportunities to solve problems in their socioacademic environment; (3) friendships and peer group relationships are useful in helping freshmen to cope with new and complex socioacademic problems; and

(4) the ability to cope may expand the student's sense of his potentialities in viewing a new career. More importantly, Coelho determined that: "mastery of a major developmental transition may build self-esteem that will support renewed efforts in meeting the difficult tasks of maturer years. Moreover, the skills acquired in one transition may be applied to the next" (p. 41).

Recently, the results of a ten-year longitudinal study were published in a report entitled Four Critical Years by Astin (1977). Data for the study, collected from some 200,000 students (at different periods), clearly showed that students' behaviors change in many ways after they enter college. "These changes can be effected by a number of factors, including the student's characteristics at the time of college entry, the type of college attended, and the extent of the student's involvement with the college environment" (p. 211).

Among Astin's major findings were a dramatic decrease in religious behavior and an increase in hedonistic behavior (drinking, smoking, partying, gambling, and so forth) on the part of freshmen. Some other student behaviors that increased in frequency were using automobiles, coming late to classes, and relying on tranquilizers and sleeping pills, while there was a decrease in dating, missing homework assignments, attending movies, missing school because of illness, interacting with faculty, and studying in the library. These latter behaviors drop sharply during the freshman year, but gradually increase the longer students remain in college.

Astin also found that behavioral changes vary for different types of students. Looking at race only, he found that blacks are more likely to increase their smoking, to participate in student government, and to get involved in student demonstrations, while whites are more likely to become involved in their academic work and to get married. Black men and women experience more of an increase in their inter-personal self-esteem than do white men and women. Athletic interest declines somewhat more among blacks than among whites. Although the tendency to complete college is less for blacks than for whites, the black women show greater persistence than white women with similar abilities.

In yet another study describing the impact of college on students, Feldman and Newcomb (1973) discuss the young freshman's entry to college and note that many colleges do not always take advantage of the opportunity to make a significant impact on their entering freshmen. Eddy (1959) agrees when he states that:

> several colleges which we observed make a serious and successful attempt to transmit expectations of excellence and integrity during freshman orientation programs, some-times referred to as Freshman Week or Welcome Week. Too frequently, however, the emphasis appears to be confined to making "the poor little freshman feel at home" which precludes any work and assumes that fun breeds security. But "home" was never like this, and thoughtful students on a number of campuses recognize and criticize the lack of an introduction to the idea of hard learning. . . . "Our energies were drained by a week of singing, shouting, and security-making. And then they expect us to start classes with vim and vigor for learning. . . ." (pp. 18-19)

Feldman and Newcomb go on to point out that the freshman in college is an inexperienced college student in an unfamiliar social

organization. He is confronted with a new social system with new values, norms, and various social subsystems.

> Such an experience usually involves desocialization as well as socialization. The uncertainties of this learning period often are compounded by the frustrations involved in moving from a system where one is an established member--the former high school and home community--to a system where one is only a novice. Therefore, regardless of the degree to which the new college environment matches what the entering freshman expected, he faces a variety of expected and unexpected academic, intellectual, and social challenges. The effects of these challenges and the adjustments necessitated by them, while present throughout the freshman year, are probably most pronounced during the early months of the school year. (p. 89)

They continue by noting that a new and disturbing sense of anonymity, the necessity of adjusting to being away from home, and adapting to new living arrangements create for the freshman a variety of pressures to become independent. More so, because the tempo of life has changed and new day-to-day decisions are to be made. This may necessitate the freshman readjusting his level of expectations.

A study conducted by Gibbs in 1972 reviewed case studies of black students who obtained counseling at a college mental health clinic from 1969 to 1972. The purpose of the study was to analyze each case and illustrate one of four modes of adaptation of minority students at a predominantly white university: (1) withdrawal, (2) separation, (3) assimilation, and (4) affirmation. These modes of adaptation were characterized further as movement with the culture, or affirmation; movement toward the culture, or assimilation; movement against the culture, or separation; and movement away from the culture, or withdrawal.

Gibbs concluded that withdrawal was the most frequent mode among the 41 students in the sample. This was true regardless of the student's socioeconomic class, previous high school integration, or ability to handle academic tasks. The affirmation mode was the second most frequent mode, with assimilation as the third most frequent, and separation the least frequent.

In conclusion, Gibbs recommends that, because withdrawal is the most maladaptive mode in terms of the student's ability to cope with the college environment, it is important to discover those factors that might exacerbate or diminish the development of this mode so that preventive approaches might be instituted.

Churchman (1971) attempts to do what Gibbs recommended in his investigation of the adaptation to college by high risk and standard risk students in terms of social comparison opportunities. His study was designed around Festinger's social comparison theory. A questionnaire was administered to 170 high risk and standard risk freshmen and sophomores at the City University of New York.

Churchman concluded that the college experience was viewed as a new and ambiguous situation for freshmen which made them reevaluate their abilities and opinions. For example, he found that high risk freshmen had an unrealistic view of their grade expectations, whereas the standard risk freshmen were more realistic in their view. In terms of change, throughout the college year the high risk freshmen changed the most and the standard risk the least.

Freshman Orientation

Thus far, the review of the literature has focused on what traditional colleges and universities have done to better understand the minority student. It is not the intent of the researcher to imply that there has been no effort made on the part of these institutions to meet minority students' needs; however, their emphasis seems to have been on re-molding the minority student rather than orienting him to his new environment.

There has been a great deal of interest in "orienting" students to "college life" since the early 1920s. This interest came about after many colleges and universities discovered approximately one-third of their entering freshmen were staying one year or less, and that only about one-half of those enrolling were graduating. Since that time, it is now generally an accepted tradition that an institution will have a program of orientation and freshmen adjustment (Lloyd-Jones, 1938).

As a result of this acceptance, almost all colleges have developed some kind of freshman orientation program in order to help entering students make as smooth a transition from high school to college as possible. Of course, these programs vary in scope and effectiveness as much as the institutions themselves do. Generally, however, they are developed under the guidance of Student Personnel Services, an administrative entity which includes nonacademic services with the major objective of assisting the student in the solution of his problems. More specifically, this office's purpose is to aid in

reducing failures and drop-outs and improving the efficiency of all students (Copeland, 1954).

Webster's new International Dictionary defines orientation as: "adjustment to an ideal or a principal, determination or sense of one's position with relation to environment or to some particular person, thing or field of knowledge; awareness of the existing situation with reference to time, place, and identity of persons." And Bookman (1948) points out more specifically that: "orientation . . . is a process, not an event . . . helping students find and maintain their sense of direction in their college enterprise" (p. 4). Orientation, then, as implied in these definitions, is not limited to a particular department or time. Rather, it is an on-going process which should involve the entire college community.

Traditionally, the one orientation practice taking place at most colleges is the highly publicized "Freshman" or "Welcome Week." Usually, this week consists of from one to seven days, generally before college opens, with the specific purpose of orienting new students and obtaining information about their background and abilities. A typical "Freshman Week" includes "welcomes," lectures, tests, registration, tours, physical examinations, receptions, talks on student activities, use of the libraries, study habits, etc., with testing given a major priority over the other activities (Copeland, 1954).

There is no doubt that the purpose behind the "Freshman Week" is, indeed, necessary and serves a useful purpose. However, it has two weaknesses: (1) there is not enough time to make the material

presented meaningful, and (2) many of the problems freshmen are confronted with do not occur until after classes have begun. Indeed, as Colbron (1948) notes: "Only as the novelty of university life wears off do questions of real importance come into focus" (p. 143).

The researcher believes that there is an urgent need for a new freshman orientation program that focuses clearly on helping the freshman, early, to understand his new environment and manipulate it to get his needs satisfied. He must begin to see that he is in a new world and that new adaptations must be made. This recognition is the joint responsibility of both him and the college; the college has the responsibility to aid and guide him in this adaptive process, but he must do the job himself.

Doerman (1926) supports this belief, even though he made this comment fifty-two years ago:

> If the freshman becomes singled out only after failure,
> the time for the most effective guidance will have passed.
> The college should aim, within the limits of its adjustive
> capacity, to give each student such courses and training
> which will conserve and strengthen his best talents and
> powers. (p. 58)

Many freshmen, making the transition from high school to college, from familiar to unfamiliar surroundings, and from intimate home surroundings to the impersonal environment of a college or university, not only bring problems with them, but also encounter new ones after they enter college (Copeland, 1954). For the minority student, this transition to college has an even greater impact because, as Clarke (1972) noted, minority students are less familiar with the

formal atmosphere of college. As a result, they are less likely to explore the unfamiliar environment. Thus, the college orientation period, which is usually sufficient for other students, should be extended for a longer period of time for minority students. This extension should consist of (1) reinforcement of the directive procedures outlined during the initial orientation; (2) continuous contacts with these students in structured and unstructured situations; (3) counselor-initiated activities designed to acquaint the student with different aspects of college life; and (4) informal introduction to staff persons in charge of various operations, secretaries, the registrar's office, the library, and financial aid office. In fact, as O'Banion and Thurston (1972) believe, "If colleges are to assist minority group students in operating effectively in the social and academic environment of college, they will need to plan for purposeful environmental intervention" (p. 38).

Warren in a speech at Trinton College, 1968, viewing orientation to college as the most important step in the process of adaptation to college, stated that a mandatory course entitled "Orientation to College" should be given to all entering freshmen. In addition, he voiced a belief that the major purpose of orientation is:

> to assist students in evaluating their own abilities,
> interests, and aptitudes; in essaying their vocational
> choices in light of this evaluation; and in making educa-
> tional plans to implement their choices. The counselor can
> then point out unrealistic goals and assist students in
> setting vocational goals that are within their grasp. If
> the student chooses to ignore advice--grades will bring him
> back to reality. . . . (p. 215)

Allen (1964) describes, briefly, one of the major components of the Chipola Junior College that has provided it with one of the best student retention rates in the state. Their Freshman Orientation Program consists of a required one-hour course that includes instruction in study skills, library use, personal and/or study schedules, and research on educational objectives. The Office of Director of Student Personnel Services also serves as the referral agency for students who need special services not available in the college.

In conclusion, it can be said that high risk minority students are not only not familiar with strategies for coping with the inevitable bureaucracy of a large institution but, in addition, have a low tolerance for the frustration induced by that same bureaucracy. It has been demonstrated that the existence of a unit which assists students in dealing with red tape greatly improves the motivation of such students and, thus, insures their retention. It is true that as the student becomes familiar with the institution, the need for such support is greatly reduced.

It is obvious that the minority high risk student has much in common with other students admitted to Michigan State University and, indeed, shares common problems, concerns, and interests. The principal difference, however, is that until the high risk student has made the transition and adjustment to academic life, he presents a unique management problem, particularly at entry and during the early stages of his academic program. In time, he will be able to complete degrees in any of the colleges, a potential demonstrated in the past, but

his ultimate destination and success or lack of success is, for the most part, determined by his management of a new environment in the early stages of university experience.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Introduction and Method of Data Analysis

The purpose of the study was to investigate the adaptive process of a group of minority high risk freshmen at Michigan State University. More specifically, the study attempted to examine this adaptive process in relation to six critical adaptive transactions.

The procedures for conducting this study were as follows:

A. The "Critical Adaptive Transactions" used to assist in seeking a better understanding of the adaptive process of favorable and unfavorable minority high risk freshmen adaptors were:

   1. Re-aligning Expectations--Favorable adaptation requires that adapting persons re-align their expectations in the direction of a commonly shared reality until there are no major discrepancies.

   2. Processing Losses--Favorable adaptation requires that adapting persons process their self-perceived losses and confirm or discover self-perceived gains until the gains are experienced and outweighing the losses.

   3. Building Relationships--Favorable adaptation requires that adapting persons establish a supportive group that responds to their needs for security, stimulation, and identity in the new environment.

   4. Acquiring Resources--Favorable adaptation requires that adapting persons gain access to key resources in the new environment by learning where, when, and how to acquire basic information, materials, and personal assistance.

5. Increasing Self-Management--Favorable adaptation requires that adapting persons establish sufficient self-direction to prevent or overcome the feeling of being at the mercy of the expectations of others in the new environment.

6. Establishing Compatibility--Favorable adaptation requires that adapting persons establish compatibility (if not full identification) with the customs, mores, traditions, and values of the new environment.

B. Questions were developed in the form of an interview response guide that pertained to each of the critical adaptive transactions.

C. The interview response guide was administered to each of the 38 minority respondents inquiring about their adaptive process at Michigan State University.

D. The responses of the high risk freshmen regarding their adaptive experiences were tape-recorded on individual tapes.

E. A panel of eight judges as a whole listened to a select group of taped interviews from the pilot study and, without using the "Critical Adaptive Transactions," rated the interviewees as either favorable or unfavorable adaptors.

F. The eight judges were then divided into pairs, and each pair was given a set (nine or ten) tapes to listen to independently of each other and make a judgment as to whether the freshman had a favorable or unfavorable adaptive experience. The form this judgment took was a rating of one through five, with one being a very unfavorable adaptor and five being a very favorable adaptor.

G. Based on the combined averaged ratings of each pair of judges, the freshmen were placed in a rank ordering ranging from the highest to the lowest ratings.

H. A further in-depth analysis was then conducted by the investigator of the five most favorable and five most unfavorable minority freshmen adaptors in order to determine whether or not there existed some behaviors that were common among them. The "Critical Adaptive Transactions" were then used to further aid the investigator in analyzing and interpreting the adaptive experiences of these ten high risk minority freshmen.

Study Population

To investigate the research questions and explore the critical adaptive transactions, 38 minority high risk freshmen were interviewed via an instrument designed to investigate those questions and transactions. The sample of 38 students was drawn from a population of 260 freshmen who entered the Supportive Services Program, at Michigan State University, in the Fall of 1977. With an official University list of all the Supportive Service's freshmen, the sample was drawn by using a stratified random sample based on gender and grade point average. Because favorable adaptation to a college environment would include academic indicants, students' grade point averages were utilized to insure an equal chance of members in the population being selected. Gender and grade point average were employed in order to assure an equal distribution of males and females with GPAs above and

below 2.0. Of the 260 students in the population, 38.5 percent were males and 61.5 percent were females.

Table 3.1 gives a distribution of the ethnic identity of the population. The table clearly shows that, of the total 260 students in the population, blacks totaled 231 students, making them the largest group in the population; whites constituted the second largest group with a total of 14; the third largest group was Mexican-Americans comprising a total of 8; and Spanish surname, American-Native Indian, and Oriental groups each had a total of 2, which made them the fourth largest group. One individual was classified as unknown.

Table 3.1 Ethnic Distribution of Population

Ethnic Identification	Male	Female
Black	86	145
White	5	9
Mexican-American	5	3
Spanish surname	2	0
American-native Indian . .	1	1
Oriental	1	1
Other	0	1
Total	100	160

From the population described above, a sample for the study was obtained. In selection of the sample, students were identified as either male or female with a Fall GPA of above or below 2.0 and then placed in one of four cells based on whether or not they were male or female and had a GPA above or below 2.0.

As indicated in Table 3.2, most of the students' high school grade point averages were in the range of 2.1 to 2.5. Of the 260 students admitted, 254 had high school GPAs that were computed on a system similar to that of Michigan State University. Five GPAs were computed in a system different than that used by the University's Registrar's office and one other GPA was unknown.

Table 3.2 High School Grade Point Averages

Grade Point Average	Number	Percentage
3.60-4.00	7	2.8
3.10-3.50	35	13.8
2.60-3.00	101	39.8
2.10-2.50	109	42.9
1.60-2.00	2	0.8
1.10-1.50	0	0
0.60-1.00	0	0
Total	254	100.0

Table 3.3 shows the grade point averages of the study population after their first term as college freshmen. As indicated in the table, most of the students' GPAs dropped in comparison to their high school GPAs at the time of their entry into Michigan State University. Most of the students' Fall term GPAs were in the range of 1.6 to 2.0.

Table 3.4 displays the four cells used to select the sample for the study. The figure in each cell represents the number of students in that category based on gender and a Fall term GPA above or below 2.0.

Table 3.3 Michigan State University Grade Point
Averages After Fall Term, 1977

Grade Point Average	Number	Percentage
3.60-4.00	1	0.4
3.10-3.50	32	0.8
2.60-3.00	28	10.8
2.10-2.50	70	26.9
1.60-2.00	77	29.6
1.10-1.50	53	20.4
0.60-1.00	21	8.1
0.00-0.50	8	3.1
Total	260	100.1

Table 3.4 Stratification of Population Into Gender and Grade Point
Average

	GPA Above 2.0		GPA Below 2.0		Totals	
	Number	Percentage	Number	Percentage	Number	Percentage
Males	42	16.2	58	22.3	100	38.5
Females	69	26.5	91	35.0	160	61.5
Totals	111	42.7	149	57.3	260	100.0

A sample of 38 students was then selected by taking 15 percent
of the students in each cell. That representativeness of this sample
is shown in Table 3.5.

Table 3.5   Stratified Comparison of Gender and GPA Between Study
             Population and Sample Selected

	GPA Above 2.0		GPA Below 2.0	
	Sample	Population	Sample	Population
Males	N = 7 18.4%	N = 42 16.2%	N = 8 21.1%	N = 58 22.3%
Females	N = 10 26.3%	N = 69 26.5%	N = 13 34.2%	N = 91 35.0%

Construction of the Instrument

The process used to collect data for this descriptive study
was accomplished through the use of verbal responses in a personal
interview. To obtain information about the adaptive behaviors of
minority high risk freshmen, an interview response guide was developed.
Objectives in developing the instrument were: (1) to arrive at ques-
tions developed around the "Critical Adaptive Transactions," (2) to
construct a form that would obtain a limited amount of pre-entry and
post-entry demographic data, and (3) to conduct a pilot test of the
instrument to insure that the questions were indeed investigating the
freshmen's adaptive experiences.

In the development of questions to be used in the interview
response guide, several steps were taken. First, possible questions
were developed from other sources as the researcher reviewed the

literature; other questions were developed by the researcher and committee members. Second, these questions were then critiqued for relevancy to the study by the committee chairman and guidance committee members. Corrections and changes were made until the guidance committee chairman approved the instrument for data gathering. Third, the researcher decided to include the use of a tape recorder in conjunction with the instrument as it was his belief that to do so would give greater assurance of and completeness to the responses to the instrument. In addition to the advantages mentioned above, the use of a tape recorder would provide an opportunity for additional personal contact and establishment of rapport with each respondent. According to Englehart (1972):

> Recording does not increase respondent resistance or significantly affect the interview data. Tape recording enables the interviewer to give his full attention to the respondent . . . recording is the complete recording of what is said, thus eliminating bias due to conscious or unconscious reflection by the interviewer of what to record . . . recording facilitates evaluation of the reliability and validity of interview data. Different listeners to the tape can compare their interpretations and the interview process itself can also be evaluated. (p. 234)

Personal Interview

The personal interview was used as the method for data-gathering in this study. Kerlinger (1965) defines the interview as "a face-to-face interpersonal role situation in which one person, the interviewer, asks a person being interviewed, the respondent, questions designed to obtain answers pertinent to the purposes of the research problem" (p. 469).

As with any research method, the interview has both advantages
and disadvantages. Some of the disadvantages noted are the high cost
of the research, the extra time included, and the difficulties asso-
ciated with the analysis of the interview data (Borg, 1963; Macoby
and Macoby, 1954; Kerlinger, 1965). By the same token, some of the
advantages of the interview are (1) the ability of the interviewer
to amplify a given question; (2) the possibility of probing for
clarification of an ambiguous answer; (3) the chance to persuade
the respondent to answer a question that he might otherwise skip;
and (4) the fact that the response rate is likely to be higher in
getting answers to all questions (Borg, 1926; Macoby and Macoby, 1954;
Bingham and Gustad, 1957).

In addition to these advantages and disadvantages of the inter-
view technique, the literature stressed the importance of utilizing
the interview when exploring or investigating a new theory or concept.
According to Kahn and Cannel (1959): "Interviews can be used in the
first stages of inquiry to identify variables and relations between
variables. Such relations may later be formulated as hypotheses for
subsequent testing with observational or experimental data" (p. 119).
Macoby and Macoby (1954), Hyman et al. (1954), and Kerlinger (1965)
contribute additional support for the use of the interview in explor-
atory and descriptive research by noting that: "The interview is a
more flexible and adaptive technique and the process and content of
data collection can be better controlled. Thus, this makes the
interview method particularly appropriate for exploratory research
studies" (p. 68).

In addition to what has been stated previously about the interview technique, Young (1966) adds still another important view of its value. For, according to Young, the interview process involves:

> an exchange of ideas and experiences, eliciting of information pertaining to a wide range of data in which the interviewee may wish to rehearse his past, define his present, and canvass his future possibilities. . . . It is important to gain "a portrait of human personality" which is broad enough to encompass the social background that governs his scheme of life, and deep enough to reveal inner strivings, tensions, wishes, and changes in his behavioral relations. In free-flowing accounts, interviews may suggest explanations of their behavior which may account for their motivations and actions and provide new insights not afforded by other exploratory techniques. (pp. 215-216)

Whyte (1960) notes that successful interviewing requires thoughtful planning in regards to the time and place available for the interview, and the interview itself should be carefully structured and handled. Moreover, the interviewer must establish good rapport with the respondent and must be able to listen and, above all, protect the anonymity of the respondent.

Personal Interview Response Guide

The personal interview response guide was designed to fulfill several functions: first, to insure common reference points throughout the interview; second, to obtain a better understanding of the personalities and the adaptive experiences of the study respondents; third, to assist the researcher in expanding, verifying, and clarifying information obtained in the face-to-face interview; fourth, to inform and answer any questions the interviewee might have regarding the

research project; and fifth, to assure the interviewee of the confidentiality of his responses and inform him of the length of the interview.

The content and format of the interview guide was the result of the combined efforts of several sources. An exploratory study by Bournazos (1972) contributed thoughts toward the development of many questions included in the interview guide, while the doctoral dissertation of Borland (1976) provide constructive thoughts toward the guide's structure. Further, a considerable amount of assistance was provided by Dr. Andrew Hugine, members of the guidance committee, and, in particular, Dr. Max Raines, committee chairman.

The format for the personal interview was designed in two forms entitled "Personal Interview Response Guide" and "Interviewee Background Information Form." The questions in the personal interview response guide were structured in such a way that they could be categorized and grouped under each of the critical adaptive transactions (see Introduction, Chapter III). The personal interview was designed to last between thirty to forty minutes in length and was tape-recorded with the interviewee's permission. A copy of the personal interview response guide may be found in Appendices A and B.

Interviewee Background Information Form

The background information form was designed to collect demographic data regarding limited pre-entry and post-entry information on each respondent. Another purpose of this form was to obtain the

interviewee's written permission to tape-record the interview. An example of the interviewee background information form can be located in Appendix C.

Pilot and Modification Phase

During the week of April 20, 1978 interviews were arranged and held with five minority high risk freshmen from the Supportive Services Program at Michigan State University. The purpose of these interviews was to explore the content of the study instrument being considered and to modify it for study relevancy wherever needed. In order to prepare for these initial interviews, the researcher reviewed the literature on the interview technique and discussed the development of the instrument to be used with guidance committee members and, in particular, the guidance committee chairman.

The five students were selected from an official list of Supportive Services freshmen who entered their program in the Fall of 1977. These students were contacted by telephone and, after a discussion on the purpose of the study, they agreed to participate in the research. An interview date, time, and place was arranged at the end of the discussion.

The pilot interviews were very helpful and beneficial in the modification of the study instrument and in the development of the researcher's interviewing skills. Another valuable benefit gained from the interviews was an awareness, on the part of the researcher, of the difficulty in trying to conduct an in-depth interview and take

notes at the same time. In addition to this important insight, the interviews helped to establish a procedure for conducting the interview and standardizing the time of the interviews to about thirty-five to forty minutes. More importantly, the interviews helped to validate the instrument's questions in relation to the research questions of the study and the adaptive transactions mentioned at the beginning of Chapter III.

The final content of the interview response forms was then formulated and approved by the researcher's doctoral committee chairman and members. With their approval, several questions were replaced with more relevant ones, key words were changed in others, and three new questions were added to complete the instrument's final form.

Procedures for Collecting Data

On May 2, 1978 the initial contact with the 38 participants in the study was made through a letter written by Dr. James Hamilton, Assistant Provost for Special Programs, Michigan State University. The letter informed each participant of his selection to participate in the study and of the purpose and intent of the study and provided an introduction of the researcher and notification that he would contact the participant by telephone to arrange an appointment for an interview. Also, each participant was asked to return an enclosed postcard indicating whether or not he had elected to participate in the study.

On May 8, 1978 the researcher began telephoning students who had received letters; introductions were made and the participants

were given a brief description of the research project and informed that the data would be collected by a taped personal interview. They were then asked if they still wanted to participate in the study. Thirty-seven of the participants expressed an eagerness to do so. One student was no longer in attendance; however, an alternate student was contacted to complete the sample size, and he agreed to participate in the study. A scheduled interview was arranged on a date, at a time, and in a place which was convenient for each participant.

In order to insure somewhat that participants remembered their scheduled interview date, time, and place, a postcard was mailed to each one confirming the details of the interview.

The interviews were conducted between May 9, 1978 and May 23, 1978. Thirty-five of the participants kept their originally scheduled appointments; only three had to be re-scheduled. In all cases, the interviews were held in an appropriate and quiet place in the residence hall of the respondent. The interviews took about thirty-five to forty minutes each. All of the participants agreed to be tape-recorded.

At each interview, the investigator was well received, with excellent rapport being established by the researcher and participant. Most of the respondents were eager to express their adaptive experiences at Michigan State University and wanted to know when the results of the study would be completed. In addition, they also felt very good knowing that information regarding their experience at Michigan State University would help other in-coming freshmen.

Method of Data Analysis Used by Judges

Members of the judging panel were selected on the basis of their (1) willingness and time to listen to a set of taped interviews, (2) interest in the adaptive theory and concepts, and (3) open-mindedness, honesty in their opinions, and commitment to seeking a better understanding of human behavior. The names of the judges, along with a brief description of their background, are located in Appendix D.

A training session for the judges was held on May 26, 1978, the purpose of which was to undertake the process to be used by the judges in distinguishing the favorable and unfavorable adaptive behaviors of the interviewees. The training session was conducted as follows:

Step 1: Each member of the judging panel introduced himself and gave a brief description of his background and experience with minorities.

Step 2: Members of the panel were then placed into dyads which consisted of a member of experience and inexperience with minorities.

Step 3: Each member was then given a packet of materials to be used in analyzing and judging interviewees.

Step 4: A brief explanation on how environments impact on individuals differently was given by the researcher (with no indication of the adaptive transactions given).

Step 5: Members of the judging panel were taken through a simulated experience in using the materials to judge an interviewee. As a group, the judges listened to the interviews of several of the pilot study tapes. They were instructed to listen for and describe behaviors only on their worksheets-- not to interpret what they heard.

Step 6: After listening to the taped interview, each judge was then asked to evaluate the interviewee's adaptive behavior

on the "Rater's Evaluation Form." In addition, he was asked to give an explanation for his decision based on notes he had taken on his favorable or unfavorable indicator's worksheet.*

Step 7: Additional time was used to discuss and further explain any questions the judges had about their role.

Step 8: After the researcher was sure each judge understood his role, each pair of judges was given a set of nine or ten tapes to evaluate independently of each other.

Step 9: The panel of judges agreed to have completed its analysis and evaluation of the interviewees by June 10, 1978. On June 10, 1978, seven of the eight judges returned their analyzed data. Only one member was unable to complete his analysis at that time, due to some prior commitments, but he did complete his analysis about a week later (see Appendix E).

Summary

In this chapter the research design and methodology for this descriptive and exploratory study was presented. The research questions and transactions regarding adaptation were discussed, and the population for the study was described and the construction of the instrument used to collect the data was presented. A pilot testing and modification of the instrument was also discussed.

The personal interview was employed to obtain the adaptive experiences of minority high risk freshmen at Michigan State University. A 100 percent response rate was achieved (with the selection of one alternate for the student who had withdrawn). An explanation of the process used to analyze the data was presented along with an explanation of the selection of the panel of judges.

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*The reliability of the judges' decisions was quite consistent. Of the eight judges, six rated the interviewee as a number 4 (favorable adaptor) and two rated the interviewee as a number 5 (very favorable adaptor).

CHAPTER IV

PRESENTATION AND ANALYSIS OF FINDINGS

Introduction

This study focused on the favorable and unfavorable adaptive behaviors of minority high risk freshmen at Michigan State University. Designed to elicit their views regarding their adaptive experience to college life, the study explored this experience in relation to the "Critical Transactions in Adapting to New Environments" (see Chapters I and III) which formed the basis for this investigation.

For this investigation the descriptive method of research was used, and an in-depth personal interview was employed to collect information from 38 high risk minority freshmen regarding their expectations of college life; what they thought they lost or gained by coming to college; how they went about building friendships; how they sought out personal and academic assistance when needed; what they did to adapt socially and academically to college life; and, finally, whether or not they identified with the traditions and student subculture of college life.

To present the findings of this investigation, this chapter is divided into three major sections. The first section gives a limited profile of the sample population. Then, in the second section, a

description of the rank-ordering of the highest and lowest members of the sample distribution is presented, while section three discusses and compares the views of the five most favorable and five most unfavorable adaptors on their adaptation to Michigan State University.

Demographic Profile of Sample Population

In this section a brief overview of the minority high risk freshmen in the study sample is presented. The sample size for this study consisted of 38 minority freshmen.

Personal Information

Ethnic identity. Of the 38 freshmen who participated in the study, 35 were black, 2 were Mexican-American, and 1 was Native-American Indian.

Sex. The gender of the freshmen in this study included 23 females and 15 males.

Age. The mean age of the 38 freshmen was eighteen and one-half years of age, with the youngest freshman being eighteen years of age and the oldest, twenty.

Average high school grade point average. The average high school grade point average ranged between 2.1 and 2.5.

Average MSU grade point average (Fall term). The average Michigan State University grade point average ranged between 1.6 and 2.0 after Fall term, 1977.

Geographic origins. Of the 38 freshmen in the sample, 35 were from the State of Michigan and three were from out-of-state. Most of the freshmen were from Detroit, Michigan (18); Flint, Michigan (7); Saginaw and Mt. Clemens, Michigan (2 each); Inkster, Jackson, Lansing, Kalamazoo, Muskegon Heights, and Battle Creek, Michigan (1 each). The three out-of-state freshmen came from Patterson, New Jersey (1); Galveston, Texas (1); and Brooklyn, New York (1).

Selection of the Favorable and Unfavorable Adaptors

The 38 minority freshmen were placed in a rank order based on the composite averaged ratings of the judges (see Appendices F and G). In order to compare and analyze the views of the adapting freshmen, it was decided to take the five highest and the five lowest composite ratings in the distribution. Of the five highest ratings chosen, one had been clearly rated a most favorable adaptor (5), another was rated between a most favorable and favorable adaptor (4.7), and the other three were also in between a most favorable and favorable adaptor with a rating of 4.5. However, these final three had to be selected on a random basis because there were a total of six freshmen with a 4.5 rating.

With regard to the five lowest ratings, the freshman judged as a very unfavorable or somewhat unfavorable adaptor was selected. There was only one freshman rated a very unfavorable adaptor (1); three were rated in between a somewhat unfavorable and very unfavorable adaptor with a 1.5 rating; and the final choice, again, had to be made

by random selection because there were five freshmen with the same rating (2), a somewhat unfavorable adaptor.

The views and experiences of minority high risk freshmen's adaptation to Michigan State University came from this sub-sample of 10 of the 38 freshmen originally interviewed.

Views Held by Minority High Risk Freshmen on Their Adaptation to Michigan State University

The views held by the minority high risk freshmen are presented here as they relate to (1) their adaptive experiences at Michigan State University, (2) the "Critical Adaptive Transactions," and (3) whether theirs was a favorable or unfavorable adaptive experience.

The researcher arrived at the following inferences after a careful in-depth analysis of the taped interviews. In order to make an overall fair and impartial interpretation of the responses of the interviewees, each response was listened to carefully and studied individually for the mood and tone in which it was stated. This procedure was followed throughout the entire process of data analysis to assure a reasonable amount of control of the bias inherent within the researcher.

In subjective research of this nature, it is difficult to capture all of the phenomena that may be operating and translate them into objective evidence. For example, an interviewee's non-verbal cues may be very significant as reflected in response hesitancy, gestures, and facial expressions. Also the excerpts selected from an interview

pertaining to a particular transaction may or may not carry a unified message. In fact, ambiguity is reflected in many instances. In order that the reader may understand clearly the inferences that the researcher has drawn from the recorded responses of each adaptor, the specific inference is typed in italics at the end of each set of responses. Then, all of the inferences are grouped together by transaction at the end of this chapter to enable the reader to compare the inferences made about favorable and unfavorable adaptors. In addition, inferences are grouped by adaptor in Appendix H.

What the Minority High Risk Freshmen Said About Re-aligning Expectations

At the outset of this study, it was thought that when an individual comes into a new environment, he has preconceived images of what it will be like and feel like and how it will look. Upon entry into that new milieu, the impact of its reality can affect the individual either negatively or positively. In either event, whether the experience has been negative or positive, the individual must learn to tolerate the dissonance in the new environment if he expects to cope in it.

Favorable Adaptors

The following excerpts are from the personal interviews of freshmen who were judged as favorable adaptors. These excerpts clearly illustrate that the freshmen did indeed hold prior realistic anticipations of college life and went through a process of re-aligning many of those anticipations.

Some responses from adaptor number thirty-one, who was rated

a most favorable adaptor (5) were as follows:

> From what I heard, MSU was supposed to have a very good
> academic level. I had high expectations of academic life.
> My grades are not really what I expected them to be. . . .
> I expected it to be somewhat like high school but in college
> you have to become much more serious.

> College work is not as easy as other people tell you it is.
> If I got a 2.0 or 2.5, I just accepted it and tried harder
> the next time.

> No disappointments in terms of the environment, but classes,
> yes! Too big and impersonal.

> MSU was pretty much what I expected it to be.

> I had no social expectations.

> *Adaptor number thirty-one found himself forced to re-align
> his academic expectations to a lower level, and he was
> able to accomplish this stage of the adaptive process
> with a minimum amount of stress.*

Another adaptor, number twenty, who was rated very close to

a most favorable adaptor with a 4.7 rating, voiced these expectations:

> At the beginning of my senior high school year, I really
> wanted to go to MSU really bad. I had some doubts because
> of my GPA and the prestige of the school. So, when I got
> accepted, it seemed like I was not expecting it. But, when
> I got the letter, I felt so much joy and happiness. Now, I
> look back on that and say to myself, "I remember how happy
> I was when I first got here," but now I kind of take it for
> granted now that I am up here.

> I thought it was going to be really tough. In fact, it is
> tough and competitive.

> Yeah, I thought it would be a lot of people here hanging
> out and a lot of parties and stuff, and that's exactly
> what it is. Now it gets kind of boring with the same old
> routine. But when I first got here that was a good thing
> because you needed that.

> It has not been as much fun as I thought it would be because
> its harder work now. Maybe because when I came up for the

weekend, it was different than the way I always thought college worked. It became more work and less of a life-style than when I visited here.

Adaptor number twenty experienced less of a need to re-align his expectations because they seemed to confirm the reality he experienced.

Yet another favorable adaptor (4.5), number eighteen, was asked about her expectations of college life; her responses confirmed that the re-aligning of expectations had taken place. Evidence of this is reflected in the following:

I was a little afraid of the academic part of it. I guess because you always see college as being somewhat hard.

Yes, classes were so big and impersonal and competitive.

You want to do well. You study and you get a 2.5 and you ask yourself, what am I doing here? You have to understand that it's not always you. You have to understand and get used to how things work here. You just give your best shot.

You must realize that you have only been here one term and things are not going to be peaches and cream.

Adaptor number eighteen found it necessary to make an academic re-alignment through a realistic process of rationalization.

Some selected comments from the fourth of the favorable adaptors, number twenty-two (4.5), regarding his expectations of Michigan State University further reflects such re-alignment of expectations:

I expected it to be extremely hard. I expected to stay up until twelve or one o'clock in the morning doing class-work and allowing as little time as possible for recreation and stuff like that.

When I got here, I found out it was hard to distinguish between the juniors and the freshmen because they acted basically the same. They were extremely nervous about

exams, nervous about materials, and did not know where to go for this and that. It was shocking to me to find juniors and seniors just as confused as I was.

I thought there would be more blacks at MSU than there really is. I was shocked at the small number that are really up here.

. . . The Fall term was the roughest. After you take your first test--bad news. You expect college to be tough, and many times it is tougher than you expected it to be. So, you set your expectation levels up real high so you will do your best, to stay on your toes, so that when things come down you will really be ready for them.

Academically, MSU has been pretty much what I expected of college, but socially it has been a big disappointment.

Adaptor number twenty-two had anticipated much help or reassurance from "matured" upperclassmen. Also, he had expected to share a greater sense of security and identification with blacks than he did. Academically, he found his studies to be as demanding as he had anticipated; however, campus social life turned out to be very disappointing. Some re-alignment of expectations can be inferred from his comments, but a certain difficulty in accommodation is apparent.

The fifth and last of the favorable adaptors (4.5), number thirty-two, voiced the following expectations of college life:

I was very happy that they would accept me. I expected to learn all I could. I decided that I was really going to really work hard at my goal, and I was not going to let anything set me back.

My grade point dropped the first term; that really made me feel bad.

I grew up slow so I did not expect to party all that much. I party, but I still try to do my work.

I was wondering how the dorm life would be. How should I behave? Should I act more grown-up than I am?

. . . There are a lot of white folks here and a few blacks. And, another thing about the blacks, there is only a few guys. So, that kind of got to me. So, what I did was not worry about boyfriends here, I would just look elsewhere.

Well, I just went to Lansing and looked around until I
found one person.

Academic expectations are what I expected. I just have
to work harder.

Socially, it was a disappointment.

*Adaptor number thirty-two was determined to do well aca-
demically and accomplish her career objective. However,
her self-esteem lessened somewhat after the realization
that her first term grades were lower than she had antic-
ipated. There was a resultant slight re-alignment of her
academic expectations. Additionally, she experienced cul-
ture shock when she discovered such a small number of blacks
on campus, in particular males; she had hoped to meet a
possible marriage partner. Nevertheless, she re-aligned
this expectation by going into the Lansing area and finding
this special individual. For her, then, the social life on
campus was a disappointing experience.*

Summary of Favorable Adaptors' Expectations
of College

Based on the previous excerpts about adaptation to college life,

there seems to be support for the assumption that favorable adaptors

tend to re-align their expectations upon entering a new environment.

Additionally, the favorable minority adaptor comes to college with an

attitude of anticipation and apprehension about academics. He expects

that college level work will be difficult, but is still startled at the

realization that college work is very hard and competitive. A couple

of the favorable adaptors indicated shock at the small number of blacks

on campus, while two others stated that they were shocked at large class

sizes and the impersonal attitude that exists within them. Two of the

adaptors noted that they were disappointed about their social expecta-

tions. Four of the five adaptors thought that MSU had been pretty much

what they had expected academically. An analysis of the overall view

of the favorable minority adaptors and their expectations of college, then, reveals that they come to college with two elements: (1) a positive attitude about college and (2) the ability to accommodate the dissonance in expectations and to continue on toward their objective.

Unfavorable Adaptors

The following selected quotations from the personal interviews are representative of the unfavorable adaptors' feelings about their expectations of Michigan State University.

For adaptor number thirty-six, who was rated a very unfavorable adaptor (1), the following responses reflect her expectations of college:

> It was different than what I expected. I thought most of the blacks would be partying and having fun, and it's not like that. What I found out is that people are pretty much to themselves. You don't really have that much fun. You find yourself wanting to be someplace else.

> I expected to see a lot of blacks.

> Classes, I didn't expect them to be so hard.

> The high school I went to did not really prepare you academically for what you were going to get out here.

> Classes are too big. It's hard and competitive.

> I am not getting into my studies because the first term I just was not prepared for it at all. I just did not expect that you would have to be studying all the time.

> *Adaptor number thirty-six came to college anticipating a great deal of emphasis on social activities and very little stress on academics. After discovering the complete opposite of her expectations, she was totally unprepared to cope with the academic and social dissonance in the new environment. In addition to these major disappointments, she experienced*

*culture shock for she had expected to see a larger number
of blacks on campus. She also blamed her high school for
not preparing her for college and developed a maladaptive
attitude toward the environment. There was no evidence
of re-alignment of her expectations.*

Another unfavorable adaptor, number two, who was rated 1.5,

voiced the following:

I did not care too much about this school because I thought
all colleges were just about the same.

Basically, I was happy because they reassured me that I
would be playing football. I got cut about mid-season.

It's a big school, and I thought I would not be able to
make it at first because my background in the Detroit
schools was not all that good. Then, I said, "I'll just
try hard and see what happens."

I expected to make a decent grade point average.

I thought college would be a lot different; the people
and the atmosphere, it's not really what I expected.
It's a lot of racism and prejudice here.

My first term I did not know what was expected because
it's different from high school. In high school they
tell you what to write, and in college they say read
the book and write what you want.

*Adaptor number two was not particularly overjoyed about
coming to Michigan State University. He came because he
was assured that he would play football, only to be cut
during mid-season. Although he expected to attain a
decent grade point average, he was doubtful of his ability
to succeed academically. Furthermore, he was very dis-
appointed about the environment and the people. He felt
very strongly that he had experienced racism. There was
no evidence of an attempt to re-align his expectations.*

The third unfavorable adaptor, number five, was also rated 1.5.

Her feelings regarding college life are reflected in the following

excerpts:

MSU, that is the last resort, I said to myself.

I wanted to go to a black college. I really wanted to
go to Howard University. I did not get accepted because
of the housing situation.

I expected my social life to be better than it is now.
I never expected it to be as competitive as it is in
academics and social life.

I felt like I was a complete dummy compared to some of
these white kids in class. Some of the materials they
were using I have never seen before. It was just a let
down. It was very hard for me to adapt my first term
in my classes.

I don't have a social life, I really don't. I don't know
if it's because I don't get out and mingle with people or
what. I expected my social life to be really great. I
was going to build my whole life around it.

I daydreamed about being on my own. I knew I would be
hit with a lot of different problems that would occur.
This is my big chance to get out and prove yourself to
yourself.

I checked out the program [pharmacy], and I just did not
think I could do it. I'm trying to find out if college
is for me.

Things have not been what I thought they were going to be.

*Adaptor number five initially wanted to attend an all black
college, but chose Michigan State University as a last
resort. She held high expectations for an active social
life, but was extremely disappointed when she found that
MSU was competitive both socially and academically. She
was completely unprepared for the incongruity she was
experiencing. As a result of her inability to cope with
the dissonance in the new environment, she developed pre-
dominant feelings of social and academic inadequacy. Again,
there was no apparent attempt to re-align her expectations,
either socially or academically.*

The fourth unfavorable adaptor, number twenty-eight with

a rating of 1.5, revealed the following expectations of college:

As soon as I got here, soon after my mother dropped me off
and I came up the stairs, I said, "This ain't the way it's
supposed to be; something is wrong."

I really wanted to go to Howard University.

I came up here with the idea that if you just glanced
through your books you could get a "C," but I soon found
out that I was wrong.

Political science is a little too difficult for me to
handle at this time.

Seriously, everyday I get a disappointment. There are a
lot of things that happen up here that I never expected
to happen.

I went to see a counselor in the Counseling Services Center.
She assigned me 17 credits, and I knew I could not handle it,
but trusted the lady, so I took 17 credits.

I almost missed drops and adds, and I got sick and had to
take a lot of incompletes.

*Adaptor number twenty-eight also wanted to attend an all
black college. From the very moment she arrived on the
campus of Michigan State University, she was highly dis-
satisfied with the environment. Moreover, she came to
college with low academic expectations, although she re-
aligned them slightly when she discovered that the academic
standards were high. Furthermore, she experienced feelings
of hopelessness and depression as a result of her inability
to accommodate to the new environment. In addition to these
maladaptive feelings, she became ill due to the stress and
anxiety of a heavy course load which, in turn, caused her
to take several incompletes.*

Finally, the fifth unfavorable adaptor, number twenty-six with

a rating of 2, shares her views of college:

No daydreams at all because it did not phase me. It
really did not; it did not matter to me one way or the
other.

I wanted to come, but, originally, I wanted to go out of
state. That is what I really wanted to do. But my mother
preferred for me to stay near.

I knew I was not used to studying and that was going to
affect me a lot. And, basically, because of the fact it
was an all-white school, they were more prepared and every-
thing was put up to their level, so that kind of made it
harder. I kind of expected it, but I did not know it would
come so bad.

*Once again, adaptor number twenty-six was not too overly
excited about coming to Michigan State University because
she really wanted to attend college out-of-state. Prior
to attending MSU, she had feelings of academic inadequacy
and paranoia, feelings based on her belief that because
MSU was predominantly white she, as a black student, would
find it quite difficult to succeed. She had expected it to
be difficult academically, but the reality of just how dif-
ficult it was impeded her re-alignment of expectations and
accommodation to the environment.*

Summary of Unfavorable Adaptors'
Expectations of College

The above quotations from the personal interviews of the
unfavorable adaptors confirmed that they, too, held prior expectations
of college. And their varied responses seemed to indicate some similar
feelings and attitudes about these expectations, four of which appeared
to stand out. First, they all seemed to lack a strong genuine desire
to attend Michigan State University. For example, three of them came
to Michigan State University as a result of being unable to attend
college outside of Michigan, one came seeking an ideal social life
only, and another came only to play football. Second, all five felt
that their high schools had not prepared them well enough to compete
academically at the college level. Third, again all five of them
seemed to have experienced some major dissonance in their expectations
and had difficulty adjusting to it. Some examples were high expecta-
tions for a special type of social life, underestimating the amount of

time required to study, being dropped from the football team, and the shock of realizing just how difficult college classes were. And, finally, they all stated or implied that college life had not been what they had expected. Additionally, most of the unfavorable adaptors felt it was very difficult to adapt their first term because they were uncertain of what was expected of them.

How the Minority High Risk Freshmen Processed Their Losses

Whenever an individual is adapting to a new environment, there is either a conscious or subconscious process of his self-perceived losses. Moreover, the individual seeks to reduce the emotional impact by openly talking about the losses. Finally, in general, it is persons more likely to talk with candor about their losses who may be perceived as having a favorable adaptive experience.

Favorable Adaptors

The following views were held by favorable adaptors regarding their losses. In addition, comments noting how they and others perceived themselves changing since coming to Michigan State University are included.

Confirmation of the processing of losses is reflected in the following responses of favorable adaptor number thirty-one, a most favorable adaptor (5):

I miss high school. The last year of high school was the best year of my life. I got to know a lot of people.

I miss seeing my friends. I miss the city life. I am a city person at night.

I miss the privacy of my own room.

My family might say that I am a little more mature than I was. I have become more mature than when I was in high school.

Adaptor number thirty-one openly shared his perceived losses about his decision to come to Michigan State University. He missed his life as a high school student, especially his senior year which he considered the best of his life, and he missed being around his friends, the night life of the city, and the privacy of his own room. However, self-perceived gains were few.

Another favorable adaptor, number twenty (4.7), made the

following comments regarding his losses since coming to college:

I really do miss my family. I miss the warmth and togetherness of the family even though when I lived there it did not seem like it because you live with them all your life. But, when you leave, you really appreciate it more.

I miss my friends, too.

I don't miss too much about Detroit except that it has more social life and more places to go; but you can do things here.

Yes, my family and friends to tell me that I have changed. My family says that I am growing up, becoming smarter, and talking more . . . and I am growing up! My friends, they say that I am "cooler." What I get from that is that I'm settling down and more matured--that's good.

Yes, I have changed. I have become a more independent person. I see life broader now; I have met so many different people, and I have become more aware of what is out there in the world. And, I am able to make it myself.

When you first come up here by yourself, you don't have many people to lean on. So, I have tried to make it a habit not to go home too often. During my first term I did not go home but one time and that was Thanksgiving. That was really good because I got adjusted to the place-- that was really important.

Since I got adjusted, it's alright because it was a long adjustment period that whole first term up here.

Adaptor number twenty sincerely missed his family and felt a greater sense of appreciation for the warmth and cohesion he had taken for granted when he lived at home. Also, he missed his friends and the city activities, though he felt there were activities that one could get involved in at Michigan State University. Despite these feelings, he believed his college experience had made him more aware of the scope of the world, its people, and his own ability to survive in it. More importantly, his self-awareness was enhanced by his understanding of the importance of being able to adapt to a new environment.

The following excerpts were taken from a favorable adaptor, number eighteen (4.5), who lived in Germany for three years prior to coming to Michigan State University. Her father was stationed there in the U.S. Air Force.

Especially since I cannot go home, it's really hard. I miss being able to talk to my family. I miss my younger brother.

I have been home once since I have been here (Christmas). My parents noticed changes but did not say anything. My friends said things like, "You seem to be a little bit more sure of yourself. You seem to know what you want now."

I have grown up in a lot of ways.

You have to realize that you have to rely on yourself. It's like nobody's going to help you anymore. Mamma and daddy are not going to be here to help you.

I learned how to handle and deal with people better.

I realized that the whole thing was on me now.

Adaptor number eighteen lived in Germany for three years before coming to MSU. Her inability to go home regularly was, to her, a great loss. She indicated that she missed her family very much, but accepted the fact that she would have to rely on herself to satisfy her needs if she was going to survive at college.

Still another favorable adaptor, number twenty-two (4.5), could be viewed as processing his losses in the following ways:

What will it be like? I cannot see me reading a book all day and then studying all night. That is just not me, or I cannot see me doing that when the weather is nice and the ball (basketball) is bouncing. Maybe I should take a low paying job or something. Basically, you set your goals, and if college is one of them, you say. "I got to cut out something and then go and get my degree and then do whatever I want to."

I really miss the closeness and talking to my family. I miss my social activities.

I miss talking to my friends. I am glad I chose college by watching them. They are taking small jobs in town, but they have been getting laid off. They are always saying, "I wish I had taken a trade in high school, or I wish I had gone further with my education."

My mother tells me I seem to be getting a little more mature. You seem to be more concerned about getting a job done now, whereas before you would just sit around, slow poke along, and finally get it done. When I go home, I go to the library first and then find time to do what else I would like to do.

My friends say I have changed.

"Yeah! You have changed. Just listen to you talk, like you know it all now; just listen to your vocabulary. You pronounce all your words real clear. You talk proper. You think you are too good for us now." [Jokingly]

I feel I have changed a little bit. Schoolwise, I have changed a lot. I have really buckled down, and it's not all fun and games like it was in high school. I have gotten a lot more serious about life and evaluating things around me. I feel I have adjusted pretty well.

Before attending MSU, adaptor number twenty-two processed his anticipations by weighing his possible losses and gains. After returning home to visit his family and friends, whom he did miss, he further affirmed that he had made the right decision to attend college when he listened to his friends discuss their disappointment about taking a job rather than going to college or about not having learned a trade while

in high school. Additionally, since coming to college, he felt that he had become more serious and evaluative about life.

For the fifth favorable adaptor, number thirty-two (4.5), the processing of losses is reflected in the following quotations:

I don't miss the social life. Like I said, "I grew up slow."

There are ten people in my family, and I did not have much space. When I am up here, I have room to breathe, so, really, I don't miss them.

My family? Yes, they say that I have gotten "uppity." They say I talk proper. I used to be real loud and I have kind of changed that.

My godfather says that I have grown up.

My friends say I changed in terms of my social life. I go out more now than I used to.

Yes, I have changed in my approach to people. Okay! Before I came up here, I used to let people run over me. I never stood up for myself. But up here you learn to do that or people will run over you--learn to do that or people will run over you like mad!

Adaptor number thirty-two did not feel that she missed anything in particular about her old environment. Further, she seemed to be happier being away from it. She did not miss her family because it was so large and being at MSU brought her a new sense of freedom and independence. More importantly, she felt that she had learned how to survive campus life and deal effectively with people.

Summary of Favorable Adaptors' Processing of Losses

In processing their losses, three of the five adaptors stated that they missed their families, and three of the five said that they missed their friends. One adaptor missed the night life of the big city, while another stated that though he missed certain features of

city life, there were things to do on campus, too. Upon returning home for a visit, they all stated that they had received some type of verbal or nonverbal feedback from their families and friends indicating that they had changed since going away to college. Changes noticed the most concerned how they had matured or talked differently. Changes that they noticed in themselves included (1) their maturity; (2) their growth of independence; (3) their increased knowledge about what is going on in the world around them; and, overall, (4) their feeling that they could handle the social and academic aspects of surviving at Michigan State University.

Unfavorable Adaptors

The following selected quotations are from the personal interviews of the unfavorable adaptors and reflect their perception of their losses and the individual changes brought on by their going away to college.

Adaptor number thirty-six (1) talked about her losses in the following ways:

> I miss my family. I miss talking to my sisters; they always give me advice.

> Friends I don't miss because they are right here.

> My father thinks I have changed. (I have gotten "wild.")

> Yeah, I have gotten wiser. I was stupid in high school when it came to people. Now I know when I am being fooled and when I am not.

> *Although adaptor number thirty-six came to MSU from the Lansing area, she still felt the loss of her family though she did not acknowledge the loss of her friends, most of*

whom remined in Lansing. She felt positive about her newly discovered ability to deal more directly with individuals attempting to take advantage of her naiveness about life. But she did receive negative criticism from her father regarding how much she had changed since coming to college.

Another unfavorable adaptor, number two (1.5), made the following comments:

I came up here to play football because I was always good. I come up here and then I had to sit on the bench. Then I got cut--to me that was plainly racism. . . . I was faster, bigger, and stronger, but I could not play. So, I had to accept that, and then I just decided that I would hit the books more and be good because I've got to be something.

I have to say that I miss my family the most. I miss my younger brother and talking to my mother.

I miss hanging out with my friends.

My family seems to think that I am basically the same.

Most of my friends think I have changed a little.

I have not changed; my character is basically the same.

For adaptor number two, being cut from the football team seemed to constitute an overwhelming loss within the new environment. He recounted other losses also; he missed his family and his associations with friends. Both he and his family felt that he had not changed since coming to college. Thus, there were no self-perceived gains.

Yet, still another unfavorable adaptor, number five (1.5), viewed her losses as illustrated in the following remarks:

I miss the money. I miss my cousin.

No, I don't miss my friends. I think it's better that we are away from each other.

I miss being involved and feeling important. In high school I was really involved and doing something. Up here I feel like I am just a student number.

My family never mentioned it; nothing but a weight problem.

Mentally I have. I really found out how independent I am since I got away from home.

Though adaptor number five experienced the loss of the money she was used to receiving from her family, she did not miss any immediate family member. She also did not miss her former friends. However, she did miss the feeling of being someone important in her former high school environment. She never received any positive feedback from members of her family regarding any changes, but she perceived herself as more independent since coming to MSU.

The fourth unfavorable adaptor, number twenty-eight (1.5), had the following to say:

I miss my sisters. I miss my mother.

My mother tells me I am still the same. My sister tells me I have changed a lot since I have been up here. She says I act more adult-like now.

Before I came up here, I laughed a lot and I was kind of silly. Now I have gotten on a serious level, and things are not funny anymore.

My friends say I have gotten more into myself. Before, my personality catered to everybody else. I used to care what everybody else thought.

I think I have changed in terms of my personality.

. . . Before, I lived around blacks and very few whites, and I was able to relate to people on a healthier level because that is what I am used to.

I feel bad being a minority up here. You can notice it in your classes. Whites who have the same abilities as you have a better chance of pulling a higher grade than you.

Adaptor number twenty-eight said she did miss her family, but received mixed feedback from them about changes she had undergone. Her most important loss seemed to be the sense of black identity with her former community environment. She perceived herself as having become more serious and concerned about her personality.

The last of the five unfavorable adaptors, number twenty-six (2), reflected on her losses in the following manner:

> I miss being around my grandmother and family. And I miss that cooking!

> I miss being around my friends, just to talk to them.

> Yes, I go out more so than I did before I came up here.

> I have acquired a lot of knowledge since I have been here, but my grades don't reflect it.

> I am still to myself a lot.

> *Adaptor number twenty-six missed her family, friends, and home cooking. In terms of her self-perceived gains, she felt she had experienced and learned a great deal not reflected in her grades.*

Summary of Unfavorable Adaptors' Processing of Losses

The above views of the unfavorable adaptors clearly show that they also processed their losses in adapting to a new milieu. Four of the five stated that they missed their families, and the fifth missed her cousin more than her immediate family. Additionally, some stressed that they missed a particular individual or thing, for example, brothers, sisters, grandmothers, money, and cooking.

With regard to changes they had undergone, some felt that both families and friends had noticed such changes, while others received few, if any, comments. Changes perceived by others that were mentioned included: (1) too much socializing; (2) gaining weight; (3) mother thinking student is the same, but sister thinking she's more adult-like now; and (4) socializing more than before. Changes the adaptors noticed

in themselves were that they: (1) had gotten wiser; (2) had become more independent; (3) had changed for the better personalitywise; and (4) were still the same, but had acquired more knowledge.

Three of the five seemed to have experienced a major loss which might have contributed to their unfavorable adaptive experience: first, the adaptor who came to college and really wanted to play football but was dropped from the team; second, the adaptor who had been very popular in high school and involved in many activities but who now perceived herself as only a student number; and third, the adaptor who experienced "culture shock" by leaving a predominantly black community, wherein there was an attitude of comfort about and an ability to relate to people, for a predominantly white environment in which she felt uncomfortable and unable to relate to others on a healthy level.

What the Minority High Risk Freshmen Said About Building Relationships

The establishment of relationships is an important phase for individuals in the process of adapting to a new or unfamiliar environment because, in general, most individuals leave behind old friendships, a former supportive group, and the feeling of being secure in familiar surroundings. They are now required to exhibit certain behaviors in order to reestablish those former feelings of support and attain security and comfort within the new environment.

Favorable Adaptors

The following responses from the favorable adaptors reflect the behaviors that were used to establish new relationships.

Favorable adaptor number thirty-one (5) felt that he had established many friendships, as illustrated by the following remarks:

I made many friendships, especially in classes, mid-term week, and finals week with individuals helping each other.

I have both black and white friends. I would say about four are really close friendships—all are black.

Definitely, gives me a sense of support and motivation. Someone to tell you to stop goofing off.

Adaptor number thirty-one had established a support group that motivated him and indicated when he was not performing as he should academically. This supportive group was formed as a result of study sessions involving both black and white students during mid-term and finals week.

Another favorable adaptor, number twenty (4.7), stated that he, too, had established an exceptionally large number of friendships:

Yes, I think I have about twenty-five close friends.

I went to other dorms the first few weeks here to eat and met a lot of people.

I made it a habit to visit people in my spare time.

If I meet somebody, we just talk or go to lunch together.

Both black and white friendships. Really, really close friendships are black.

Yes, friendships help support your ego and you understand what you did when you tell each other.

Yes, they motivate me because I like to be "tops" and show that I can do a lot of things, and that's not always good, but just to prove to people I can do things.

*Adaptor number twenty counted a very large number of
friendships in his support group, friendships which were
established while he attempted to master his new environ-
ment when visiting and eating in other dorms during the
first few weeks of college. This support group, also
consisting of both black and white students, challenged
his ego.*

Still another favorable adaptor, number eighteen (4.5), spoke
about the many friends she had made:

I made a lot of friendships, acquaintances, and probably
a handful of close friendships. Maybe three to five close
ones.

Most of my close friends are white and one black friend.

They help me out in whatever way they can.

I met them in the cafeteria, parties, classes, and concerts.

Yes, when I am down, they help pick me up.

*Adaptor number eighteen, like the others, had also estab-
lished a support group. Her group developed as a result
of attending classes and going to parties and concerts.
She also felt that her friends motivated her when she was
depressed. Again, members of this group were both black
and white.*

Favorable adaptor number twenty-two (4.5) spoke of his efforts
to build relationships in a new environment:

I try to be friendly and associate with all different types
of people and talk to everyone.

I have about five to six close friends, both black and
white.

Yeah! They really support you. When you have done bad on
a test, you go and talk with your friends and they say,
"Don't feel bad, I messed up on so-and-so, too. I know
how you feel."

*Adaptor number twenty-two met and established his support
group as a result of trying to associate and be friendly
with different types of people. The support group,*

consisting of both black and white relationships, helped
to motivate him and lift his spirits when he was depressed
or when he had performed poorly on an examination.

And, finally, favorable adaptor number thirty-two (4.5)

discussed her way of establishing friendships:

> . . . When I first got up here, I did not know if I wanted
> to have a lot of friends or just have a few. Now, I knew
> if I had a lot of friends, I would not be myself. Now, if
> I had a few friends, I would be myself. So, I decided to
> be myself.

> I have two close friends; one is black and the other is
> Arabic.

> I met one in the cafeteria and the other through another
> friend.

> Yes, when I have problems, they talk to me. They motivate
> me in being myself.

> *Adaptor number thirty-two made an important personal*
> *decision to limit the size of her support group to one*
> *black and one Arabic relationship in order to maintain*
> *her positive self-concept. She formed her group at meal-*
> *times in the cafeteria and through another friendship. She*
> *felt her group helped her to maintain her self-identity and*
> *esteem.*

Summary of Favorable Adaptors' Building Relationships

With the exception of one adaptor having an exceptionally large

number of friendships, the other four adaptors averaged about four

close friendships. And, with the exception of two adaptors, most of

those close friendships were with other blacks. However, all five

adaptors seemed to exhibit a liberal and positive attitude about

associating with different types of people. All made their friendships

in a variety of places: in classes; in mutual help sessions during

mid-terms and finals week; in visiting and eating in different dorms during the first few weeks in college; in lunch dates with someone just met; at parties, concerts, and in cafeterias; and in visits with friends in other dorms during spare time. All five spoke of the support gained from those friendships when they were depressed, after they had failed an exam, or when they were financially in need. Furthermore, all five adaptors thought that their friendships provided them with the motivation they needed to be themselves, to try harder after failing an exam, to stop wasting time, and to exhibit their talents.

Unfavorable Adaptors

The following views were held by unfavorable adaptors regarding the building of friendships since coming to college.

Unfavorable adaptor number thirty-six (1) made the following comments:

> When I first came here, I did not know anybody except for my roommate. So we would just sit at different tables with different people and introduced ourselves. Then, I guess the people with the compatible personalities got together.

> I made a lot of friends, but not really close friends. Maybe three close friends. They are all black.

> I met them in classrooms, parties, and the Student Services Building.

> The really close ones, I feel they try to help you when you need help.

> They motivate me to play baseball.

> If friends go to study, it motivates me to study.

Adaptor number thirty-six made a conscious and deliberate
effort to establish friendships and a support group by eat-
ing at different tables in the cafeteria. Other friendships
were made in classes, at parties, and in the Student Services
Building. She felt that these friendships motivated her to
study and play baseball. She had three close friendships;
all were with blacks.

There was no evidence in the views of number two (1.5) that

any attempt had been made to establish friendships:

I try to judge people as people until they show me otherwise.

Basically, I like people, and I would like to be able to get
along and do everything I can, but I still have to be me,
too.

Not many friendships, but I do have some decent acquaintances.
No close friendships.

I did not go out to that many parties, and I did not join
any fraternities.

I watch out for relationships with people because black and
white will hurt you. You have to be a good judge of a friend's
character.

Adaptor number two had withdrawn further from the environment
because of the emotional impact of being cut from the MSU
football team. He did not make any attempt to establish new
friendships. Although he spoke of a few acquaintances, he
seemed to distrust the establishment of close relationships.

Still another unfavorable adaptor, number five (1.5), viewed

her attempt to establish friendships as somewhat disappointing:

I am the kind of person--I don't mingle well with people.

Very seldom there's more than two black students in all the
classes I have had up here.

I have about six or seven close friendships--all black.

Yes, they give you support and motivation. But, most of
my friends are in the same position I'm in, so we just
help each other out.

It hurts seeing all the people dating and me just sitting
in the room watching television and studying.

*Adaptor number five seemed to feel that she was unable to
establish meaningful friendships because of her inability
to socialize well with people. Although she did believe
that she had established a support group, its members, all
of whom were black, seemed to be introverts just as she was.
She did gain a sense of motivation and support from them.*

The remarks of yet another adaptor, number twenty-eight (1.5),

showed that only a marginal attempt was made to establish relationships:

I have made quite a few friendships since coming here, and
I have lost quite a few since being here.

I have two or three close friends. Of course, they are
black.

Sometimes yes and sometimes no, it all depends on what the
situation is. There have been times I have been in a rut
and, after talking to a friend, I got the courage to get up
and try again. There have been times when I talked to a
friend and the situation just got worse.

*Adaptor number twenty-eight felt that she had made and lost
some friends since coming to college. She also found out
that seeking advice from her support group could be both
helpful and harmful. From this it can be inferred that
though she had a support group, its influence was not very
strong. Again, all members of the group were black.*

Finally, there was little evidence of an attempt to make

friends reflected in the statements below made by the fifth unfavorable

adaptor, number twenty-six (2):

I know a lot of people, but I would not call them friendships.

I have two close friends--both black.

If I have a problem, I can go to either one of them and vice
versa.

Like, if one of us has to go to the library, all of us go.

*Adaptor number twenty-six was an introvert and made little
if any effort to establish any new relationships. She did,
however, have a small support group which consisted of a
former schoolmate and a friend of the schoolmate's, both
of whom were black. Additionally, she felt these friend-
ships offered her support and motivation.*

Summary of Unfavorable Adaptors Building Relationships

Aside from the one adaptor who sat at different eating tables in an attempt to form new friendships, the other four did not illustrate any such behaviors. Three of the adaptors seemed to have shy or intro-verted personalities. With the exception of the one adaptor who had no friendships, the others averaged about two close friends each. All of their close friends were black. Furthermore, all but the one individual without any friends felt that those friendships provided them with motivation and support when needed. However, one adaptor qualified those feelings by noting that sometimes the motivation and support helped and other times it made things worse.

Some generalizations can be made about this particular group of adaptors: (1) they seemed to project a negative attitude toward the word friendship by referring to it as acquaintance; (2) none of them indicated whether he had made any attempts to make friends outside his own ethnic group; and (3) with one exception, there was no clear distinction among them as to where they made their friends.

How the Minority High Risk Freshmen
Acquired Resources

Upon entering a new environment, the adaptor must seek to gain information and knowledge about its resources that can assist him in achieving his purpose for coming there. The adaptor must thus attempt to learn where, when, and how to acquire basic information, materials, and personal assistance in the pursuit of his objective. Otherwise, he will experience a dissonance that will, possibly, create inner anxiety, frustration, and disillusionment, all of which can lead to an unfavorable adaptive experience. On the other hand, the adaptor who avoids such inner turmoil by understanding how to find the solutions to his problems will probably have a much better adaptive experience.

Favorable Adaptors

The following selected quotations from the personal interviews of the favorable adaptors are representative of their feelings about acquiring resources.

In the view of number thirty-one (5), a favorable adaptor, acquiring resources meant to behave in the following manner:

> Sometimes, I go to see a counselor to see if I am taking the right courses or how well I am doing.

> Yes, I have talked to a person in the Developmental Program.

> I have talked to the Dean of our Complex.

> Most of my personal problems I discuss with my mother and two close friends at MSU.

I got some valuable advice from a Federal judge I know
as to what to expect in college.

I go to see the professors to discuss the lessons, and
I give them a challenge in class.

I believe the Office of Supportive Services provides
more than counseling; they reason with you on your level.

*Adaptor number thirty-one had the adaptive capacity,
abilities, and perceptions to recognize when he needed
assistance in dealing with his new and changing environment.
He seemed to know to whom, when, and where to go for help.
He thus made an attempt to master the new environment.
He seems to take responsibility for his behavior and
feelings.*

Number twenty (4.7), a favorable adaptor, spoke confidently

about his use of resources:

Winter term I was having problems with my books, so I
talked to my head advisor downstairs. She was really
helpful. She encouraged me to give an honest effort,
and, when I did, it really helped.

I have gone to the Office of Supportive Services a few
times, but not as often as I should have gone.

I know the Area Director of the South Complex.

I go to one of my friends, and, depending on the problem,
I can usually find somebody--roommate, friends, or services.

Supportive Services has been real helpful. It was my fault,
not theirs, because they presented the opportunity. I did
not use them in the Fall term, and I did not go to any of
their workshops. But, Fall term, I am going to use them
more and more.

*Adaptor number twenty also had the capacity to adapt to a
new milieu as was evidenced by his successful attempt to
seek out assistance when needed. By finding out the infor-
mation needed in order to survive, he could deal effectively
with anxiety-provoking situations rather than avoiding them.*

Another favorable adaptor, number eighteen (4.5), referred to

the acquiring of resources as follows:

Yes, I talked to my academic advisor.

I know a graduate student who helps me a lot. I know
several graduate assistants and the advisors in this
dorm.

I have never gone to the Office of Supportive Services
for help.

*Adaptor number eighteen also found out who could assist her
in adapting successfully to the new environment. She seemed
to understand the importance of knowing how to cope in a new
environment and relied heavily on assistance from graduate
assistants.*

Still another favorable adaptor, number twenty-two (4.5),
speaks below of his use of adult figures as resources:

I was not sure of what I wanted to do, so a girl I know
told me I could go over to the Office of Supportive Services
and they could give me a test that showed what my interests
were. They could be very helpful in finding tutors and
other information I may need, if I get into trouble.

I felt the need to talk to a counselor once when I needed
information about classes.

I don't talk to them (counselors) about personal problems;
most of my friends take care of that need.

I know four professors [on campus] that were associated with
my mother's next door neighbor.

I know my roommate who works on the State News and a couple
of people who work in the administration building.

But I find that I treasure the relationships with professors
and people who I just met on my own. I treasure those the
most because that is not meeting someone based on another
friendship, but something you have done yourself.

*Adaptor number twenty-two discovered a valuable resource in
the Office of Supportive Services, but only after another
student advised him to seek assistance there. He felt he
knew of other valuable resources on campus, but he did not
appear to have actually utilized them.*

Finally, favorable adaptor number thirty-two (4.5) made use of available adult resources, too:

> Yes, I have talked to a counselor. I went to a counselor about roommate problems which I did not want to let get me down.

> I talk with two close friends about a personal problem.

> I know a graduate student in the College of Business.

> The Office of Supportive Services should have made the meetings mandatory; then more people would come.

> *Adaptor number thirty-two seemed to be in touch with her internal feelings and approached anxiety-provoking situations by focusing on a solution to the symptoms rather than the cause. Further, she did use resources available to her.*

Summary of Favorable Adaptors Acquiring Resources

All five adaptors, at some particular time, felt the need for counseling and talked to either a counselor or an academic advisor. It seemed that they preferred talking to someone other than a counselor, however, regarding a personal problem; the choice then was friends. All five indicated that they knew someone whom they regarded as important and an influence on their behavior, e.g., Dean and Area Director of residential complexes, federal judge, different individuals in the Office of Supportive Services, graduate assistants, professors, State News staff, and head advisor in a residential hall. Three of the five stated that they had used the Office of Supportive Services and that it provided an invaluable service, while one adaptor indicated she had never used the Office of Supportive Services and another felt that the Office should make its meetings mandatory.

One common behavior seemed to repeat itself among the five favorable adaptors: they sought out key resources in their new environment to help them understand the whats, whens, wheres, and hows of surviving at Michigan State University.

Unfavorable Adaptors

The following excerpts reflect the views of the unfavorable adaptors regarding the acquiring of resources.

Number thirty-six, an unfavorable adaptor (1), viewed the acquiring of resources as follows:

> Sophomores and juniors seemed like they were studying all the time. I was not doing that. I just wanted to have fun. They helped me understand what I was supposed to do.
>
> No, I have not felt the need to talk to a counselor.
>
> I have talked to sophomores, juniors, and seniors.
>
> I don't usually go to anybody for help. Me and my roommate, we talk a lot and tell each other our problems and try to think of what we should do to help each other.
>
> I went to one Supportive Services meeting. They always had them at night, and I did not feel like going all the way over there. They probably would have been very helpful if I had gone. I would have gone if the meetings had been in Hubbard Hall.
>
> I have no relationships with faculty members on campus.
>
> I am involved in the Black Caucus meetings.
>
> *Adaptor number thirty-six obviously found anxiety-provoking situations difficult to deal with and thus avoided any situtation that was ambiguous or tended to create anxiety.*

Another unfavorable adaptor, number two (1.5), did not seem to make any attempts to acquire any resources as evidenced by the remarks below:

I don't think a counselor could help me, not really.

I went to a counselor once, and she told me not to take a course because it would be too many, and I took it anyway. I knew me better than she does.

I handled most of my own problems.

Services, I don't use too many of them.

They [Office of Supportive Services] have not been helpful at all, personally, to me. Basically, they send me a lot of good stuff, but I never paid any attention to it.

I don't think I know any people that are influential on campus.

Yes, I could turn to the Black Caucus, and they would help me.

Adaptor number two's inability to satisfy his desire to play football created a pattern of maladaptive behaviors. He withdrew from the campus environment internally in an attempt to avoid any assimilation with it. The Black Caucus seemed to be his only outlet for the anxiety and frustration he was experiencing.

Likewise, number five (1.5) speaks below of not using supportive and counseling services:

Yes, I have been over to the Mecca Counseling Center in Brody.

I have not used any other counseling or services.

I don't know anybody that is influential.

I am involved in the Black Caucus.

I think it's [Office of Supportive Services] a good program and has a lot to offer. I have just been too lazy to get up

and go do something about it. I think that if you are a
developmental student they should make it mandatory that
you come and talk to a counselor.

*Adaptor number five was a low functioning individual whose
lack of a clear self-image in the new environment caused
her to withdraw from it. This inaccurate perception of
self is the result of internal needs.*

The comments below clearly confirm that respondent number

twenty-eight (1.5) attempted to acquire resources:

Yes, there have been times I have been over to the University
College, went to talk to Mr. _____ in administration, Mrs.
_____ in Supportive Services, and Dr. _____.

I talked to them mostly about academic problems.

My personal problems I try to handle myself.

I feel I know a lot of influential people. I was involved
in the Young Democrats. I became a Sigma Dove, and I was
active in something for the Supportive Services Program.

I have a good relationship with my ATL professor.

They have been fine as much as I have let them. If I had
stayed in the Office of Supportive Services, like I should
have, I think I would have a much better average.

*Adaptor number twenty-eight did, indeed, attempt to estab-
lish a resourceful relationship with the environment. She
knew a number of influential people, discussed her academic
problems with Supportive Services personnel, belong to the
Young Democrats, and pledged a sorority. Even with these
available resources, she did not indicate that they had
aided her in solving personal problems.*

But unfavorable adaptor number twenty-six (2) reflected little

evidence of such an attempt:

The orientation, when you come, they pick the classes for
you and don't take the time to really explain anything to
you. They just give them to you, just to rush you out of
there. That is not right because you might not like it,
and you don't know what to do about it because that is what
happened to me. Because I had a class and did not know how
to go about dropping it and adding and ended up having to
keep it.

Yes, I have gone to see a counselor about an interracial problem.

I have one black teacher I am close with; he is really a good teacher.

That is about the only one I really know (influential person).

I go to my mother for all my problems. I am not too particular about talking to other people about things because I keep to myself a lot.

They [Office of Supportive Services] could have been a lot of help, if I had given them the chance. But, because of the fact I don't like to go to people for anything, it kind of kept me from them.

Adaptor number twenty-six was uncomfortable in discussing her personal problems with anyone other than her mother. However, she felt she had established a relationship with one black professor and did see a counselor once. Additionally, she also attempted to solve her own problems.

Summary of Unfavorable Adaptors Acquiring Resources

With regards to seeking resources and information in their new environment, the unfavorable adaptors displayed the following behaviors and attitudes: three of the five stated that they felt the need to talk to a counselor and did go see one, while the other two did not believe a counselor could help them; four of the five adaptors indicated that they tried to solve their own personal problems either by themselves, or by talking to their roommate or with their mother; three of the five adaptors stated that they belonged to the Black Caucus organization; only one of the five felt that she knew someone influential on the campus, e.g., persons in the Office of Supportive Services, administration building personnel, and the Lansing Young

Democrats. Finally, with the exception of one adaptor, the others felt that the Office of Supportive Services could be very helpful if they would let it assist them, if the Office made counseling mandatory, and if it made its meetings mandatory and held them in the dorms.

What seems to stand out about this small group of adaptors is that they tried to handle their own problems, especially personal ones, rather than seeking assistance; they seemed to lack faith in counselors in this area. In fact, they apparently wanted someone to mandate that they seek assistance. Finally, one adaptor expressed a great concern for a better organized orientation program.

<div align="center">

What the Minority High Risk Freshmen Said About Increasing Self-Management

</div>

It is very important that the adapting individual establish a sense of self-direction in the new environment, for if he is confident and positive of his purpose for being there, he will not let the expectations of others prevent him from achieving his objective. On the other hand, if he lacks self-reliance, then he places himself at the mercy of others' expectations in the new environment.

Favorable Adaptors

The following selected quotations are from the personal interviews of five favorable adaptors and represent their views regarding increased self-management.

Number thirty-one (5) viewed self management in the following ways:

I get involved!

I think that my first year was rough, but a challenge, and I am going to prove to myself I can do better next year.

I did not get uptight like many other people did if I got a 2.0 or 2.5; I just accepted it and tried harder the next time.

I am in the Black Caucus as a student representative.

Once, I went to see a professor about a low grade and was able to get it changed to a higher grade after explaining what the paper was about.

Adaptor number thirty-one seemed to manifest realistic self-ideals with regard to his aspirations and attainments. He exhibited flexibility in satisfying his internal needs which led to successful behavior patterns.

Number twenty (4.7) was likewise self-directed:

I went to see my ATL professor about a grade he gave me on a paper written about minorities.

I visited my professors on their office hours, and I talked to them.

You have got to get good study habits. I did not come up here with good study habits, and I am still not at the point where I can say this is how I want to be. I am still improving more and more. It's at the point where I am going up instead of down.

Adaptor number twenty set goals that were consistent with his perception of himself. More importantly, he had a sense of accomplishing tasks that satisfied his internal needs and thus increased his confidence in his own identity.

Another adaptor, number eighteen (4.5), spoke of her self-reliance:

I learned how to deal with people. You have to make people understand you if you come from a different environment.

What I cannot get from my friends, I have to do on my own.

By the end of the term, I get to know one or two of my
teachers pretty well. I ask them about test. After class,
I will go and talk to them if I have questions that I was
unable to ask in class.

You cannot please everybody, so I am not concerned about
what other people think of me.

*Adaptor number eighteen had a realistic and rational approach
to the concept of self-reliance. She seemed to possess a
social sensitivity for adapting to a new environment. She
had the capacity to cope with a changing environment, an
ability to satisfy her external and internal needs, and
an accurate perception of reality.*

And number twenty-two (4.5) exhibited a similar ability to

manage himself and his needs:

She [Office of Supportive Services] said it would be best
to go over there at the start of the year, so you could
get ahead and get the jump on the stuff you need before
you get into trouble.

I used the library a lot. I used it at least three or
four times a week.

I go talk to my professor to find out where I'm really
lost. I go talk to the professor and get an idea of what
he expects in the class and how he expects us to perform.
I ask as many questions as possible the first couple of
days, maybe just to become a pain, to find out the
information I need to help me.

*Adaptor number twenty-two also seemed to be a high func-
tioning individual who had the capacity to formulate
realistic goals and accomplish them in order to satisfy
his internal needs. He attempted to master his environment.*

Finally, adaptor number thirty-two (4.5) clearly reflects the

self-direction exhibited by the other four:

When I first got up here, I was involved in the Black
Caucus.

I am trying to be forward, and I still have a long way
to go, but I'm still trying my best.

I get together with other people so we can work together.

First, I see if I cannot solve the problem, and if I can't, then I will go and talk to maybe Dana or Sheila. And, if it is something to do with my personal life, I go and talk to my counselor, and, if it has to do with school, I will talk to my academic advisor.

I go out and party once a week.

Adaptor number thirty-two had confidence in her own identity and the capability to choose external goals that would satisfy her internal needs. She exhibited flexibility in regard to choices that would improve her self-direction.

Summary of Favorable Adaptors' Increase in Self-Management

The above excerpts from the views of favorable adaptors about their increased self-direction point to some similar behaviors. For example, if they were having academic or personal problems, they would seek out assistance. Additionally, they visited their professors after class to discuss classroom assignments or dissatisfaction with a grade, or to raise questions not asked in class. Furthermore, they all seemed to be self-directing individuals who evaluated the pros and cons of their behaviors. Finally, they apparently knew to whom and where to go to get internal satisfaction regarding a specific problem.

Unfavorable Adaptors

The following comments represent the views of the unfavorable adaptors regarding their thoughts about increased self-management.

How adaptor thirty-six (1) saw increasing self-management is illustrated in the remarks below:

Well, the first term I did not really do anything. Then, after I got my grades back, I felt I should start doing something. So, I started studying a little more. I planned my study hours a little more carefully, and I got in the habit of studying in the daytime because I knew I was not going to study during the night.

I studied more this term than in the Fall term--I partied a lot.

Adaptor number thirty-six altered the direction of her self-management efforts only after she experienced a fear of failure resulting from her first term grades. During her first term she directed her efforts toward the social aspects of college life rather than the academic aspects.

Likewise, adaptor number two (1.5) also had difficulty studying:

I studied kind of sporadically; that was about it.

Like I said, not playing football was kind of a let down to me because that was my big thing. So, I had to deal with that personally. I had to adjust and keep my head up and get into the books.

Adaptor number two, who was dropped from the football team and filled with frustration and anxiety because of it, attempted to re-direct this hostility by concentrating on his studies. But he acknowledged that this concentrating was done in spurts.

Another adaptor, number five (1.5), referred to her problems in self-management as follows:

That runs through my mind everyday; I ask myself, "What am I doing here?" I realized this about mid-terms of Fall term. I just keep telling myself I can do it. I can't let myself down like that.

I go see the professor.

Adaptor number five's feelings of inadequacy regarding her self-management and her uncertainty about being in the environment could be inferred from her asking herself, "What am I doing here?"

And unfavorable adaptor number twenty-eight (1.5) spoke of

academic problems:

> I have a lot of academic pressures, and I just don't know
> where to begin. I experience academic problems no sooner
> than the term begins, and I am not over them even after the
> term ends. I stayed in and out of the professor's offices.

> I have a lot of problems with people telling me to stay in
> my books.

> *Adaptor number twenty-eight was unsure as to how she should
> deal with the academic anxieties she was experiencing in the
> new environment. Although she visited her professors quite
> frequently seeking assistance, her coping patterns remained
> unchanged.*

While adaptor number twenty-six (2) mentioned her disappoint-

ments in regards to her self management:

> Took them [dissapointments about college life] in stride,
> really, I could take them or leave them.

> I just did not let it get me down. I just said, "I knew
> I would have to study harder."

> I did not do anything. I just made up my mind I was going
> to do the best I can. Just self-determination.

> *Adaptor number twenty-six did not refer to any physical
> behaviors that indicated an improvement in her self-
> management. In fact, she expressed a nonchalant
> attitude about attempting to increase her internal
> satisfaction.*

Summary of Unfavorable Adaptors' Increase
in Self-Management

All five reached a point of realization that they had to change

their present behaviors, but their methods for changing were quite

different. Two of the adaptors decided to study more than they had

in the Fall term; one determined to spend more time cramming for exams;

one decided to manipulate the system (by continually visiting

professors' offices) though she still felt completely lost academically both at the beginning and at the end of the term. Another began to rely on self-determination alone.

<div align="center">
How the Minority High Risk Freshmen
Established Compatibility
</div>

Persons adapting to a new environment must, to some degree, establish compatibility with it. In other words, they must begin to identify with the customs, mores, traditions, and values of that environment if a favorable adaptive experience is to occur.

Favorable Adaptors

The following excerpts are representative of the favorable adaptors' views regarding establishing compatibility with a new environment.

Adaptor number thirty-one (5) felt this way:

I felt like a Spartan at my first football game.

I get involved in my classes and present a challenge to the professor.

I got lost a couple of times riding my bike; that is how I learned my way around MSU.

I am involved in the Black Caucus.

I like the people and the friendly atmosphere of my residence hall.

I go to parties and play cards.

Adaptor number thirty-one had established a strong sense of identity with the MSU community. Furthermore, he felt that he was making a contribution and was essentially involved both academically and socially.

And adaptor number twenty (4.7) felt similarly:

I felt like a Spartan ever since my cousin started here.

I am involved in the Black Caucus.

I played in intramural sports, and I helped to organize a pageant.

I am a representative on the Dorm Council.

I like living in a dorm and how it's organized.

I am really happy here, and I like the people.

Adaptor number twenty also identified with the university community and indicated that he had established a sense of compatibility with it. Moreover, he had felt the Spartan spirit long before he came to MSU.

Number eighteen (4.5) made reference to her total involvement in the following comments:

If I had it to do over again, I would still choose MSU.

I have played dorm softball and football, intramural sports, and I have done some theatre.

I go to movies, parties, concerts, and shopping.

I like being around people and not having to cook my own meals.

I felt like a Spartan my first football game.

Adaptor number eighteen expressed a feeling of total involvement in the many aspects of college life. She had clearly established a positive relationship with her new environment.

Sports also provided a way to adapt for number twenty-two (4.5):

I am on the track team. I was playing intramural basketball.

I try to get involved in a lot of activities, but you have to keep it limited because you have to balance between how much work and play you are going to do.

I go to movies and parties, basically on Friday and
Saturday. Then on Sunday, I get back to the books.

You have got to adjust to a new situation. You have
to put up with other people.

I attend MSU, but I am not a Spartan.

Yes, I am planning to return. I need the education
that MSU has to offer.

*Adaptor number twenty-two expressed feelings of being
involved and contributing to the environment by involve-
ment in sports. However, he indicated that he was not a
Spartan.*

Finally, the remarks of favorable adaptor number thirty-two

(4.5) showed she had established compatibility:

I deal with people as people.

I am treasurer of the Black Caucus.

Sometimes, it feels terrible being a minority at
MSU.

It gives you a chance to meet people.

I have felt the school spirit.

Yes, I plan to return to MSU.

*Adaptor number thirty-two was also involved in her
environment with which she has established a sense of
compatibility. Yet, at times, she did experience the
pain of being a minority student at MSU.*

Summary of How Favorable Adaptors
Established Compatibility

Four of the five adaptors said that at some point during their

freshman year they felt like a Spartan or experienced school spirit.

Three of the five were involved in the Black Caucus organization. All

five indicated that they liked the people in the environment, though

one adaptor stated that it was very difficult being a minority
at MSU sometimes. Three of the five mentioned that they had been
involved in some of the various intramural sports on campus. Further,
one adaptor was a member of the MSU track team, one was a Dorm Council
representative, and another was treasurer for the Black Caucus. Addi-
tionally, in order to establish compatibility with their environment,
all went to movies and parties, went bicycle riding, played tennis and
cards, and set a limitation on the amount of their involvement. Either
through their direct statements or from inference it could be ascer-
tained that all five were pretty much satisfied and planned to return
to Michigan State University the next Fall.

Unfavorable Adaptors

The following comments represent the views of the unfavorable
adaptors regarding their thoughts and feelings about establishing
compatibility in a new environment.

Adaptor number thirty-six (1) spoke of a need to leave MSU:

[In response to the question, would you choose MSU again?]
No, definitely not; I want a complete change. I have been
living in Lansing all my life.

I feel I would do much better at an all-black college
because you would feel more comfortable.

I like it that they have an RA [Resident Assistant] on
each floor. You can go talk to her and she will help
you out.

I dislike some of the people.

Professors put too much work on you at one time.

I graduated with Ervin Johnson, so I feel I have to
support him.

I plan to return, but I really want to transfer.

Adaptor number thirty-six was extremely dissatisfied with the MSU environment and wanted to leave it badly. She felt that she would experience compatibility and a sense of community at an all-black college.

Unfavorable adaptor number two (1.5) would have also chosen another school:

This school is not made for blacks.

I am from an economically and socially different background than all the other individuals on this floor, and the things they like to do I don't like to do. They like to drink beer on Fridays . . . and go to parties.

No, I would not choose MSU again; I would go to another school.

It is tough being a minority at MSU. Everyday life at MSU makes you aware that you are a minority.

I plan to transfer to _____ college next Fall.

Adaptor number two also was very uncomfortable and dissatisfied with being a minority student at MSU and would have preferred attending an all-black college. He withdrew from the social aspects of college almost totally.

Adaptor number five (1.5) expressed certain feelings regarding being black at MSU:

No, I would not chose MSU again.

I would give anything in the world to go to a black college for my social life. Then, I would give anything to stay at MSU for its academics.

I think the black aide system is good.

To live in a dorm, you have to learn how to give and receive; you cannot be a selfish person to survive in a dorm.

No, I don't consider myself a Spartan. I don't feel that I am involved in the school.

Yes, I plan to return because I want to graduate.

Adaptor number five was very unhappy about being at MSU.
She would have preferred to attend an all-black college,
though, she approved of the academic standards at MSU.

Then, adaptor number twenty-eight (1.5) spoke of difficulties
with roommates:

No, I would not choose MSU again.

I have had problems with these rooms. I had to swtich
back and forth. I had six roommates since I have been
here.

I like to be around certain people; as for living in a
cramped room, I don't like it, and eating what they cook,
I don't like it.

No, I am not a Spartan. I bought a basketball ticket,
a season pass; I went to one game.

Right now, no, I am thinking about going to LCC and
building up a fairly decent average before I come back
here.

Adaptor number twenty-eight was also highly disappointed
with the environment, especially the aspects of dorm life.
She had a difficult time coping with roommates.

And unfavorable adaptor number twenty-six (2) referred to the
problems associated with dorm life:

I knew in the beginning that I would have to adjust to
a lot of different people.

You do get to meet a lot of people and that helps when
you go out into the world.

I don't like the food. I like my privacy too much. I
cannot stand living in a dorm.

I felt like a Spartan, to a degree, when we were winning
in basketball.

Actually, I had not planned to return because I am going
to go and work for awhile.

*Adaptor number twenty-six anticipated that she would have
to make some personal adjustments living in a dorm with
different people. It was clear that she was unable to
establish a complete sense of identity with the environment.*

Summary of How Unfavorable Adaptors
Established Compatibility

Four of the adaptors stated very definitely that they would

not choose MSU if they had to choose again; one did not indicate

whether she would or would not choose MSU. The same four claimed

they would be more comfortable at an all-black college. Three

strongly indicated that they did not consider themselves "Spartans,"

while one seemed to feel that she had to identify somewhat because

she graduated with Ervin Johnson, and another made reference to the

"Spartan spirit" she felt during the basketball season. Two mentioned

that they did not like the food; two others seemed to approve of the

black resident assistant idea. Only two of the five planned to return

to MSU the next Fall, but they qualified their statements: one planned

to return, but really preferred to transfer, and the other wished she

could go to a black college for the social life and attend MSU for the

academics.

Summary

The 38 high risk freshmen were rank-ordered by the researcher

for the purpose of selecting the five most favorable and five least

favorable adaptors. A further in-depth analysis was then conducted

for these 10 individuals.

It was found that the favorable adaptors came to Michigan State University with a prior positive attitude. In addition, they came to college anticipating that the academic standards would be high and somewhat difficult to meet. Among the favorable adaptors, there was a sense of being able to accept the disappointments of their unmet college expectations, both social and academic, though all of them did feel that most of what they anticipated college to be like was realized. Moreover, there was an attitude that now they were more mature, independent, and better able to relate with different types of people.

Four of the five favorable adaptors claimed that they had established many new friendships as well as relationships with the professional staff at Michigan State University. An explanation is necessary for the one student not having a lot of friends: it was her own choosing not to engage in a large number of friendships because she felt that to do so would not allow her to be herself, whereas having just a few friends would. All five expressed enough confidence in their abilities and in friendships and relationships with others to know to whom and where to go for assistance when needed.

The findings show that, in general, all five favorable adaptors liked the campus environment, identified with the school traditions and spirit, planned to return in the Fall, and, if given the choice over again, would still choose Michigan State University.

The findings of the five unfavorable adaptors were almost a complete opposite of those for the favorable adaptors. For example, it was found that the unfavorable adaptors all had a negative attitude

about coming to college at Michigan State University. None of the five really wanted to attend Michigan State University in the first place. Originally, they wanted to attend an all-black college or an out-of-state college, but came to MSU as a last resort. Regarding expectations, all five of the unfavorable adaptors came to college with their expectations of college life focused primarily on social or non-academic aspects. As a result of this attitude, most of them were unable to adjust to the shock that college required a large amount of time for academic work. This lack of adjustment resulted in feelings of dissonance and frustration which, in turn, led them to fault their former high schools for not having prepared them for their unanticipated predicament.

With reference to whether or not their behaviors had changed since going away to college, two felt that they were basically the same, one felt more independent in his thinking, and the other thought that more knowledge had been acquired about dealing with people. Most of them viewed themselves as having a lot of acquaintances as opposed to real friendships. With the exception of one unfavorable adaptor, they did not perceive themselves as knowing any influential people on campus. Furthermore, rather than seeking assistance or establishing relationships with the professional staff on campus, they all attempted to resolve their own problems and conflicts. Finally, none of the five unfavorable adaptors seemed to identify with the environment known as Michigan State University. Only two were planning to return next Fall, while the other three voiced serious doubts about their intentions.

In conclusion, the above results of the study seemed to generate the five findings listed below:

1. It appears that minority high risk freshmen are able to re-align expectations when they do not encounter dissonance in too many aspects of their lives. Further, it appears that a clustering of unfulfilled expectations is sufficient to cause considerable difficulty in the adaptive process.

2. When a minority high risk freshman has feelings of being forced into a new environment when another is preferred, he or she forms a negative set of expectations which further complicates the adaptive process.

3. It appears that minority high risk freshmen who have gregarious personalities as opposed to introverts, may have a distinct advantage in building relationships.

4. The strength of the student's linkage to needed resources appears to be determined by the scope of those resources and his or her identification with them.

5. It appears that the establishment of compatibility is not related to a cause and effect syndrome in the environment, but rather to a sense of community, making a contribution, and essentially being involved in the environment.

A summary of inferential statements follows:

CRITICAL TRANSACTIONS IN ADAPTING TO NEW ENVIRONMENTS

1. ### Re-aligning Expectations

   Favorable adaptation requires that adapting persons re-align their expectations in the direction of a commonly shared reality until there are no major discrepancies.

   ### Favorable

   - *Adaptor number thirty-one found himself forced to re-align his academic expectations to a lower level, and he was able to accomplish this stage of the adaptive process with a minimum amount of stress.*

   - *Adaptor number twenty experienced less of a need to re-align his academic and social expectations because they seemed to confirm the reality he experienced.*

   - *Adaptor number eighteen found it necessary to make an academic re-alignment through a realistic process of rationalization.*

   - *Adaptor number twenty-two had anticipated much help or reassurance from "matured" upperclassmen. Also, he had expected to share a greater sense of security and identification with blacks than he did. Academically, he found his studies to be as demanding as he had anticipated; however, campus social life turned out to be very disappointing. Some re-alignment of expectations can be inferred from his comments, but a certain difficulty in accommodation is apparent.*

   - *Adaptor number thirty-two was determined to do well academically and accomplish her career objective. However, her self-esteem lessened somewhat after the realization that her first term grades were lower than she had anticipated. There was a resultant slight re-alignment of her academic expectations. Additionally, she experienced culture shock when she discovered such a small number of blacks on campus, in particular males; she had hoped to meet a possible marriage partner. Nevertheless, she re-aligned this expectation by going into the Lansing area and finding this special individual. For her, then, the social life on campus was a disappointing experience.*

Unfavorable

- *Adaptor number thirty-six came to college anticipating a great deal of emphasis on social activities and very little stress on academics. After discovering the complete opposite of her expectations, she was totally unprepared to cope with the academic and social dissonance in the new environment. In addition to these major disappointments, she experienced culture shock for she had expected to see a larger number of blacks on campus. She also blamed her high school for not preparing her for college and developed a maladaptive attitude toward her environment. There was no evidence of re-alignment of her expectations.*

- *Adaptor number two was not particularly overjoyed about coming to Michigan State University. He came because he was assured that he would play football, only to be cut during mid-season. Although he expected to attain a decent grade point average, he was doubtful of his ability to succeed academically. Furthermore, he was very disappointed about the environment and the people. He felt very strongly that he had experienced racism. There was no evidence of an attempt to re-align his expectations.*

- *Adaptor number five initially wanted to attend an all-black college, but chose Michigan State University as a last resort. She held high expectations for an active social life, but was extremely disappointed when she found that MSU was competitive both socially and academically. She was completely unprepared for the incongruity she was experiencing. As a result of her inability to cope with the dissonance in the new environment, she developed predominant feelings of social and academic inadequacy. Again, there was no apparent attempt to re-align her expectations, either socially or academically.*

- *Adaptor number twenty-eight also wanted to attend an all-black college. From the very moment she arrived on the campus of Michigan State University, she was highly dissatisfied with the environment. Moreover, she came to college with low academic expectations, although she re-aligned them slightly when she discovered that the academic standards were high. Furthermore, she experienced feelings of hopelessness and depression as a result of her inability to accommodate to the new environment. In addition to these maladaptive feelings, she became ill due to the stress and anxiety of a heavy course load which, in turn, caused her to take several incompletes.*

- *Once again, adaptor number twenty-six was not too overly excited about coming to Michigan State University because she really wanted to attend collete out-of-state. Prior to attending MSU, she had feelings of academic inadequacy and paranoia, feelings based on her belief that because MSU was predominantly white she, as a black student, would find it quite difficult to succeed. She had expected it to be difficult academically, but the reality of just how difficult it was impeded her re-alignment of expectations and accommodation to the environment.*

2. Processing Losses

Favorable adaptation requires that adapting persons process their self-perceived losses and confirm or discover self-perceived gains until the gains are experienced as outweighing the losses.

Favorable

- *Adaptor number thirty-one openly shared his perceived losses about his decision to come to Michigan State University. He missed his life as a high school student, especially his senior year which he considered the best of his life, and he missed being around his friends, the night life of the city, and the privacy of his own room. However, self-perceived gains were few.*

- *Adaptor number twenty sincerely missed his family and felt a greater sense of appreciation for the warmth and cohesion he had taken for granted when he lived at home. Also, he missed his friends and the city activities, though he felt there were activities that one could get involved in at Michigan State University. Despite these feelings, he believed his college experience had made him more aware of the scope of the world, its people, and his own ability to survive in it. More importantly, his self-awareness was enhanced by his understanding of the importance of being able to adapt to a new environment.*

- *Adaptor number eighteen lived in Germany for three years before coming to MSU. Her inability to go home regularly was, to her, a great loss. She indicated that she missed her family very much, but accepted the fact that she would have to rely on herself to satisfy her needs if she was going to survive at college.*

- *Before attending MSU, adaptor number twenty-two processed his anticipations by weighing his possible losses and gains. After returning home to visit his family and friends, whom he did miss, he further affirmed that he had made the right decision to attend college when he listened to his friends discuss their disappointment about taking a job rather than going to college or about not having learned a trade while in high school. Additionally, since coming to college, he felt that he had become more serious and evaluative about life.*

- *Adaptor number thirty-two did not feel that she missed anything in particular about her old environment. Further, she seemed to be happier being away from it. She did not miss her family because it was so large and being at MSU brought her a new sense of freedom and independence. More importantly, she felt that she had learned how to survive campus life and deal effectively with people.*

Unfavorable

- *Although adaptor number thirty-six came to MSU from the Lansing area, she still felt the loss of her family though she did not acknowledge the loss of her friends, most of whom remained in Lansing. She felt positive about her newly discovered ability to deal more directly with individuals attempting to take advantage of her naiveness about life. But she also did receive negative criticism from her father regarding how much she had changed since coming to college.*

- *For adaptor number two, being cut from the football team seemed to constitute an overwhelming loss within the new environment. He recounted other losses also; he missed his family and his associations with friends. Both he and his family felt that he had not changed since coming to college. Thus, there were no self-perceived gains.*

- *Though adaptor number five experienced the loss of the money she was used to receiving from her family, she did not miss any immediate family member. She also did not miss her former friends. However, she did miss the feeling of being someone important in her former high school environment. She never received any positive feedback from members in her family regarding any changes, but she perceived herself as more independent since coming to MSU.*

- *Adaptor number twenty-eight said she did miss her family, but received mixed feedback from them about changes she had undergone. Her most important loss seemed to be the sense of black identity with her former community environment. She perceived herself as having become more serious and concerned about her personality.*

- *Adaptor number twenty-six missed her family, friends, and home cooking. In terms of self-perceived gains, she felt she had experienced and learned a great deal not reflected in her grades.*

3. ## Building Relationships

Favorable adaptation requires that adapting persons establish a supportive group that responds to their needs for security, stimulation and identity in the new environment.

Favorable

- *Adaptor number thirty-one had established a support group that motivated him and indicated when he was not performing as he should academically. This supportive group was formed as a result of study sessions involving both black and white students during mid-term and finals week.*

- *Adaptor number twenty counted a very large number of friendships in his support group, friendships which were established while he attempted to master his new environment when visiting and eating in other dorms during the first few weeks of college. This support group, also consisting of both black and white students, challenged his ego.*

- *Adaptor number eighteen, like the others, had also established a support group. Her group developed as a result of attending classes and going to parties and concerts. She also felt that her friends motivated her when she was depressed. Again, members of this group were both black and white.*

- *Adaptor number twenty-two met and established his support group as a result of trying to associate and be friendly with different types of people. The support group, consisting of both black and white relationships, helped to motivate him and lift his spirits when he was depressed or when he had performed poorly on an examination.*

- *Adaptor number thirty-two made an important personal decision to limit the size of her support group to one black and one Arabic relationship in order to maintain her positive self-concept. She formed her group at mealtimes in the cafeteria and through another friendship. She felt her group helped her to maintain her self-identity and esteem.*

Unfavorable

- *Adaptor number thirty-six made a conscious and deliberate effort to establish friendships and a support group by eating at different tables in the cafeteria. Other friendships were made in classes, at parties, and in the Student Services Building. She felt that these friendships motivated her to study and play baseball. She had three close friendships; all were with blacks.*

- *Adaptor number two had withdrawn further from the environment because of the emotional impact of being cut from the MSU football team. He did not make any attempt to establish new friendships. Although he spoke of a few acquaintances, he seemed to distrust the establishment of close relationships.*

- *Adaptor number five seemed to feel that she was unable to establish meaningful friendships because of her inability to socialize well with people. Although she did believe that she had established a support group, its members, all of whom were black, seemed to be introverts just as she was. She did gain a sense of motivation and support from them.*

- *Adaptor number twenty-eight felt that she had made and lost some friends since coming to college. She also found out that seeking advice from her support group could be both helpful and harmful. From this it can be inferred that though she had a support group, its influence was not very strong. Again, all members of the group were black.*

- *Adaptor number twenty-six was an introvert and made little if any effort to establish any new relationships. She did, however, have a small support group which consisted of a former schoolmate and a friend of the schoolmate's, both of whom were black. Additionally, she felt these friendships offered her support and motivation.*

4. Acquiring Resources

Favorable adaptation requires that adapting persons gain access to key resources in the new environment by learning where, when, and how to acquire basic information, materials, and personal assistance.

Favorable

- *Adaptor number thirty-one had the adaptive capacity, abilities, and perceptions to recognize when he needed assistance in dealing with his new and changing environment. He seemed to know to whom, when, and where to go for help. He thus made an attempt to master the new environment. He seems to take responsibility for his behavior and feelings.*

- *Adaptor number twenty also had the capacity to adapt to a new milieu as was evidenced by his successful attempt to seek out assistance when needed. By finding out the information needed in order to survive, he could deal effectively with anxiety-provoking situations rather than avoiding them.*

- *Adaptor number eighteen also found out who could assist her in adapting successfully to the new environment. She seemed to understand the importance of knowing how to cope in a new environment and relied heavily on assistance from graduate assistants.*

- *Adaptor number twenty-two discovered a valuable resource in the Office of Supportive Services, but only after another student advised him to seek assistance there. He felt he knew of other valuable resources on campus, but he did not appear to have actually utilized them.*

- *Adaptor number thirty-two seemed to be in touch with her internal feelings and approached anxiety-provoking situations by focusing on a solution to the symptoms rather than the cause. Further, she did use resources available to her.*

Unfavorable

- *Adaptor number thirty-six obviously found anxiety-provoking situations difficult to deal with and thus avoided any situation that was ambiguous or tended to create anxiety.*

- *Adaptor number two's inability to satisfy his desire to play football created a pattern of maladaptive behaviors. He withdrew from the campus environment internally in an attempt to avoid any assimilation with it. The Black Caucus seemed to be his only outlet for the anxiety and frustration he was experiencing.*

- *Adaptor number five was a low functioning individual whose lack of a clear self-image in the new environment caused her to withdraw from it. This inaccurate perception of self is the result of unsatisfied internal needs.*

- *Adaptor number twenty-eight did, indeed, attempt to establish a resourceful relationship with the environment. She knew a number of influential people, discussed her academic problems with Supportive Services personnel, belonged to the Young Democrats, and pledged a sorority. Even with these available resources, she did not indicate that they had aided her in solving personal problems.*

- *Adaptor number twenty-six was uncomfortable in discussing her personal problems with anyone other than her mother. However, she felt she had established a relationship with one black professor and did see a counselor once. Additionally, she also attempted to solve her own problems.*

5. <u>Increasing Self-Management</u>

Favorable adaptation requires that adapting persons establish sufficient self-direction to prevent or overcome the feeling of being at the mercy of the expectations of others in the new environment.

<u>Favorable</u>

- *Adaptor number thirty-one seemed to manifest realistic self-ideals with regard to his aspirations and attainments. He exhibited flexibility in satisfying his internal needs which led to successful behavior patterns.*

- *Adaptor number twenty set goals that were consistent with his perception of himself. More importantly, he had a sense of accomplishing tasks that satisfied his internal needs and thus increased his confidence in his own identity.*

- *Adaptor number eighteen had a realistic and rational approach to the concept of self-reliance. She seemed to possess a social sensitivity for adapting to a new environment. She had the capacity to cope with a changing environment, an ability to satisfy her external and internal needs, and an accurate perception of reality.*

- *Adaptor number twenty-two also seemed to be a high functioning individual who had the capacity to formulate realistic goals and accomplish them in order to satisfy his internal needs. He attempted to master his environment.*

- *Adaptor number thirty-two had confidence in her own identity and the capability to choose external goals that would satisfy her internal needs. She exhibited flexibility in regard to choices that would improve her self-direction.*

Unfavorable

- *Adaptor number thirty-six altered the direction of her self-management efforts only after she experienced a fear of failure resulting from her first term grades. During her first term, she directed her efforts toward the social aspects of college life rather than the academic aspects.*

- *Adaptor number two, who was dropped from the football team and filled with frustration and anxiety because of it, attempted to re-direct this hostility by concentrating on his studies. But he acknowledged that this concentrating was done in spurts.*

- *Adaptor number five's feelings of inadequacy regarding her self-management and her uncertainty about being in the environment could be inferred from her asking herself, "What am I doing here?"*

- *Adaptor number twenty-eight was unsure as to how she should deal with the academic anxieties she was experiencing in the new environment. Although she visited her professors quite frequently seeking assistance, her coping patterns remained unchanged.*

- *Adaptor number twenty-six did not refer to any physical behaviors that indicated an improvement in her self-management. In fact, she expressed a nonchalant attitude about attempting to increase her internal satisfaction.*

6. Establishing Compatibility

Favorable adaptation requires that adapting persons establish compatibility (if not full identification) with the customs, mores, traditions and values of the new environment.

Favorable

* *Adaptor number thirty-one had established a strong sense of identity with the MSU community. Furthermore, he felt that he was making a contribution and was essentially involved both academically and socially.*

* *Adaptor number twenty also identified with the university community and indicated that he had established a sense of compatibility with it. Moreover, he had felt the Spartan spirit long before he came to MSU.*

* *Adaptor number eighteen expressed a feeling of total involvement in the many aspects of college life. She had clearly established a positive relationship with her new environment.*

* *Adaptor number twenty-two expressed feelings of being involved and contributing to the environment by involvement in sports. However, he indicated that he was not a Spartan.*

* *Adaptor number thirty-two was also involved in her environment with which she had established a sense of compatibility. Yet, at times, she did experience the pain of being a minority student at MSU.*

Unfavorable

* *Adaptor number thirty-six was extremely dissatisfied with the MSU environment and wanted to leave it badly. She felt that she would experience compatibility and a sense of community at an all-black college.*

* *Adaptor number two also was very uncomfortable and dissatisfied with being a minority student at MSU and would have preferred attending an all-black college. He withdrew from the social aspects of college almost totally.*

- *Adaptor number five was very unhappy about being at MSU. She would have preferred to attend an all-black college, though she approved of the academic standards at MSU.*

- *Adaptor number twenty-eight was also highly disappointed with the environment, especially the aspects of dorm life. She had a difficult time coping with roommates.*

- *Adaptor number twenty-six anticipated that she would have to make some personal adjustments living in a dorm with different people. It was clear that she was unable to establish a complete sense of identity with the environment.*

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS
FOR FURTHER RESEARCH

Conclusions

The purpose of this study was to determine whether there were common identifiable adaptive behaviors, feelings, and attitudes among minority high risk freshmen that could be categorized as either favorable or unfavorable in their adjustment to Michigan State University.

The conclusions drawn from the study findings presented in Chapter IV will be discussed below in relation to the purpose of the study. The conclusions are organized and presented according to the research questions and their related critical acaptive transactions as cited in Chapter III. These conclusions represent generalizations drawn from this study population only. More specifically, the conclusions are based on the findings of the personal interviews of the five highest and five lowest favorable and unfavorable adaptors in the sample distribution. For ease in reading, questions and particular adaptive transactions have been restated.

1. **Re-aligning Expectations**--Favorable adaptation requires that adapting persons-re-align their expectations in the direction of a commonly shared reality until there are no major discrepancies.

In a comparison of the favorable and unfavorable adaptors in regards to their college expectations, the important difference seemed to lie in the <u>attitude</u> they held about MSU prior to attending it. The favorable adaptors had a positive attitude about college and Michigan State University in general even though they recognized that college work was going to be difficult. They came to college anticipating that college level work was going to be somewhat difficult. In addition, they seemed to have the ability to confront their disappointments about college life and continue on toward their academic and social objectives. Furthermore, they all expressed the opinion that Michigan State University had been almost exactly what they had expected it to be.

On the other hand, the unfavorable adaptors had a slightly different view of their expectations of college life. All lacked a genuine desire to attend Michigan State University; generally, they came to MSU as a last resort. Also, they arrived at college with the attitude that classes would require little study time and the expectation that the campus would provide a promising social life.

Most had a difficult time trying to adjust to the disappointments of unrealized expectations; in fact, only one was able to make a partial adjustment. All of them felt that the attempt to adapt their first term was extremely difficult, shocking, and painful because they

were uncertain of what was expected of them. As a result of this frustration, they blamed their former schools for preparing them poorly for college, thus creating their predicament. In general, they all claimed that Michigan State University had not been what they had expected.

2. Processing Losses—Favorable adaptation requires that adapting persons process their self-perceived losses and confirm or discover self-perceived gains until the gains are experienced as outweighing the losses.

In a comparison of the favorable and unfavorable adaptors regarding processing of losses, again the findings showed that they both engaged in this process. However, once more, there was an apparent difference between favorable and unfavorable adaptors. The favorable adaptors seemed to express a feeling that they had given up a great deal to come to Michigan State University in terms of family, friends, and social activities. But they all thought it had been worth it and that they had changed in significant ways since coming to MSU. All claimed they had matured, were more independent, and were more knowledgeable about the world and better able to relate with different types of people. Many of these self-perceived changes were acknowledged by family and friends whenever they returned home for a visit. Moreover, the significant finding was that they all felt confidence in their ability to handle the academic and social aspects of college life much better now that they understood what it took to survive at Michigan State University.

The unfavorable adaptors experienced similar losses in terms of their families, friends, and social life. But three of them experienced an even more crucial loss which may have contributed to their unfavorable adaptive experience: first, the adaptor who came to college and really wanted to play football, but was dropped from the team; second, the adaptor who had been very popular in high school and involved in many activities, but who now perceived herself as only a student number; third, the adaptor who experienced "culture shock" by leaving a predominantly black community where her feeling comfortable with people enabled her to relate to them better.

> 3. Building Relationships--Favorable adaptation requires that adapting persons establish a supportive group that responds to their needs for security, stimulation, and identity in the new environment.

During their adaptation to college, the favorable adaptors felt that they had made many friendships. All viewed themselves as having established a supportive group that responded to their need for a feeling of security and motivation. Among that support group, the friendships included black, white, and Arabic relationships. All indicated that their friendships were established by them behaving in the following ways: (1) getting to know people in classes; (2) helping each other during mid-terms and finals week; (3) visiting and eating in different dorms during the first few weeks in college; (4) having lunch with someone they had recently met; (5) going to parties, concerts, and sports events; and (6) just visiting friends in other dorms during spare time.

Moreover, the favorable adaptors felt that their supportive group provided them with a feeling of security and motivation when: (1) they were depressed; (2) they had failed an exam; (3) when they were financially in need; (4) they were trying to be themselves; (5) they were trying harder after failing an exam; and (6) they needed to be encouraged either to stop wasting time or to show off their talents.

Once more, there was a distinct and noticeable difference between the favorable and unfavorable adaptors in establishing friendships. Other than the one adaptor who sat at different eating tables in an attempt to make new friends, the other four did not illustrate any such behaviors. Three of the adaptors seemed to depict very shy or introverted personalities. All preferred using the word acquaintances as opposed to friendships. Furthermore, they were apparently in the withdrawal mode of the adaptation process (referred to by Gibbs, 1972, in Chapter II) in that finally, it can be concluded that they confined or isolated themselves to interacting mostly with their own group.

4. Acquiring Resources--Favorable adaptation requires that adapting persons gain access to key resources in the new environment by learning where, when, and how to acquire basic information, materials, and personal assistance.

From this investigation, it was found that, in an effort to learn the basic information needed for their survival, favorable adaptors did gain access to key resources in their new environment. Specifically, they exhibited the following behaviors in learning where,

when, and how to acquire basic information, materials, and personal assistance:

- They would go and talk to a counselor to see if they were taking the right course and how they were doing academically.

- Generally, they used the counseling and tutorial services of the Office of Supportive Services.

- They would visit their professors to discuss the lessons, ask for help, and find out what was expected of them in class.

- They sought assistance and guidance from their residential advisor, graduate assistants, upperclassmen (whom they felt could truly help them), and friends.

- They would use the library several times a week.

- Some indicated they knew the Dean or Director of their residential complex.

- Most felt that they would talk with a counselor about anything but their personal problems which were discussed only with family and friends.

In an effort to seek resources and information in their new environment, the unfavorable adaptors, in general, displayed behaviors which were somewhat opposite those of the favorable adaptors. The unfavorable adaptors exhibited the following behaviors:

- Three of the five stated that they felt the need to talk to a counselor and did go see one. The other two did not believe a counselor could help them.

- In general, most seemed to have more confidence in talking to an upperclassman about academic problems rather than going to see a counselor or academic advisor.

- Only one of the five felt she knew someone influential on campus.

- Generally, members of this group tried to handle their own problems rather than seeking assistance.

- Most of them felt that the Office of Supportive Services could have been extremely helpful had they given it an opportunity to be so.

5. Increasing Self-Management--Favorable adaptation requires that adapting persons establish sufficient self-direction to prevent or overcome the feeling of being at the mercy of the expectations of others in the new environment.

From this investigation it was found that favorable adaptors tend to be more self-directed than unfavorable adaptors. The views of the favorable adaptors themselves, the judges' indicators of what constituted favorable adaptation (see Appendix E), and the investigator's conclusions about the data provided many indicants confirming the importance of increasing self-management in the adaptive process. The favorable adaptors exhibited the following behaviors in attempting to direct themselves at Michigan State University.

- They all seemed to be self-actualized individuals who evaluated the pros and cons of their behaviors.

- They seemed to know to whom and where to go to get internal satisfaction regarding a specific problem.

- They got to know their peer groups, participated in their classes, and were able to control their social activities.

- They would visit their professors after classes to discuss classroom assignments and dissatisfaction with a grade or paper, and raise questions not asked in class.

- They got to know who could and could not help them, especially among their peers.

All of the unfavorable adaptors did reach a realization that they had to change their present behaviors; however, many of the methods they used to change direction were unprofitable for them.

Of the five unfavorable adaptors, it seemed that only one made a realistic attempt at increasing her self-management. The others indicated they wanted to change, but their views of what they did to become more self-directed did not confirm those views. For example, one decided to spend more time cramming for exams; one decided to rely on self-determination without any form of action behind it; and another continually visited professors' offices, but still felt completely lost academically at the beginning and end of the term.

6. Establishing Compatibility--Favorable adaptation requires that adapting persons establish compatibility (if not full identification) with the customs, mores, traditions, and values of the environment.

That the favorable adaptors attempted to establish compatibility with their new environment was confirmed by their behaviors:

- They attended athletic events and identified themselves as Spartans.

- They got involved in intramural sports (softball, football, and basketball).

- They got involved in various student government organizations, such as the Black Caucus and Dorm Council.

- They went to movies, concerts, bowling, and shopping.

- They tried to be friendly and associated with all different types of people.

- They expanded their horizons by bicycling around the campus to learn about the environment, or visiting and dining with their friends in other residential halls.

- In general, most of them indicated that they like the environment known as Michigan State University and planned to return there next Fall term.

The investigation findings for the unfavorable adaptors showed that they were very dissatisfied and unhappy at Michigan State University. Most felt that, if given the choice of attending MSU again, they would not select it. More specifically, they all felt that they would have been more comfortable in an all-black college or environment. Only two of the five planned to return the next Fall; however, they qualified their reasons for wanting to return. One planned to return, but really preferred to transfer, and the other wished she could go to a black college for the social life and attend Michigan State University for the academics.

In summary, it can be said that the conclusions of this investigation tend to confirm that persons in the process of adapting to a new environment do undergo certain adaptive transactions. Further, positive implementations are more typical of individuals experiencing a favorable adaptive experience. It was also found that the critical adaptive transactions tend to group adaptors' adaptation into attitudes and behaviors. More specifically, what ideas were held by the adaptor regarding the Re-aligning of Expectations and Processing of Losses seemed to reflect a particular attitude about the environment, whereas the Establishing Relationships, Acquiring Resources, and Increasing Self-Management all seemed to require the adaptor to display or perform some particular behavior pattern within the new environment. And the Establishing of Compatibility in the new environment required a combination of both a particular attitude and behavior pattern in order for the adaptor to feel comfortable in and identify with the new milieu.

In some cases, there was an apparent overlapping of the transactions of <u>Acquiring Resources</u> and <u>Increasing Self-Management</u>. However, the distinction seemed to lie in the former being related to seeking information and the latter to utilization of information.

Implications and Recommendations
for Further Research

Although the findings and generalizations of this study were based on a small sample population, they were nevertheless helpful in understanding the adaptive process undergone by the high risk freshman in a new environment. Indeed, the study findings have laid the important groundwork for a continuing development of further research studies on <u>Critical Adaptive Transactions in Adapting to New Environments</u>.

Certain recommendations for further research have emerged from this study in relation to a need for several causal-comparative studies to determine the possible causes for the different behavior patterns of the favorable and unfavorable adaptors to new environments:

1. A study is needed to investigate the adaptive process of minorities admitted to a predominantly white college as regular admits and those admitted into a special program.

2. A study is needed to compare the adaptive process of majority and minority students entering a predominantly white college.

3. A study is needed to determine the critical factors that cause some minority students to continue their education in a predominantly white college and others to drop out.

5. A study is needed to investigate the adaptive process of majority students at an historically black college.

In addition to the above recommendations, the writer feels it necessary to make several suggestions to the Office of Supportive Services since this office made this study possible. Though the services it provides are a viable addition to the social/academic environment at Michigan State University, this writer believes his suggestions, if considered can only enhance that viability.

1. There should be a special summer program for the in-coming Supportive Services' freshmen prior to their arrival at Michigan State University in the Fall.

2. A special on-going orientation program should be developed to aid freshmen during this crucial adjustment period. It should begin in the Fall term and continue throughout the first year.

3. A Big Brother and Big Sister peer counseling program should be developed to further assist minority freshmen in adapting to college by using minority sophomores, juniors, and seniors who are presently in the Supportive Services program to help freshmen adapt to college by discussing their own academic and social adaptation to college.

4. The staff of the Office of Supportive Services should develop an Out-Reach program during the freshman's first year of college. Basically, the program would consist of staff

members working one evening a week to visit and dine with
a group of Supportive Services' freshmen to discuss their
adjustment to Michigan State University.

5. The Office should develop new, non-traditional means of
communication with the freshmen in the program. For example,
hold the study skills workshops in an area or dorm that is a
mutually convenient location for the students (possibly make
it a mandatory meeting).

6. Adaptive workshops should be designed and implemented
initially at the beginning of the Fall term and continued
throughout the period of the freshman year.

APPENDICES

APPENDIX A

PERSONAL INTERVIEW GUIDE-RESPONSE FORM

PERSONAL INTERVIEW GUIDE-RESPONSE FORM

A study to explore and describe the adaptive behaviors of minority high risk freshmen to Michigan State University. It is the hope of the researcher that the information gained by your year of experience will assist in strengthening the Supportive Services program in rendering better services to help in-coming freshmen adapt more successfully and satisfactorily to Michigan State University.

May 1978

Introduction

The interviewer introduces himself and establishes rapport with the interviewee and resolves the following details (maximum of 15 minutes).

1. Explain the purpose of the interview in relation to the objectives of the study.

2. Express appreciation for opportunity to talk with interviewee.

3. Note that the interview will be one hour in length and that the identity of the individual providing this information will be kept strictly confidential.

4. Request permission to tape-record the personal interview, and set up the recorder.

5. Resolve any interviewee questions regarding the interview.

6. Begin interview and record any interview-related information (interview background information).

CRITICAL TRANSACTIONS IN ADAPTING TO NEW ENVIRONMENTS

I. **Re-aligning Expectations**

Favorable adaptation requires that adapting persons re-align their expectations in the direction of a commonly shared reality until there are no major discrepancies.

1. Before you came to MSU had you heard anything about it that stayed in your mind?

2. On the day that you received your letter of acceptance to MSU do you remember what kinds of thoughts, feelings, or expectations you had about MSU?

3. Did you ever find yourself daydreaming about college life before coming to MSU?

   a. (If respondent answers yes) What did you daydream about?

6. Have you at any time since you have been at MSU realized that things were not what you expected? If yes, how did you handle this disappointment?

   a. Have things at MSU been pretty much the way you thought they would be? If yes, when did you realize this and what happened to make you feel this way?

II. **Processing Losses**

Favorable adaptation requires that adapting persons process their self-perceived losses and confirm or discover self-perceived gains until the gains are experienced as outweighing the losses.

4. What made you decide to attend MSU?

5. When you first came to MSU, what career field did you enroll in?

7. Looking back over your first year of college life, if you became president of MSU, what things would you change in order to make this university a better place?

   a. Why would you make these changes?

   b. How would these changes improve the university?

8. If you could start your freshman year over again and were able to select any college or university in the country, would you still choose MSU?

   a. (If respondent answers yes) Why?

   b. (If respondent answers no) What kind of college or university would you choose?

   c. Why did you pick this one?

9. Can you briefly describe the community you lived in before coming to MSU?

   a. What do you miss most about that community? (family, friends, and social life)

10. When you return home to visit your family and friends, do they think you have changed since coming to MSU? If so, how?

    a. Do you feel you have changed? If yes, how? If no, why not?

11. How do you feel about being a minority student at MSU?

III. Building Relationships

Favorable adaptation requires that adapting persons establish a supportive group that responds to their needs for security, stimulation and identity in the new environment.

12. Now that you are in your third term at MSU, do you feel that you have made many friendships?

    a. If yes, how many of these do you feel are really close friendships?

    b. If no, why don't you have any friends?

13. How did you go about making these friendships?

    a. Where did you meet these friends? (dances, football or basketball games, in classes, at concerts, or other places)

14. Do you have both black and white friends?

    a. How do you get along with members of both groups?

15. Do these friendships give you a feeling of support in times of need, motivation, and identity with MSU?

    a. (If yes) How?

IV. Acquiring Resources

Favorable adaptation requires that adapting persons gain access to key resources in the new environment by learning where, when, and how to acquire basic information, materials, and personal assistance.

16. Have you felt the need to talk with a counselor, or older person since you have been here? (If yes, why?)

    a. Have you talked with a counselor or older person since you have been here?

17. Who do you know that is influential on campus? Why do you feel they are influential?

    a. Do you know any of these people on a personal basis?

    b. Do they seem to know you well enough to care about what happens to you at MSU?

18. Where do you go when you need information, materials, or personal assistance to help you solve a problem you don't feel you can solve by yourself (personal, academic, and social)?

19. What services or individuals at MSU have helped you better understand what is expected of you as a student?

28. How helpful do you feel the Office of Supportive Services has been in helping you to adjust to MSU?

    a. What additional ways could they help you?

V. Increasing Self-Management

Favorable adaptation requires that adatping persons establish sufficient self-direction to prevent or overcome the feeling of being at the mercy of the expectations of others in the new environment.

20. What kinds of extra curricular and social activities are you involved in after classes? (If nothing, why not?)

21. Do you feel that you have established any type of relationship with the faculty of MSU?

22. Some of the students, like yourself, who started in the Fall did not get past the first term, still others did not make it past the Winter term, but you have made it into the Spring term. What did you do?

23. You have been asked to become a peer counselor for a group of entering freshmen (developmental), and you were instructed to give them one piece of important advice on surviving at MSU, what would that advice be?

VI. **Establishing Compatibility**

Favorable adaptation requires that adapting persons establish compatibility (if not full identification) with the customs, mores, traditions and values of the new environment.

24. What are some of your likes and dislikes about living in a residence hall?

25. What kinds of pressures have you experienced since coming to MSU (personal, academic, and social)?

   a. What is the process you use to deal with this pressure?

26. Can you remember which academic experience you have had, since coming to MSU that made you feel very good about yourself and which one made you feel very bad?

27. Given the fact that MSU had a fairly good football team last year, and a "super" basketball team, would you describe yourself as a Spartan? If so, can you remember when you first felt like a Spartan?

29. Are you planning to return next year? (If yes, why?) (If no, why not and what do you plan to do?)

Concluding the Interview

Again, extend appreciation for the interviewee's participation in the study. Inform participants that they will be provided with a summary of the results of the study.

APPENDIX B

INTERVIEW GUIDE

APPENDIX B

INTERVIEW GUIDE

A Study of Minority High Risk Freshmen at Michigan State
University: Their View of Their Adaptation to College

1. Before you came to MSU, had you heard anything about it that
   stayed in your mind?

2. On the day that you received your letter of acceptance to MSU,
   do you remember what kinds of thoughts, feelings, or expectations
   you had about MSU?

3. Did you ever find yourself daydreaming about college life before
   coming to MSU?

   a. (If respondent answers yes) What did you daydream about?

4. What made you decide to attend MSU?

5. When you first came to MSU, what career field did you enroll in?
   Are you still enrolled in this career field? If not, why?

6. Have you at any time since you have been at MSU realized that
   things were not what you expected?

   a. Have things at MSU been pretty much the way you thought they
      would be? If yes, when did you realize this and what things
      happened to make you feel this way?

7. Looking back over your first year of college life, if you became
   president of MSU, what things would you change in order to make
   this university a better place for you?

   a. Why would you make these changes?

   b. How would these changes improve the university?

8. If you could start your freshman year over again and were able
   to select any college or university in the country, would you
   still choose MSU?

   a. (If respondent answers yes) Why?

b. (If respondent answers no) What kind of college or university would you choose?

c. Why did you pick this one?

9. Can you briefly describe the community you lived in before coming to MSU?

   a. What do you miss the most about that community? (family, friends, and social life)

10. When you return home to visit your family and friends, do they think you have changed since coming to MSU? If so, how?

   a. Do you feel you have changed? If yes, how? If no, why not?

   b. What do you feel caused you to change?

11. How do you feel about being a minority student at MSU?

12. Now that you are in your third term at MSU, do you feel that you have made many friendships?

   a. If yes, how many of these do you feel are really close friendships?

   b. If no, why don't you have any friends?

13. How did you go about making these friendships?

   a. Where did you meet these friends (dances, football or basketball games, in classes, at concerts, or other places)?

14. Do you have both black and white friends?

   a. How do you get along with members of both groups?

15. Do these friendships give you a feeling of support in times of need, motivation and identity with MSU?

   a. (If yes) How?

16. Have you felt the need to talk with a counselor, or older person since you have been here?

   a. Have you talked with a counselor or older person since you have been here?

17. Who do you know that is influential on campus? Why do you feel they are influential?

    a. Do you know any of these people on a personal basis?

    b. Do they seem to know you well enough to care about what happens to you at MSU?

18. Where do you go when you need information, materials, or personal assistance to help you solve a problem you don't feel you can solve by yourself (personal, academic, and social)?

19. What services or individuals at MSU have helped you better understand what is expected of you as a student?

20. What kinds of extra curricular and social activities are you involved in after classes? (If nothing, why not?)

21. Do you feel that you have established any type of relationships with the faculty of MSU?

22. Some of the students, like yourself, who started in the Fall did not get past the first term, still others did not make it past the Winter term, but you have made it into the Spring term. What did you do?

23. You have been asked to become a peer counselor for a group of entering freshmen (developmental), and you were instructed to give them one piece of important advice on surviving at MSU; what would that advice be?

24. What are some of your likes and dislikes about living in a residence hall?

25. What kinds of pressures have you experienced since coming to MSU (personal, academic, and social)?

    a. What is the process you use to deal with this pressure?

26. Can you remember which academic experience you have had, since coming to MSU, that made you feel very good about yourself and which one made you feel very bad?

27. Given the fact that MSU had a fairly good football team last year, and a "super" basketball team, would you describe yourself as a Spartan? If so, can you remember when you first felt like a Spartan?

28. How helpful do you feel the Office of Supportive Services has been in helping you to adjust to MSU?

    a. What additional ways could they help you?

29. Are you planning to return next year?

    (If yes, why?)

    (If no, why not and what do you plan to do?)

APPENDIX C

INTERVIEWEE BACKGROUND INFORMATION FORM

APPENDIX C

INTERVIEWEE BACKGROUND INFORMATION FORM

1. Name of Interviewee:_____

2. Interview Date:_____Time/Begin:_____ End_____

3. Location of Interview:_____

4. Permission to Tape-Record the Interview: Yes_____   No_____

5. Special Notations or Comments: _____

    _____

    _____

    _____

6. Sex: Male_____   Female_____

7. Ethnic Identity: Black   _____
                      Mexican-American _____
                      Native-Indian   _____

8. Age: _____

9. Hometown Residence: _____

10. Marital Status: single   _____
                     married _____
                     divorced _____

11. Career Goal: _____

12. High School Grade Point Average: _____

13. MSU Grade Point Average (after Winter term) _____

APPENDIX D

PANEL OF JUDGES TO DETERMINE FAVORABLE

AND UNFAVORABLE ADAPTATION

APPENDIX D

PANEL OF JUDGES TO DETERMINE FAVORABLE

AND UNFAVORABLE ADAPTATION

Dr. Andrew Hugine
Office of Institutional Research
Michigan State University
East Lansing, Michigan

Mrs. Ann Chandler
Ph.D. Candidate
Educational Psychology
Mighigan State University

Mr. Raymond Coley
Ph.D. Candidate
Adult and Continuing Education
Michigan State University

Mr. Frederick Oster
Graduate Student
Adult and Continuing Education
Michigan State University

Ms. Cindy Smyth
Graduate Student
Student Personnel Services
Michigan State University

Mr. Jeffery Case
Ph.D. Candidate
Secondary and Community Education
Michigan State University

Mr. Frank Cusmano
Graduate Student
Administration and Higher Education
Michigan State University

Ms. Abby DeLoache
Graduate Student
Student Personnel Services
Michigan State University

Ms. Jackie Skubel
Ph.D. Candidate
Administration and Higher Education
Michigan State University

APPENDIX E

CRITICAL FAVORABLE AND UNFAVORABLE

BEHAVIORS NOTED BY JUDGES

APPENDIX E

CRITICAL FAVORABLE AND UNFAVORABLE BEHAVIORS NOTED BY JUDGES

Rater's Name *Jeff Case*

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
1	She has stayed with her original curriculum. Studies occasionally with white people. Seeks help through Supportive Services.	Had difficulty with classes Winter term. Skipped classes. Classes became more rigorous. Doesn't test well.	Wanted to go to a large school. Expected a reasonable social life. Received financial aid. Satisfied with dorm life. Has adjusted well. Sharing facilities with whites.	Misses being around black people. Misses some social life. Feels lonely. Wants more friends. Has a hard time understanding young men.
2	Make a decent grade point. Good ideas for changing the curriculum. Has visited the museum and art gallery. Got a 4.0 in psych.	Had a difficult time adapting to ATL. Would not choose MSU again. Studies sporadically. Doesn't plan to return to MSU.	Excited about playing football--"I got to be something." Didn't quit school after being cut from the team. Wants to make it. Has made a friendship with a senior Gets help from the Black Caucus.	Was cut from the football team. Friends and parents had no influence in his decision to attend MSU. Has not adapted to social life. Misses his family and friends. Has racial pressure. He feels he's a minority. Hasn't made any close friendships. Does not consider himself a Spartan

154

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	**Unfavorable Indicators**	**Favorable Indicators**	**Unfavorable Indicators**
3	*Knows one faculty member. Budgets time. Hit the books. Advises to ask questions.*	*Difficulty studying. Failed a class.*	*Family thinks he's smarter. Most of his friends went to college. Mature--gained knowledge Dozen close friends. Gets along well with both black and white. Knew an older student asst. Seeks friends and Supportive Services for counseling. Felt like a Spartan with his letter of acceptance. Likes Supportive Services; plans to return.*	*Misses his family and friends. Doesn't like being a minority. Assaulted somebody?*
4	*High highschool GPA. Sacrifice personal life for grades. Places academics above social life. Plans to return.*	*Has a 1.9 GPA. Has pressures from professors.*	*Do it yourself. Has made some friends. Gets some support. Does have one older friend. Is involved (marginally) with Black Caucus. He's a Spartan.*	*Disappointed by the lack of black students. MSU ought to be more of a community. Improve administrative staff. Wants to go to Chicago. Misses social life. Does not like being a minority. No close friends. No motivation. No older friends on campus.*

155

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
5	*Mandate writing courses studied. Would tell students not to give up. Plans to return. Wants a B.S. degree.*	*Hard to adapt her first term. Wasn't accepted at other schools. MSU was her last resort. Doesn't want to return to MSU. Cut classes.*	*Doesn't miss family or friends too much. Has become a stronger person. Makes decisions on her own. MSU has a lot of things for minority students. Her friends do help her out. Has both black and white friends. Has seen a counselor. Involved in Black Caucus.*	*No real social life, wants to better her social life. Has real difficulty with her social life. Feels MSU is prejudiced. Has not made any friends but has close friends. Feels like she's a number. Doesn't consider herself a Spartan.*
6	*Felt relieved at getting accepted. Applied to Purdue and U of M. Apply yourself. Cut out partying. Good idea for student teachers. He would choose MSU again. MSU supports minorities better than the other 2 schools. Has applied himself—would advise others to do the same. Got a 3.0*	*Feels academic pressure—had a bad first term.*	*His family thinks he is more confident and intel-lectual. He thinks he knows more now. He's more independent. Isn't bothered by being a minority. Has 5 or 6 friends. Has black and white friends. Friends help to motivate him. Initiated contacts with supportive, older people. Knows an influential person. Knows of coun-seling and Supportive*	*Things haven't been what he thought it would be. He is the only one in his family who is attending college.*

156

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
6--cont.	*in math, physics, and chemistry.*		*Services. Tutoring. Feels he's a Spartan. Supportive Services have been helpful. Plans to return.*	
7	*Talked to her advisor. Her boyfriend is helping her study. Get into contact with people who can help. Plans to return. Didn't want to stay home and just "work."*	*Cut classes. Is on probation. Received a 0.0 Fall term. Didn't attend workshops.*	*Most of her friends came here. The dorm floor hangs together. Doesn't feel as if she is a minority person. Wants to get ahead. Gets along well with different groups.*	*Has difficulty keeping the room clean. Some friction with roommates but seems to adapt.*
8	*Wanted to attend good institutions. Prefers academic work to social life. Makes priorities. You make what you want of it.*	*No real valid reason for attending MSU. Has difficulty with GPA. Would choose MSU to attend again, wants a small school. Didn't attend Supportive Services' meetings. Will transfer after Fall term.*	*Doesn't think of himself as a minority student. Helps other people with problems.*	*Was disappointed at MSU at first. Didn't make many friends. Has not met minority aids. Does not feel as if he has changed. Has not talked with a counselor. Does not know anyone influential. Parents don't seem to support him. May have difficulty socializing. People can't help*

157

Rater's Name _Jeff Case_

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
8-- cont.				*him with problems. Does not consider himself a Spartan.*
9	*Desires more communication between profes- sors and students and has sought this out.*	*Feels that she is unprepared. MSU was her second choice. Wants to go to a smaller college. Has difficulty with counselors. Failed Econ. Doesn't know professor's last name. Feels as if she is a student number. Counselors make her feel "dumb." Doesn't really want to return.*	*Has two sisters at MSU. Visited MSU while in high school. Her family strives to improve. Gets along with people. Discipline Industrious, has to make progress. Gets support and motivation from both black and white friends. Attends church and teaches school.*	*Has a difficult time adjusting with black friends. Especially black women. Daydreamed about other colleges. Has not adjusted to the "North." Has difficulty adjusting to the commu- nity here. Without her sisters here, she would have left MSU. Came from a small community. Misses her family, especially her mother. Nothing around here that makes her want to stay. Did not choose to participate on a board. MSU is like a "Peyton Place."*

158

Inter viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
1	Expected profs to be "noncaring; but it's not that way." Essential that you spend 2 hrs/day on each subject. Still in same major. Did not do as well Winter term because the classes were harder. Has gone to advisor (Supportive Services advisor).	Didn't go to some classes Winter term.	Wants to be at MSU. Didn't expect to party all the time. Things at MSU are pretty much the way she thought they would be. Would pick MSU if she had to do it again. Feels she's grown a lot through experiences and knowledge at MSU: i.e., learning to live with a group of people--whites and blacks. Has made a lot of friendships, but not as many as she would like (through extra-curricular events--also classes). Friends give her a lot of support, motivation.	Misses being around blacks. Looks back on high school days a lot-- misses social aspect she had with friends. "Doesn't feel good to be a minority at MSU." Doesn't know who to talk to if she had social problems.
2	Willing to speak up in class. "Hit the books" after being cut from football team. Wants to change curriculum	Feels high school background might be deficient. Much more interested/ concerned with playing football	Excited about playing football. Seems accepting of disappointments. "Going to try to be some-thing" and not quit. Has recognized that his	Feels all schools are the same. Expectations out of alignment--felt things would be more liberal. Experienced racial/pre-judice sits. Feels MSU

159

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Faborable Indicators	Unfavorable Indicators
2-- cont.	to even out studying about blacks as well as whites. Sought advice about taking a class. Feels he "worked pretty hard." Adjusted expectations between high school and college. Realizes that you have to work. Sites psych. class as a positive experience.	Feels than academics. Classroom experiences disappointing. No relationship established with faculty.	expectations were not realistic. Feels drinking excessively, pimping in dorms is immature. Has realistic attitude/ perception of his position as a black in a predominantly white environment. Has thought through some options/ alternatives to try and confront racial issues. Trying to adjust to white environment at MSU--wants to "make it." Tells people "where I'm coming from." Out front, honest. Feels support from Black Caucus. Has talked to upperclassmen. Utilizes RA on floor--also Black aid. Read orientation literature. Aware of and has attended cultural offerings. Willing to seek out others--met others. Would advise peers to utilize services	is a white environment. Disappointed in social life. Would change colleges--not content. Wants to go to a smaller school. Misses family. They never let you forget you're a minority. No close friendships--some acquaintances. Doesn't know anyone influential. Doesn't utilize services offered by MSU. Not involved in any extracurricular functions besides Black Caucus. Would advise peers to stick with other blacks Doesn't feel he's a Spartan.

160

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
2--cont.			offered. Comfortable with not partying a lot--sees need to relax every once in a while. Adjusted to not playing football. Perseveres--Doesn't want to be a quitter. Willing to try and get along but also realizes "I gotta be me."	
3	Interested in engineering. Knew about library. Wants to do well. Re-aligned career expectations. Realize you "can't make it" if you party a lot. Developed positive relationship with professor. Studied, budgeted time.	Change of major. Failed a class. As President, would "get on some of the profs." Feels he has deficient English background--feels a 2-yr college might have been better. Hard time with studying.	Happy to get accepted at MSU. Desires independence. Sought opinions of others on MSU. Would "probably" re-select MSU --likes the atmosphere. Misses family but likes being away from home. Has met a lot of friends but still misses old friends. Feels he's more mature--more independent decision-making. Doesn't feel he has to "prove himself" to racist whites. Has made 12 close friendships. Met	Expect to party all the time. Frequently bored--to overcome this he plays basketball, visits his "lady," studies. Not enough blacks. Weight loss (depends on how much, etc.). Feels prejudices. Still hangs tight with high school friends. Only extra curricular activities are parties and basketball. Tripled during Fall term.

161

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
3--cont.			*a lot in cafeteria, class, parties. Has both black and white friends. Race isn't an issue with friends. Feels friendships are supportive. Has sought counselors' help on personal matter. Feels confident towards "student sister." Always "ask a lot of questions." Aware of Head Advisor, Student Services, Ad. Bldg. Feels Supportive Services has helped him adjust. Didn't study "too" much. Not afraid to ask questions in all situations and would advise peers to do so. "People (in dorm) help you out--academically and socially." Doesn't knuckle under to peer pressure to party. Feels like a Spartan. Wants/ plans to return in Fall.*	

162

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
4	*Career plans thought about from before high school--knew academic plans from the start. Re-aligned academic expectations-- adjusted priorities. Still enrolled in declared major. Met friends through classes. Some faculty relationship. Academics top priority. You've got to struggle, study hard. Perseveres to resolve concerns. Felt good to be able to relate to what prof. was talking about. MSU excellent college for medicine-- intends on returning*	*GPA 1.9. Profs don't give any flexibility (i.e., with papers). Discontent with profs.*	*Wants to give all he has to MSU. Expected more from school than academics, i.e., meet people. Independent. Sought advice from ad. and academic staff. Re-aligned expectations. Utilizes student services. "Everything you need is on campus." "Used to" going to college--sees need to leave family to pursue career plans. Realistic outlook--has changed. Do things for himself. Has made acquaintances in class. Feels support from some friends. Thinks for himself--thinks before he acts. Will call aunt with concerns. Utilizes Supportive Services. Utilizes Univ. Coll. and advisory staff. Academics top priority. Not a lot*	*Frustration w/adminis-trative offices. "Noth-ing to do" in E. Lansing. Would transfer to U. Ill. Not many friends. "No one gives a damn unless you do it yourself." People here make you change whether you want to or not. Doesn't like being minority. No close friendships established. Not sure how well he gets along with blacks. Doesn't like room size, cafeteria food.*

163

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
4--cont.			*of personal pressure. No discrimination experienced. Realistic, thought-through feelings on pressures. Feels a Spartan. For all it's faults, MSU is a good school--will return in the Fall.*	
5	*Didn't want to over-extend herself with wrong major. Spent time looking into what profs she'd have for certain classes 2nd term--checked it out. Studied hard for test. Goes to profs for help or if she has ques-tions.*	*Felt like a "complete dummy" in some classes. Withdrew from original major choice.*	*Tries to get a little bit done each day--keeps trying. Feels she's "a strong, independent person." Attends variety of activities--games, plays, parties. Feels she has 6 to 7 close friends, are supportive of her. Went to Mecca Center at Brody. Uti-lizes Black aid to help w/concerns. Would advise peers not to give up.*	*Feels social life isn't what she expected--"I don't have a social life." Didn't really want to come to MSU. Everyday asks "what am I doing here?" Trying to find out if college is for her. Wouldn't choose MSU again --wants the atmosphere of all-black college. "I feel like I'm just a number here." Gaining weight. Feels MSU is very prejudiced place-- but couldn't identify why. Doesn't feel she's met any friends. Doesn't*

164

Inter-viewee Code Number	Academic		Social	
	Faborable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
5-- cont.				*like white people but will be around them if she has to. "Never thought I'd make it (through 1st term)" "Don't know how I did it." Handles personal pressures by telling herself to "hang in there" and she prays. Dropped classes because of weather. Doesn't feel she's a Spartan--not involved with school.*
6	*Has same major as he did when he came. Realizes he needs to apply himself and needs to cut out overpartying. Has talked to academic advisor, tutor. Got A's on tests because he told himself he would.*	*He feels his study habits are poor. Feels like he wants to quit at times. Feels academic pressures are the worst.*	*Realizes he'd have to do things for himself. Sees need to "roll with the punches." Feels he's more independent now. Feels he's made 5 to 6 close friends. Approaches groups of people and introduces himself. Feels friends are supportive and motivate him to keep going. Has talked to advisors*	*Didn't talk to anyone prior to coming to MSU. Expected to do a lot of partying and a little studying. Social life not what he expected. "Can't go home when (he) wants to." Hardest adjustment is being away from friends and family. Can't think of anything to do to improve his social/personal life.*

165

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
6-- cont.			*about concerns. Seeks advice from peers. Utilizes some services offered. Studies on campus. Plays IM basketball. Tells self "I gotta make it." Would advise others (peers) to apply themselves, do your best. Feels like a Spartan.*	*Contradiction--when talking about why he would pick MSU if he had it to do again--he had been talking about the problems he has had socially, personally, and academically--now he says that these are the very things that appeal to him and would keep him here. "I'm a nobody here." Doesn't like sharing room w/someone he doesn't know.*
7	*Strong vocational preference. Has gone to academic advisor. Started using schedule to manage time--does not party as much --studies more. Utilizes tutoring services. Dropped job to allow more time for academics.*	*Bad Winter session (8:00 a.m. classes)*	*Goes to RA for assis-tance. "Things are pretty much the way I thought they'd be." Would still choose MSU if she had to do it over again. Considers herself an equal with other stu-dents at MSU. Has made friends since she's been here (both black and white). Has made 2-3 close friendships since*	*Disappointed with roommate(s)-tripling.*

166

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
7-- cont.			*being here. Participates in variety of extra-curricular activities. Feels like a Spartan. Planning to return to MSU. Looking for job in her major field.*	
8	*Still in same major. Started balancing his social life and academics. Goes to advisor with academic problems. Has learned to cope with academic pressures.*	*First term--didn't get into books.*	*No set expectations (specific ones)(seemed flexible). "On the go" all first term. Learned to get over homesickness. Doesn't feel he's a minority. Made a lot of friendships. Has a few close friends. Made friends by "being myself." Has made a couple friends from off-campus. Has both black and white friends. Has learned to cope w/social pressures (friends trying to get him to party and he doesn't want to).*	*Wanted to go to U of M. Relationships "falling apart" when he turned to studying. Prefers a smaller school--wouldn't choose MSU again. Tries to solve all problems by himself. Doesn't utilize services offered students. Doesn't participate in any extra-curricular activities. Doesn't consider himself a Spartan (but it's not important to him).*

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
9	*Speaks highly of elementary ed experience--also has thought through changes in high school and how this would affect expectations and actual experience. Still in original major. Has learned how to study--taught herself--disciplines herself. Knows some faculty members--has gone to them for help.*	*Feels intense academic pressures.*	*Feels comfortable with her social life. Feels she's changed--more independent, industrious. Has met people, both black and white, at extra-curricular activities and classes. Feels friends are supportive. Has joined a church. Has put time into thinking about coming to school and "talking to myself"-- "am I ready?" Feels like a Spartan--esp. during basketball season.*	*Doesn't feel she's adjusted to "the North" (even though she's been here 10-11 years). Feels environment doesn't "make me want to do anything but study, eat or sleep." Lack of awareness-- thought MSU had already chosen a president. Would have left MSU if her sisters hadn't been here. Would like a smaller college. "You are classified as a number here." Calls mother when she's down, depressed. Very few friends, a lot of associates. Most friends are sisters or sisters' friends. Doesn't utilize many (if any) student services. Trying to get out of residence hall. Does not plan on returning to MSU next yr.*

168

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
10	*Changed to computer science. Found a field. Perceives need of students for support in the professions--medicine-- more black advisors. Feels things are pretty equal in classes--no out right prejudice. Get help before it's too late in the course. Feels pressure of course work. Doing well in Eng. and math. Understood what happened when she flunked Nat. Sci.--it was her fault she said.*	*Attributes differences in grades to racial differences (early in tape). Studies at the last minute.*	*Talked problems and concerns over with friends. Went to parties. Participates in Black Caucus. Would come to MSU again-- does not know any other campus. More outgoing-- according to friends. Feels more independent-- on her own. Tries not to let being a minority bother her "now." Has made close friends since coming to MSU. Has a group of close friends who encourage and help. Has both black and white friends. Has talked with Black Aid and Head Advisor. Influenced primarily by friends. Eats at another dorm. ORPHEUS Choir. Identifies herself as a Spartan. Will return to MSU--likes it.*	*Had "roommate problems." Doesn't participate--not involved on campus-- doesn't go to dorm meetings. Not used to being quiet in the dorm. Goes to parties to "escape."*

169

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	**Unfavorable Indicators**	**Favorable Indicators**	**Unfavorable Indicators**
11	*Changed her major based on future expected earning vs. time investment. Got help from people around the dorm. Wanted to do well. Goes to teachers to find out what's wrong with her papers. Attempted to resolve things with a teacher—went to see the dean. Got help from the T.A. Decided to stay in the class even though she knew the teacher was preju-diced. Studies with her roommates. Been helped a lot by an ATL teacher— convinced her she could do it.*	*Upset about her papers—"her biggest disappointment." Hassled with a teacher. Get more help at a small school. Going to go to smaller school this summer. Thought at one time she couldn't be in college. Doesn't have a major.*	*Knew people on campus and had been here before. Didn't want to be on same campus as her best friend. Recognizes that with an equal chance—whether or not you succeed is up to you. Feels she's grown-up a little. Can deal with problems on her own better. Can relate to people better. More independent. Went out and got a job—at the library. Gets along well with her roommates. Sometimes feels good and bad about being a minor-ity. Not bothered by living with white people. Ten close friendships. Meets people a number of ways. Gets along with friends. Friends give support. Used the Black Aide. Wants to go to*	*At first to herself. Would like a smaller school first and later. transfer. Doesn't talk with anyone at MSU except her boyfriend about her troubles. "Don't know who you can tell what."*

170

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
			school--sees herself as self-reliant. Don't let yourself down--think positively. Learn to ignore a lot of things people say. Identifies w/MSU. Is in Black Caucus. Up to the individual to help themselves. Plans to return-- likes it overall.	
12	*Discovered if she shows she wants help in class they'll give it. Worked harder when she saw her grades go down. Goes to library. Goes for help if she needs it. Satisfied--is aware of Supportive Services. There's help available--it's up to the student to get it. Would come to MSU to study. Has become more*	*Hasn't gotten to learn to take tests --her "downfall."*	*Asserted herself at home with her father to get to come. Made her own decision to come. Perceives people as open and friendly. Did seek use of athletic facilities. Joined the track team. Thinks more about the future. Tries to see other people's views. Never really thought of herself as a minority. Six close friends. Is outgoing. Offered to help a fellow student.*	*People are different-- can talk more openly with friends at home. No extracurricular activities. Hasn't gotten involved with sports events.*

171

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
12--cont.	studious. Friends help her with home-work. Friends moti-vate her. Used the Learning Resource Center. Talks with advisor about classes. Seeks out sophomore for advice. Knows its up to her what she does academically. Used Supportive Ser-vices. Tries to get to know teachers. Tries to keep up. Go to the Prof for help.		Gets along with friends. Friends are used for support. Uses facilities. Men's IM--Jenison. Room-mate is good. Influences her. Feels people care. Belongs to a Chicano group. Likes the dorm life. Had to explain to her mother and brother why she had to come after her father's death. Identifies w/MSU. Plans to return. Accepted as Chicano aide.	
13	Switched to engineer-ing. Because they help Blacks more. Took a class to learn how to study. Went to counselor. Studies with friends. Shares her informa-tion w/friends regarding programs. Friends motivate her studying. Went to	Switched major twice.	Would choose MSU. Takes awhile to get adjusted. Doesn't really miss her friends except her best friend. Feel she's learned more academically. Grown as a person. She feels being away from her mother is working out fine. The environment made her change. She feels fine as a minorty at MSU. Four	(None)

172

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
13-- cont.	*Supportive Services to find out how to get involved. Developed some relationship with faculty. Worked hard --got all the help she could--used tutoring. Need to set goals and need a direction.*		*close friends. Introduced herself--met people (at dances). Both black and white friends. Goes to dances, bowling. Generally likes dorm life. No social and personal pressure. Went to basketball games. Planning to return in fall.*	
14	*Still a business major. Went to talk to her teacher about the trade. Went to Supportive Services meetings. Friends motivate her to study --compares herself. Used Supportive Services' tutors. Would see the profs for academic problem. Went to Black business group. Established some relationship for/with profs. Sits in the*	*Sees the work as hard. Is failing CPS and math. Feels intense academic pressure. Doesn't seek help.*	*Realized she needed to control her temper. Realized that she needed to get along. Family and friends think she's gotten nicer. Thinks she's thinking of other people more now. Feels she's grown up a lot. Environment forced her to change. Made her roommates think she liked them because she knew she needed to get along with them. Gets along better with white people. Has close friends (all black). Feels*	*Didn't have a good outlook after orientation. It's so big. Didn't get along w/her white roommates. Would not choose MSU again; would want more blacks. She sees she has no place to go to go out. Doesn't use any facilities. Just goes to class and to her room. Doesn't go around trying to meet people. Would go to her mother w/a personal problem. No extracurricular. No*

173

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
14 cont.	*front of class. Asks questions-- uses office hours. Studies a lot. Residence hall helps you study--everyone else is. Enjoyed nat sci--learning about yourself.*		*friends support her-- talks to them. Iden- tifies with MSU. Plans to return to get a good job.*	*social life to speak of. Doesn't really want to go to college.*
15	*Still enrolled in her original major-- journalism. Sought help from Supportive Services to get out of large classes and get tutors. Saw Supportive Ser- vices' counselor. Feels counselors care about her. Knew where to get academic counseling. Goes to the library --watched who she spent time with-- you tend to study if you're around*	*No relationship with faculty. Gets ner- vous taking tests. So bad that she flunks.*	*MSU is what she expected. Would still choose MSU. She likes it here. People are OK. Black people stick together. Content with herself as a minority. Signed up for a white sorority rush "to see what would happen." Has a lot of friends; ten close friends. Close friends w/roommate. Sees herself as the idea-person. I'm my own person. Knew about The Answering Place. Knew about counseling places. Writes for*	*Stayed in my room and studied. I never went anywhere. Friends came to me. Friends never do anything without each other.*

174

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
15-- cont.	*people who study. It's important to budget your profs personally. Enjoys tutoring.*		*People's Choice. Black Caucus--active. Discovered she couldn't party a lot and seems to have adjusted to dorm life. It's all right. Do things by yourself sometimes. Feels the school spirit. Will be returning.*	
16	*Still in the same major--retailing. Went out and got help in class. Used Supportive Services for tutor. Saw his advisor. Friends motivate you to study. Used Supportive Services. Has a relationship with a few profs. Need to learn not to let bad grades upset you so much you can't function. Realized he had*		*Would still choose MSU. Likes it here--the campus, the people, no big racial hang-ups. People are friendly. Parents feel he's more independent. He feels he's more independent. Changed as a result of the new environment. It's challenging being a minority at MSU. Has about 10 friends--both races. "Talks to anybody." No problems with friends. Two to three close friends. Talked*	*Feels like one in a million sometimes.*

175

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
16--cont.	*trouble w/Econ 200. Waited too long to get help.*		*w/counselors and advisors. Black Caucus. Dorm student government. Dorm publicity. IM--basketball, parties. Have to take the good w/ the bad. Do for yourself what you can. Keep a close relationship with someone who'll motivate you. Believe in yourself. Adjusted to dorm life. Will return--wants to get through*	
17	*I have to get myself together. In engineering still. Discovered you have to study to get through. Gets some academic motivation from friends. Thinks the advisor and counselors in engineering care about him. Goes to teachers for*	*Not studying--low grades. Hasn't learned study habits. Advisor is worried about how he's doing but he won't go to him--feels he must do it alone. Hasn't adjusted to not hav-ing to go to class. Hasn't used Suppor-tive Services.*	*Changed dorms because he's unhappy. Would choose MSU. Isn't both-ered about being a minor-ity at MSU--no bad expe-riences. New friendships --three to four. Got along well w/his room-mates. Friends give him support when he's down. Does weight-lifting at at IM. Tried to correct what he's doing wrong--*	*It scares you to have to go up to the Supportive Services offices--a lot of trouble.*

176

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
17--cont.	*academic problem. Minorities in Engineering program. Knows a teacher in engineering.*		*still working at it. Wants to stay. Likes the residence hall because of friends. Plans to return --likes it.*	
18	*Still in theatre. Feels friends motivate her academically. Went to see her advisor. Talked to graduate student. Gets to know one or two of teachers per term-- talks to them. Studies. Remember that academics is why you're here. Don't let it slide.*		*Parents are in Germany. Has to rely on herself and friends. Friends thought she seemed more sure of herself. Making her own decisions. She feels she has grown up--you have to rely on yourself. Learned better how to deal with people. Changed due to her environment in a dorm w/upper classmen. Realized that life is not easy. You need to realize that. More responsibility. Three to five close friends. Mostly white. Feels friends support her. Meets people at concerts, cafe, class. Plays intramural football and softball. Is in theatre. Goes to*	*Finds people aloof.*

177

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
18--cont.			concerts, movies, parties, etc. Tries not to let people get to you. Try to understand why people do what they do--learn from other people. Considers herself a Spartan. Never had to use Supportive Services. Will return to MSU. So far--or might try to get into a more specialized school.	

Rater's Name _Frank Cusmano_

10	Thought school would be really hard--isn't. Was in office ad--non-CPS. Studies at last minute. Not that hard yet.	Flunked Nat Sci. Hasn't set up good study habits.	Thought school would be outrageous and wild. Would choose MSU again. Eight close friendships. PCW. Goes to other dorm and parties. Orpheus Choir. A Spartan front runner. Will come back--likes MSU a lot.	Not that many blacks--races separate. Whites do better on tests. On our side. Lonely outcast as a black. Dorm noisy.

178

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
11	*Med Tech, now. People in dorms helped her, when she had trouble on a paper.*	*First paper really cut down and it hurt. Had teacher who wouldn't make time to help her. Older teachers evil. Five-hundred students in class and can't ask questions.*	*Boyfriend goes to school here. He's a junior. Would go out of state if she had money--any-place warm and smaller to get more help. Social life OK up here-- people really friendly-- easy to laugh. Everyone says she's lost weight. Vocabulary has changed-- feels she's grown up. Studies with friends. Seeks help. Works at library. A Spartan. Will return.*	*Wasn't hard to adjust. Knew people here and had visited. Would even races up--older teachers not up with times--don't give equal opportunity. Lots of things unfair. Feels she goes through hassles cause she's black. Misses family and friends to talk to. Doesn't trust people here to share with and being busy misses social life. Feels mistreated because she's black. No relation-ship with faculty. Depressed over no major.*
12	*No pref--maybe Spec Ed. Teach study skills. Feels good that studying has a good outcome.*	*A lot of homework. Has to spend a lot of time. Has had bad grades.*	*People are nice/open. Satisfied with MSU. Particularly Supportive Services. Would go to Mexico to study Spanish. --Would come here other-wise. Quieter--thinks more about future. About six close friends.*	*Strict parents. Dad didn't want her to go. Wasn't ready for bigness. People competitive. Misses friends/different here. No extracurricular.*

179

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
12-- cont.			*No problems w/whites. They're interesting. Has sought help and found it-- Feels others on staff care about her. Is a Spartan-- not into sports. Plans to return. Is a Chicano aide next year.*	
13	*Came for business program and finan- cial aid. Switched out of NP to Engi- neering because of black counselor and free tutoring. Sought out coun- selor. Feels academically "wiser."*	*First term rough. Had to take a class to learn how to study--bummed out. Would have more black profs. Would have tests not multiple choice on computer form. Hard to feel at ease being "token."*	*No disappointments w/ social life. Would still pick MSU. Takes a while to get adjusted and make contacts. Feels has grown as a person. Getting along without Mom just fine. Four close friends. Picks up information from friends Friends motivate to study. Talked w/counselor at Sup- portive Services. Worked hard to make it. Used tutoring services. Got all the help she could. Deter- mination and a clear goal to make her go and get help. A Spartan. Will come back.*	*Blacks leaving MSU, because whites not helpful. Misses Mom and talking to her. Doesn't identify with campus culture.*

180

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
14	Good school for business. Still in Bus. Mgt. Studies math and CPS.	Would open Supportive Services to other blacks. Feels can't go any, must study all the time.	Doesn't cry as much or get mad as much. Would not choose MSU again/ another college half black, half white. She's gotten nicer, not as mean, got to study. Has grown--social pressure helped. Has friends--get along better with whites. Friends provide motivation and some identity. Uses Supportive Services. Advice: Study. Would come back, has experience.	School really big! Thought there'd be more blacks. Fiance not here. Disappointed with original white roommates. Things not what she expected. Fewer movies here--silly movies for white folks. Really no social life here. Disliked triple and long trip to john and food.
15	Not as hard as she expected. Got out of large class into smaller class. Goes to Supportive Services. Goes to workshops. Learned to budget time. Hung around with people who studied.	No individual help. Change large classes to small ones. Need more teachers. Get to know prof. Too much pressure to do on one day.	No expectations. Day-dreamed about being on own. Social life good--meet expectations. Would still go to MSU--large and close to home. Blacks stick together and help one another. Social life same as at home. Made a lot of	"People's Choice" needs funds. Need more help from black aide/mostly social. People are (?). Misses family--being around friends. Rooms too small--community bathroom--people too close/noisy. No relationship w/faculty at

181

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
15--cont.			*friends. Ten close friends. People came to her to be friends-- gets a sense of support. Black and white. A leader. Hasn't needed help--felt counseling of Supportive Student Services was positive. Really aware of resources and uses them. Dances, writes for "People's Choice," active in Black Caucus. Supportive Services very helpful. Hasn't changed at home. Friends say she's not as crazy. Becoming more feminine. More independent. "Ice skates incident and white sorority/prejudice.*	*MSU. Guys press you. Cliques dangerous. Not a Spartan? Don't be hostile toward whites.*
16	*Friendships motivate to study. Seeks out prof(s) and has relationship.*	*Harder academically than he anticipated. Have to be independent. Have to find counselor. Econ 200.*	*Sister, high school friend here. Counselor said MSU had good business school. Likes people and campus. No*	*Improve supportive services. Use summer orientation to let people know what's going on. GPA up and in eyes of*

182

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
16-- cont.			racial hangup here. Would come here again. Misses family support. Friends think he's changed. More intellectual. He feels broader minded. Parents feel he is more independent. A "challenge" to be a black. A really positive attitude toward an adverse situation. Has made friends-- about 10 close friends. Talk to anybody-- excellent relationship with black and white-- some support from two or three closest friends who are black. Likes brotherhood/family feeling of closeness. Will return.	freshmen. One in a million--by lecture hall. Lack of privacy/food.

183

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
17	*(None)*	*(None)*	*Wont' give up. Wanted to go to a big school. Lots of people want to help. Wants to do by self--knows he has to. Changed dorms to find more personal feeling and friends. It is friendly here--wouldn't change school. Three to four close new friends. Tries to correct what he was doing wrong. He wants to be here. Feels he hasn't changed.*	*Bad study habits. Social life with girls not as good as expected. Did dream people going to be booking whole time. Keeps DPS from giving tickets. Improve trans-portation and cooking of food. "Rejects?" assistance?? food not always there.*
18	*(None)*	*Make classes smaller--reduce size of student population. More personal. Academic pressure is great.*	*Military family. Happy-- daydreamed about MSU. Would still pick MSU-- good dorm. Keen insight. Would go to different school for 2nd, 3rd yr. Misses solace of family. Moving around a lot has helped. Friends said she'd changed: surer. Feels she's grown up and*	*Classes too big. Compe-tition too stiff. Living in small dorm and having to live all term with people. Parents in Germany--must stay here. Everything too huge, too large, impersonal. People cold, non-caring. Blacks standoffish, whites aloof. Would like*

184

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
18-- cont.			*changed. Have to rely on self. Very mature 18-year old/responsibil- ity. Blacks standoffish, whites aloof. She can go either way. A lot of acquaintances--few friends. Maybe three to five close friends. Get support. A Spartan. Is important, wants to see school excel.*	*to have black friends. Small dorm.*

19	*Went to see prof (ATL). Learned how to do self-paced class more success- fully Winter term. Would return cause classes aren't so bad, thinks she's learning--will know even more by next year. See prof/ other students/help at engineering bldg. Relationship with*	*No help from profs-- "Not like I thought it would be" English class. Self-paced classes--needs more structure. "Gotten worse academically." Based on grades. Segregated in math, engineering class liked it the best. Doesn't go to Sup- portive Services when they ask her*	*Wrote to Admin. about Fin. Aids. Inform blacks about Supportive Ser- vices/tutoring/studying (response to concerns of peers). Misses family, not friends, not social life. Misses instru- ments/job/hobbies. Changed for the better; responsible, more grown up. Three close friends. Support--they listen/ confidential. Motivation*	*Run around an Admin. Bldg. No extracurricular. ??illness?? No Spartan identity. Doesn't attend sporting events.*

185

Inter-viewee Code Number	Academic		Social	
	Faborable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
19--cont.	ATL profs and engineering. How did _you_ survive? Studied and went to class/sought out help. Advice: Study extra hard/ know it will be tough. Academic pressures: go to math everyday. Need better study habits.	to--goes someplace else for help.	to study. Know two influential people she feels care about her. Rely on mother/friends personal prof. Movies, some parties. Church. No social pressures.	
20	Flexible in terms of academic major. Talked to advisor when having academic troubles Winter term. Uses Office of Supportive Services-- didn't go Fall term--has gone recently. Has a tutor. Next yr. will go sooner. Couple of profs he		Concern/confusion about "racial barrier"--Black Caucus, classes. Educate inner city blacks about Developmental Program--admit/recruit qualified black students. (Wouldn't choose MSU because of weather-- degree program.) Growing up/becoming brighter-- family says "that's good." All comments have been positive. Independent--	Social kind of boring/ routine now--but good at beginning.

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
20-- cont.	*can talk to--has seen during their office hours. How did you succeed? I did my homework/got good study habits. "Books first, social life second." Pressure to maintain GPA. Good experience: Communications 115.*		*see life broader. Made a special effort: only went home once Fall term, so he could get adjusted-- long adjustment period. Being a minority is a challenge--try it out w/everybody. Twenty-five close friends--made them by eating in their halls, made it a habit to visit people in spare time (a lot). Participate in dorm activities/Caucus activities. Tries to do every-thing w/somebody else-- "good habit." Knows south complex director personally. Plays IM sports--help organize show and host in pageant--Black Caucus--rep to dorm council. Parties. Likes having people around. Why? Decision to join fraternity. Spartan identity. Will return-- happy most of the time.*	

187

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
21	*Talked to roommate about it (poor grade on test). Got help from friend for next test. Person off-campus she asks about how to study. Knows one prof on personal level. Success so far: realized had to study more, learned better writing style. Advice: If you need help, ask for it. Psych class good experience (content). Supportive Services (J. Turner)—helpful (need better academic advising).*	*Heard Nursing program was unfair. Studied hard for Bio Test Fall term—got 1.5—had a neg. feeling until Winter term. Profs don't really care. Change Univ. Requirements (Hum & Soc Sci). Whites don't have to study as hard as she does. Nat Sci bad experience (content).*	*Has made two close friends—sharing academic concerns. Has talked to RA. Marie Hanson has helped her adapt (talked about GPA). Spartan identity during basket-ball.*	*Hasn't gone out as much as she expected. People aren't as friendly as she's used to (girls and guys). Freshmen shouldn't have to live on campus. With home friends can be self—at MSU feels like she must act like everybody else—Detroit. No changes since being here. Being minority "gets to me"—feels like whites are always check-ing up on me. Pressure to pledge a sorority (avoids them). Didn't go to football because would be with too many whites.*

188

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
22	*Chose MSU because of developmental program. Took interest tests at Supportive Services-- SS is getting message across to students. Set expectations high-- so that when things come down you'll be ready for it. Learn what prof to take for what grade. Pretty much what expected academically. Friends give motivation to study. Knows four profs/couple administrators. Studies all day Sunday after partying. Success: use library/talk to prof/ask questions. Pressure to do well academically. Good experience ATL.*	*Poor academic advising--little help. Profs are no help to students in trouble. Whites hate to see blacks do better than they do. Slumped in math class--difficulty with prof.*	*Track team. Would give more realistic preview to new students. Family and friends think he's changed. Feels he's changed a little--more serious about life-- questioning things around him--looking for two sides of story--did this by listening. Tries to make as many friends as possible--feels adjusted. Five to six close friends. IM sports. Parties/ movies. Learn to live w/different types of people.*	*"Deceived" about res. halls--how college will be. Expected more blacks--feels academically disadvantaged to whites. Not what expected socially. Lacks personal attention. Would start at junior college. No real Spartan identity.*

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
22--cont.	Advice: Study before partying.			
23	Getting help from profs. Harder here and studies more here. Knows ATL teacher--helped her learn how to deal w/people. Talked to counselor about academic problem-- has been helped so far. Sent to LRC for studying tips and to pay prof.	Disappointed in grades. Feels profs get on her because she's black--not as much as in Fall-- beginning to under- stand them more-- they don't really care what happens to you. No place to study in dorm. Pres- sure in not knowing how to study. Hasn't talked to anyone from Supportive Services. Trying to do it on own--wished she'd gone. Not planning to return because of GPA.	Did something about not meeting enough people-- started speaking to people--made more friends. Miss family/not friends. Family says she is quiet- er, mother thinks she's changed. Friends say changed in positive ways. She feels started to make own decisions, more friendly--people caused her to change. Three close friends give security/support--made friends by being more open and having conver- sations--talking in class. Help her identify w/stu- dent way of life--learn how to deal w/people on campus. Friends, teachers, counselors help her under- stand role as student. Parties, movies. Success:	Disappointed in number of people met. Wouldn't choose MSU again--would choose smaller college. Social life better before--easier to meet people. "Feels like an outsider." Lots of activities for whites. Felt the need to talk to someone about problems-- never did. No extra- curricular.

190

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
23-- cont.			talked to a lot of counselors and students gave her encouragement-- now she's used to it-- isn't that hard anymore. "Any help is better than none." Advice: "Know yourself first--then you can know everybody else." Spartan identity.	
24	Everything is what she expected except small change in grades. Always tries to get black profs. Talked to academic advisor-- flunked psych class. Has had tutors since Fall term--counselor in Supportive Ser- vices. Advisor in hall--help define role. Relationship with two Nat Sci. profs. Success: Studied! Went to	Bad--flunking course.	Talked to friends before coming about dorm life/ places to go out. Day- dream about getting away, roommate, football, dat- ing a football player, basketball. Came to MSU to get away from old friends. Likes social life. Would still choose MUS--hated it at first. Got sick all the time-- flunked a class. Mother says attitude has changed --voice--talk "whitish." Boyfriend sees changes-- appearance. She thinks	B.C. isn't strong enough. Not many places blacks go out to. No extracurricular because she works.

191

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
24-- cont.	tutors--got tutors before having problems. Advice: Build good study habits. "No academic pressures." Good--30 on psych mid-terms. Supportive Services very helpful!		she's changed--more stable --took on responsibility. Seven close friends--does not know how she did it-- listening to problems. Support--motivate to study --go to library--quizzing each other. Talks to soph. roommate and RA. Bowling, tennis. Spartan identity --Homecoming game. Will return, likes MSU.	
25	Class life is what she expected. Would still choose MSU-- you can learn if you apply yourself. Friends think she is "getting educated." Changed study habit from high school-- had to to make it in environment. Relationship w/one prof in ATL, talked to him when she wanted to drop out	Changing major. Stuffy profs, hours decoding books she can't understand. Had to take night class. Doesn't know who to talk to about academic problem. Gets run around from advisor. Wanted to drop out cause of profs. Most pressure is academic (pressure at end of term)-- worked harder during	All wanted her to stay home, came to MSU anyway. Dorm life is what she expected. Recommends: minority career speakers, study habits. Make it easier to adjust. Family says she's calmed down, responsible. Has learned to stand on own two feet, be self-sufficient. Made five close friends; sometimes, give support in times of personal lives. Good influence from grad	Got run around first week--name problem. OK after got through red tape. Impersonal, scary. Has felt shut-out (socially in res hall). Wouldn't go to counseling center if she had to. No social activities. No privacy in dorm. Limited in transportation. Expensive/high phone bill. Never been to office of Supportive Services

192

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	**Unfavorable Indicators**	**Favorable Indicators**	**Unfavorable Indicators**
25-- cont.	*after winter term. Studied more Winter term. "Tough it out"--it's rough-- relax! Enjoys ATL and History. Academic advisors are no help at all-- should be changed.*	*worked harder during last 3-4 weeks to alleviate pressure. Tough time in Nat Sci.*	*advisor. Talk to best friend personal problem. Delegate to hall gov't. On committee for B.C. Only way she'll get to do what she wants is to stay here. Is a Spartan-- after MSU won Basketball Championship.*	*(recognizes how they might be able to help her now). Will come back to MSU next year. Transfer jr. year.*
26	*Changed majors cause didn't like pre-med course work; can always go back to it. Had to talk to advisor at Bessey --didn't want to go. One teacher she's close to, ATL, feels he cares about her. Study hard to sur- vive. Good expe- rience, giving a speech.*	*Whites more prepared, she expected it, but didn't know it "would come so bad." Hard to get tutors at time you are avail- able. Goes to mother for academic, social and personal prob- lems. Can't study cause of noise in hall--irritating. Bad experience--accused her of cheating. Doesn't want to tear brain to breaking point.*	*Never been disappointed about being here; except academic disappointments. No social disappointments --knew she would meet all kinds. Took disappoint- ments in stride. Can't think of social changes. Get explanations about classes during Orienta- tion. Would still choose MSU--get to meet a lot of people. Doesn't seem to miss anything unusual-- Friends say she goes out more now when she's at home; more independent. Knows a lot of people--*	*Wanted to go to Calif. Mother wanted her to stay here--only applied to MSU and Western. No extracurricular activ- ities. Can't stand res halls/likes privacy too much. Describes self as Spartan "to a degree." Didn't give Supportive Services a chance. Not real specific about characteristics of adjustment. Not plan- ning to return next yr.*

193

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
26-- cont.			*two close friends. Close friends in dorm, acquaintances around campus. Friends give support and motivation. Has talked to grad ass't about problems w/whites on floor-- Pam. Go cart riding, learning tennis/parties. Need determination to survive. Keep social to minimum/party once a week to let off steam. Likes that she gets to meet people.*	
27	*Investigate university requirements for liberal arts ed; classes are too big. Went to talk to prof about grades (she didn't know who he was). Changes would keep people enrolled. Changed academically --studies more. For*	*Expected to do much better academically. After first mid-term, realized things would be more difficult. Classes so impersonal. Constantly at the grindstone. Panicked when fell below 2.0. Wasn't informed that Soc Sci was soph class, no*	*Learn that you can't know everybody; be well-known; go through depression. Talk to friend to share concerns. Find mutual solution. Doesn't know about social changes-- Still adapting himself. Learn a lot about self in adapting. Feels he has matured, broadened outlook to accept criticism,*	*Expected to be more socially active. Feels limited, misses mother, car, job. Superficial friends here, no one to depend on. Well known athlete in high school. No privacy in hall. Doesn't consider self a Spartan, because not active in varsity sports.*

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
27--cont.	*academic problem go to somebody who has had class. Had two tutors, from Supportive Services. Tried learning Resource Center (didn't help very much). Has respect for one ATL prof. Had to pull up GPA. Got tutors. Have to get to know the system. Good experience; Psy 170, aced final.*	*consideration of the individual.*	*to reserve judgment. More careful in choosing friends. Adjusting to environment caused change. Feels racism pressure, but it's covert--doesn't go looking for it, but deals w/it when faced w/it. Friendships, 2-5; acquaintances. Friends remind him of person at home initially and test each other out. Time is factor in friendship. Visit other cafes; basketball games. Friends give support and motivation! Has talked to black RA in hall about social and academic problems. Knows Betty--talked to her frequently. Went through RA process. Basketball team; softball team, play River Niger, skating. Advice: Be observant, watch! Don't copy--alt. for self. Meals/laundry convenient/on*	

195

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
27--cont.			*campus convenient/friends are close. Planning to return next year; knows the system.*	
28	*Changing major--pol sci too difficult at this time. Has been to quite a few people in Univ College and Supportive Services. One person told her to drop classes--"saved her." Helpful services: Univ College; Supp. Ser., Mr. Tate. Good relationship with ATL prof. Advice: "Stay in the books," limit partying. Good academic, 3.5 in ATL.*	*Came w/expectations you could get a "C" by just glancing through books. Thought she could get a r.0; problems w/ counselors in Univ Coll. Took a lot of incompletes. Calls this place ELIMINA-TION--doesn't feel she can trust anyone, it's one little fairy land. Would wipe out Univ Coll. Don't have a chance to breathe. Change registration. Discrim-inated against aca-demically. Learned to stay in and out of counselor's office--they don't help you like they*	*"No social problems." Wants black and white fraternities and soror-ities to work together. Sister says she acts more adult (too serious?). Recognizes environment has caused her to change. Couple of close friends (2-3), sometimes give support. Sometimes give motivation--depends on her mood. Two friends give sense of identity--Sigmas --she is little sister to. Knows a couple of influ-ential adults; influential students--Greeks. Sigma love; social life. To survive, learned to con-nive. Supp. Ser., fine as much as she let them--didn't stay there as she should have.*	*Thought it was good place to come and get a husband. Came along w/ friends from high school to MSU. Gets a disap-pointment every day. Never got paid for working ("real nasty" about the job). Dis-appointed about rooms--had 6 roommates. Real-ized expectations were wrong the day she got here. Friends say per-sonality is "into self" more. Wasn't prejudiced before; now can't stand to be around some whites. Won't stop bitching cause others are sleep-ing. Only support seems to be from high school friends. Made friends and lost friends.*

196

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
28--cont.		*should. Lot of academic pressures. Lots of bad experiences--esp. in pol. sci. Poor orientation.*		*Personal and social problems; handles herself. Joined Young Democrats. Sigma dove, Supportive Services-- dropped out after Fall term. "Lies to prof," profs only believe grandiose problems. Doesn't like anything about res halls. Lots of personal problems/ fighting for men, would like to be popular, to be known. Fatalist-- doesn't actively deal w/problems. Not a Spartan. Transfer to LCC.*

197

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
19	Seeks help from profs. Wrote letter to admin. about their services. Seems sensitive to the feelings of profs. Had some positive academic experiences. Feels that she will do better next yr.	Doesn't want to be bothered with Supportive Services. Having a lot of problems w/self-paced classes. Needs better study habits. Feels that she is worse academically than in high school.	Social life OK. Things are pretty much as expected. A friend told me what to expect. Seems outgoing in terms of meeting people. Has no racial problems. Feels that she is more responsible. Doesn't miss any friends at home.	Had a fairly active extracurricular life at home. Musical instruments, etc. Not doing any of this now. Seems to be down on all the parties. Not a Spartan. Health problems, sick a lot.
20	Improving study habits using tutors. Talked about graduate school. Wants smaller classes for better interaction w/instructors. (Really didn't talk about the academic area that much.)	Waited a little too long to seek assistance.	Things are what he expected. Lots of close friends. Involved in activities of Black Caucus. Dorm rep. Happy here. Views self as a "person." Concerned about racial prejudice—tries to keep an open mind. Views self as Spartan. Has developed a broader perspective of world.	Doesn't like to be alone.

198

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
21	Talks with friends when she does poorly--usually gets better. Talked with prof to improve her writing. Has received help from office of Supportive Services.	Profs don't care. Should have gone to a Junior College to improve her skills. Switched major because she heard it was difficult.	(None)	Stays to self mostly-- no new friends--relies on boyfriend quite a bit. Can't be herself. Does not feel she has changed at all. No extracurricular activities. Disturbed by cliques. Problem w/whites. Would prefer to live off campus. No social life. Down on sororities.
22	Went to developmental program at the beginning of the year--took exams to find out what his interest areas were --uses libraries when he is at home. Would prefer a smaller college for more personal attention. Uses library a lot--talks to profs in terms of their expectations.	(None)	Made five or six close friends. Runs track-- parties a lot. Feels sad about friends at home who are not living up to their potential. More perceptive about the world in general. Concerned about the general rip-off of students.	Sees a distinction between white and black services on campus.

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
22-- cont.	Has quickly learned the academic game. Looking for more than just a passing grade.			
23	Academically she has started to get help --professors and friends; went to Learning Resources Center for studying tips.	Would change grading system to a curve-- it's easier. Didn't expect grades to be this bad. Not planning to return, because of GPA.	Became more out-going. Friends at home think she's friendlier. Starting to make her own decisions. Starting to think for herself. Made three close friends who are supportive. Has started to examine herself before blaming others.	Expected to meet a lot of people--it hasn't happened. Not enough social gatherings for blacks. Didn't want to come to State--it was her mother's choice-- would prefer a smaller college. Feels like an outsider--because she is black. Felt the need to talk with a counselor, etc. Hasn't followed through on it. A number of contradictions in her answers (in terms of see-ing counselors, etc.) seems to be giving the expected responses. Or what she perceives as the expected responses. (Ex., would you describe

200

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
23-- cont.				*yourself as a Spartan? "No." Ray's comment-- yes or no? Yes.*
24	*Talked with academic advisor for advice on a class she failed. Always try to get a black professor. Mentioning using tutors and studying. Register and then go to Supportive Services and get help. Advice to students: Build good study habits. No academic pressures.*	*Talked about class she failed.*	*Came to MSU because her friends were going to Wayne and Oakland, wanted to get away from them to meet new people. Would still choose MSU; would not change anything. Much more stable--has taken on responsibilities; before, parents did not allow her any resp. Made a great deal of friends; seven very close friends. (I'm not a very hard person to like; I listen to their problems). I plan to return; I like MSU. Very conscious of racial situation at MSU.*	*(None)*

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	**Unfavorable Indicators**	**Favorable Indicators**	**Unfavorable Indicators**
25	*I study constantly. You have to buckle down and study hard. Esp. the last three weeks.*	*Changing major because of: (1) prof in Poly Sci classes were stuffy. (2) Books difficult and boring. Academic advisors are of no help. If I had an academic problem I don't know who I'd go to. Everyone I've talked to gave me the run around. I imagine that if I had gone to Supportive Services I wouldn't have had such a bad time.*	*Family feels she has calmed down a lot--more responsible. She feels she is more responsible. "I've had to change, to adapt to your environment that is the only way you can survive." Five close friends. Delegate for hall gov't. Relax and laugh it out. Felt like a Spartan because of basketball team.*	*I feel shut out--being in a minority--in classes and in dorm. I wouldn't waste my time going to counselors, etc. They don't provide any help. I started to quit after Winter term. If I leave MSU I'll leave as a junior.*
26	*Friends motivate each other to study. I made up my mind to do the best I could . . . self-determination!*	*Switch majors because the Math and Chem was very difficult. My grade point average has dropped. Supp. Serv. could be of more help if I gave them a chance. I won't return. I*	*Socially I knew that there would be a lot of different people and I would have to adjust. If I have to get rid of a supposed friend . . . it hurts . . . but I'd do it. I thought about black and white partying together;*	*(None)*

202

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
26--cont.		*plan to work next year.*	*change my mind because I don't like keggers. I like MSU on the whole. Students in college are protected. People out of school have it harder. I was myself, that is how I made close friends. I'm not particular about talking to a lot of people. I'd rather keep it to myself, or talk to my mother.*	
27	*Librarian assisted in making my decision. I expected to be a 3.5 student. Took two or three mid-terms to detect the pattern in exam. I understand the concept of the well-educated person, but if I was studying as much in high school I would have been valedictorian.*	*(None)*	*I'm still adapting socially. Your horizon expands. Once you realize that you are one of 55,000 students you adjust socially. I've learned to accept criticism. You have to change to survive. Your environment forces change. Racism is here, but who wants to go around looking for it. Involved in intermurals, play, etc. Advice: be observant.*	*(None)*

203

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
27-- cont.	*Friends help you study. Been involved with tutors and the Learning Resource Center.*			
28	*You have to learn to study. (I learn how to manipulate.)*	*University college advisors have given me wrong information. I don't like to go see profs--they don't help. I experience academic problems when the term starts. I'm still in trouble when it ends. Pol Sci is a little difficult for me at this time.*	*My sister said that I've grown up. I've made quite a few friends since I've been here-- I've also lost quite a few. I was involved in Young Democrats, etc.*	*I've had six roommates. People tell me I'm complaining all of the time. Every day I get a disappointment. You put your trust in these people and they try to eliminate you. I am what you might call a failure--if something happens it happens.*

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
29	Daydreamed about doing nothing more than studying and getting superior grades. Dealt with the disappointment of getting the 0.0 by trying harder. MSU has turned out to be pretty much what I expected. Have talked w/a counselor about academic problem. For example, I was having problems w/a math course and the advisor encouraged me and suggested some things that I should do. A friend who once played w/our band serves as a role model for me. As soon as you have problems seek help & try to stay ahead.	Academic disappointment was when I got my first 0.0 in a class.	Expected to learn more about people. Must learn to get along with people in this world. Didn't want to go to a CC because I wanted to see what it would be like not being around my parents. No disappointments in social life. If I choose another college, would select MSU again. Don't really miss my friends but my life is up here. Has become more assertive. Used to be overly concerned about pleasing others. Met most friends through contacts in dorm. I initiated most of them. Plan to return to MSU. Because I like the school and want my engineering degree from State.	Before coming to MSU did not have any prejudice feeling about whites. Now that has changed somewhat. Being a minority at MSU has made me feel more cautious. When having personal problems, I try to work them out myself.

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
30	Came to college because I heard if you go to college you would get a good job and that's why I came. State is pretty much not what I expected. There's a little less work than I expected. Would choose MSU again. I like the atmosphere. Had a study habit in high school, but have a better one now. Being a minority, I hardly notice it. Decided that the next test I blew I would get in touch w/SS and they set me up w/a tutor. For an academic problem would contact anyone on the floor. I usually just go and knock on the door and ask for help. Have established a personal relationship w/my Nat		Thought I would meet a lot of friends and I did. Things are a lot freer than expected. Can do your booking and you will still have time for partying. Social life is real nice. Family nor friends feel that I have changed a little. Think that I am a little more intelligent. Met a lot of friends in the dorm. Friends encourage you and lift you up. Social life--visit people and party on the weekend.	

206

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
30--cont.	*Sci teacher. Came to MSU w/a purpose. Going to SS to get help was one of the best things that I've done. Advice I would give to newcomers would be to seek help when in need.*			
31	*Not involved in any social activities. Decided to take it easy and concentrate on my studies. Knowing prof is very important. Asking questions in class is the way of letting them get to know you. Did not get uptight about a low grade; just decided to try harder. Having a few academic problems but finds it challenging and wants to return to prove to himself that he can*		*In college must deal w/all aspects of life. To deal w/pressure must talk to yourself and try to adapt to it. Definitely intend to return to MSU. Overlooks derogatory comments.*	

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
31--cont.	*do better. Advice to newcomers--participate in class, get to know your peer group. Who can and cannot help you. I'm here for an education--not concerned about what others say.*			
32	*Felt very happy that I was accepted. Handle drop in GPA by trying harder. Teachers need to be more concerned. Expected to learn all I could. Would come back to MSU if given the choice of another institution.*	*Grade point dropped during first term. Did not know about SS until this term.*	*Handled disappointment of a lack of men on campus by looking in the Lansing area. When I talk to my white friends, blacks get angry but it doesn't bother me. Social life is pretty much what I expected. Social life doesn't bother me because I did not expect to come to MSU to party.*	*Small number of blacks.*

208

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
33	*Relatives influenced me to attend MSU. Have talked to a counselor primarily about GPA. For academic problems would talk to a counselor.*	*Did not expect that it would requie that much studying. Another disappoint-ment was GPA. I guess I just didn't study. W/the excep-tion of consulting w/a counselor have used no other ser-vices. Have devel-oped no friendships or relationship w/ teachers. In cop-ing w/problems did not talk to any friends. GPA is not what I wanted it to be or expected it would be. Returning to MSU because I can-not afford to go to SC and have begun to adapt to MSU.*	*Close friends are in the dorm. Friends give feel-ing of support in time of need. Give encouragement. If worried about some-thing they give support and help. Like being around different people.*	*Expected to meet a lot of people but it is not as I expected. Got really depressed and start missing my family. People weren't very friendly. Wanted to go back home. Didn't make very many friends. When blacks and whites try to communicate it ends up in an argument. If I could afford it, I would not come back to MSU. Would prefer going to S. Calif. Miss being w/ family. It's hard being a minority at MSU but I guess it is hard wherever you go. For personal problems would talk to my mother. Got to parties occasionally.*

209

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
34	*When I received the letter of acceptance was very excited. Decided to attend primarily because my brother attended MSU. Have talked to a Univ. Coll. advisor about a grade point matter. For academic problems I go to an advisor. Studying and communicating w/people have helped me to make it.*	*Disappointment--GPA has fallen. Run around w/financial aid. It's kind of hard to relate to white faculty. They hear you but. . . . Not really sure I would choose MSU again if faced w/a decision about a college again. Have not talked w/counselor or upperclassman about academic problems. Lots of people trying to get me into my books but I have been kind of running around. Trouble w/math-- probably my study habits.*	*Met a lot of people. More than I had expected. Feel I've changed because I now try to reason things out. Have made a lot of friends. Met them through parties and other acquaintances. Also through classes. Friends give support in time of need.*	*It's kind of hard to adjust even if you are from a large city. Expected to get away from the complexities of city life, however, it hasn't been that much different. Have about 50 friends. No whites included.*

210

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
35	*Feel very good about myself because I am getting an education. Gave up a job making $200/wk to go to school so that I could be in a position to help myself, my parents and my people. Expected classes to be large and nothing more than a number. It has not turned that way. Didn't expect to get very much out of the first year except getting into my books and copying. Basically it was my own decision to come to MSU. Others suggested that I go to Mich. If MSU president would make classes smaller so students and prof could be more in*	*Around midterm I wasn't really prepared for my exams and had to book at the last minute. Have not been in contact w/SS. I haven't taken advantage of the service. Uncertain whether I'll return next year. I'm leaving my options open.*	*A lot of partying after you get your studies done. Sometimes you have to say no. I learn a lot just from the people I meet. Being a minority at MSU has not bothered me. No one seems prejudiced. I do not choose my friends on the basis of color. Met friends in classes and social activities. My friends make me feel good about being up here. In terms of my adapting, I met a lot of people.*	*Miss being around family but it hasn't affected me too much because I go home almost every weekend. If personal problems, probably keep it to myself.*

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
35-- cont.	*touch w/each other. When I need to talk w/an older person I talk w/the prof that I work for. Stay on top of the materials. If you study you will make it.*			
36	*After I got my grades back I started a study plan.*	*Didn't really want to go to college but my counselor encouraged me to do so. Would not select MSU again. Would definitely not return if I had a choice. I want a complete change. Have not talked w/a counselor or older person. I don't go to any SS meetings because they are at night and I guess I am just lazy.*		*I did not expect to have to study all the time. Expected to be able to party more. When I have problems I do not go to anyone.*

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
37	*Expected to get a real good education so that I could get a good job. Decided to attend MSU because I had a lot of friends here. If I had to make the decision to attend another institution, would select MSU again.*	*Have crossed my mind to talk w/counselor or teacher but have not. Have had no one to give advice since coming to MSU. Have established no relationship w/facul-ty, because I haven't tried. Sometimes before a test I haven't studied and sit up and try to cram. Have not con-tacted the OSS or gone to them for help. If I had gone to the OSS sessions it probably would have been helpful. Returning to MSU to improve grades and then I might transfer*	*Expected to meet a lot of people. As far as social life would recom-mend that people get to know the people on their floor. Feel that I have changed because I feel more comfortable around people. Friendships give a feeling of support in time of need.*	*Miss family a lot. Used to go home each weekend. When I first came I wanted to drop out because most of the persons over there (Mason) were white and I was uncomfortable.*

213

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
38	*Decided to attend MSU because of its outstanding Vet program. Friends assist academically. Had bad grades in math and went to SS to get help. 3.0 in ATL makes me feel good. Lot of pressure in Chem but passing it and that makes me feel good.*	*Wanted to be a Vet but find Physio boring. Changing major to Med Tech. Would only choose MSU because I'm unfamiliar w/other institutions. Have not sought help because I do not need it.*	*Get along very well w/her three white roommates. Did not have to move out. I don't see anything wrong socially. Have changed to the extent that I have become more independent. Met a lot of friends. Met most friends through dances. Friends help me to identify socially because I did not go to many social affairs before coming to College and my friends encourage me to attend. If peer counselor my advice to newcomers would be not to hang with the crowd.*	*Don't get a fair chance socially. These whites don't really want us up here. Student government is giving the Black Caucus a hard way.*

214

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
29	*Expected to be accepted. Expected to succeed academically. Expected to get up here, work, and get superior grades. Came to MSU because they had written them. Applied to Mich Tech. Engineering and still in it. Got a 0.0 and realized college was going to be hard. Said that there would be disappointments. Would set up different teacher-student arrangement so that student could learn in the students' own way. In order to keep more blacks in the school, now it's make it or you don't. Show that people care. Friends keep on his case about studying, staying in the books if he's going to*		*Expected to learn more about people, all different racial aspects of life. Thought about getting one lady. College sweetheart and getting married. Wanted to get away and be independent. Dorm life was not. Learned to work around distraction. Would not go somewhere else because he values the experience he has learned from here. Has learned that whites don't want you to succeed. Probed white friend to find out what his views were on race. Doesn't miss much about his family Doesn't miss friends that much. Life is situated up here. Misses playing in the band. Family says he talks more educated. Focuses on himself, his friends say. Has more of*	*Had problems with girls.*

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
29-- cont.	*to be an engineer. Has talked w/advisor. Influenced by first term chem teacher. He sensed that he was try- ing. When he got things wrong, teacher was on his case and he appre- ciated that. Goes to advisor on academic problems. Advisor has helped him. 4.0 on final. SS has been a lot of help: tutoring, help and talk about grades. Articulates ways in which Supportive Services help him.*		*a hard core, to adjust to people saying one thing and doing another. Be- ing a minority makes him feel more cautious. Number of acquaintances. About 4 close friends. How? He initiated con- versations. All black. Tries to think out per- sonal problems on his own. Visits people, plays bass guitar. Forced himself to study organ player, thought about him as a role model. Don't get behind. Get help when you need it. Do what you want to do but stay out of trouble. Likes freedom of dorms. Feels like a Spartan. Will come back because he likes it and wants the engineering degree from MSU.*	

Rater's Name <u>*Frederick Oster*</u>

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
30	*Knew a lot of people at MSU. Only school he applied to. Happy to be accepted. Expect: go to college to get a good job. Wants an office job suit and briefcase. Expected to be on his own. Came because friends came and good business school. Freer than he anticipated. No disappointments. Classes have done him well. Less work than he thought. Would have classes which would relate to career choices count and non-major courses. Would still choose MSU. Feels he has changed intellectually--now reads books. Friendships encourage him*	*Would get rid of finals. Math and Psych class.*	*Expect: Knew he would make a lot of friends; no problems with girls. Miss saying hello and goodbye. Has not run into any special trouble from folks, but goes to parties where there are people he can relate to. Three close friends, all black. Friendships do provide support and get them into campus life. Roommate or his woman w/social problems. Last term was involved in basketball. Likes the dorm. Feels like a Spartan (esp. basketball). Will return.*	*Better food. Miss hanging out with buddies.*

217

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
30-- cont.	to do his work. Has talked with counselors and tutors when classes going bad. And before registration. Talked w/business advisors in Eppley about course selection. The Black aid and the RA in the dorm are influential. Also, has friendship w/ Nat Sci teacher. Goes to people on hall when has acad. prob. Has used SS. Came w/a destination and home pressured. Hangs out at the library because everyone being in the books tells him to do the same. Uses SS. "If in need, go seek help." Set goals and stick w/ it as well as possible. Alternates study w/re-laxing. Got a 4.0 on ATL, after 2.5. SS has been helpful! Stress			

218

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
30--cont.	"If you need help, get it."			
31	Felt good, because I'm on my way. Anxious to get out of here. Expected a good level of academic challenge. Applied to Princeton and Cornell. Pre-law; "yes, I am." Work not as easy as expected. Disappointed that he does best and doesn't get a 3.5. Spoke to prof, he changed the grade, convinced him he did do the paper. Sometimes he has felt that he should go to grade advisor to check out program. How to relax in class and let other students ask questions. Close with mother and she's been to school. McFall. Two female friends.		No social expectations. Daydreamed a lot to college: classes, prof reaction to his blackness, how he would study. Try to get blacks interested in running for offices. Dorms where the racial situation is not well handled. Why? Because people (black) feel en-closed. Would choose MSU. Knows the area, made friends, his second home! Blacks, Jewish, and Ital-ian. Folks don't think he's changed--little more mature, doesn't think he's changed too much, "I'm still me." College you have more responsibility and are alone. Being a minority: doesn't bother him and doesn't worry about what people think	Misses high school, discos. Talks to Mom every weekend (only child). Not his first year away. Misses night life.

219

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
31--cont.	*Two female friends. Supportive Services. Federal Judge George Mize previewed the college life. Exam teachers way of funning course. Assertive self-image vis-a-vis profs. Has established relationships w/all his profs. Controlled drinking and smoking. Didn't get up tight about low grades. No quarters system. Prof wasn't checking himself out.*		*of him. Geo. smack in the mouth. Takes no shit. Makes friends in classes. Four close friends: all black. They help motivate him, when to stop jerkin off and get serious. Into sports. Dean of the complex --giving dinner. No extra-curricular this year but next year watch out. Get familiar w/your surround-ings. Get involved in class. Get to know who can help and who won't. Like Hubbard because people are friendly. Peer pressure heavy to drink and pot. Went to spirit meetings. SS does well. They reason w/you. Let the campus know they exist. Will return next year. It's a challenge.*	

220

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
32	Come to MSU. Took long time to open up. Teachers need to be more concerned. Sheila encouraged her to focus down on books. One grad student in the College of Business w/whom she is friendly (black woman). Survival: study, saying no, force yourself to go and see prof, do what you can do today. Advice: study because that's what you are here for. Be yourself, e.g., have the number of friends you normally have. Acad. pressure: wondering whether others know more than her. Tries to get a group of students together w/dorm to work. Math: does well. OSS did pretty well but they could have done better. Could have been harder		Brother went to MSU. Let students make up their mind whether they want a roommate. Went to housing for social life. Were a lot more whites than she had anticipated. Not enough men. Black Caucus needs to get more organized. Would come back because it has something. Came from middle class rowdy community. Not much previous. One sister at Ferris State, married (went to school), part time, fourth to attend. Used to be loud and silly. Used to let people run over her, but learning to be forward for survival. Two close friends--black and Arab. Help her open up; money. Motivate her to party. Counselor over fight w/a roommate and over a guy. Problem: self Dana/Sheila: Counselor,	Doesn't miss her family. Didn't have space to herself. They say that "I've gotten uppity." Talk proper.

221

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
32--cont.	or the students. Will return because she has a goal to fulfill.		Acad. Advisor. Treasurer of Black Caucus--trying to get it together. Social pressure: says no. Not interested in sports.	
33	Smaller classes. More black advisors. More black-white communication. Friends motivate her to study, study rather than go and do something else. Talked w/counselor about GPA. No other contacts. Influential people: grad advisor and Mrs. Patterson (good advice) not on a personal basis. She cares about what happens to her at MSU. She explained Maps. (Patterson). Black great advisor. Fall term was not good-- but then just started studying more.	Has had problems with her grades. Has not studied as much as she now feels she should. No relationships w/profs but she does talk with them.	Called home for help. Would not choose MSU, go to S. Cal. Don't miss friends. Don't miss social life because came to Lansing. She does feel she's more independent. Hard, but something you have to cope with. Hard for Black Caucus to get money for their activities. Four close friends--willing to do something for them and they for you--all black. Support in times of need. Friends involve her in social activities. No extracurricular activities. Likes meeting people in the dorms. No personal pressures. Feels like a Spartan from day one.	Came to MSU because brother was here (was accepted also at U of M and other school). Wanted to leave during Winter term. People didn't go out to her. Misses family--just being with them. With older friends have more fun. People treat her like she's got a different attitude. She does not feel that she's changed other than different friends. Whites are friendly until parents come.

222

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
33--cont.	*Advice: must study; lots of fun; books have to come first. Academic pressure of Fall term: deals by studying more and talking w/profs more to know what they want. 4.0 good, 1.0 bad. SS helpful--but face to face communication would be better. Will return --likes it, will return.*			
34	*Had brother that went here. Thought things would run smoothly. Didn't expect to make it easy. Applied to Texas Tech. Non-pref: Med Tech (4th day). People told him he would not make it. Would bring more black faculty.*		*Met more people than expected. Made connections. Attended MSU because it was close to where he lived. Adjusted expectations middle of Winter term. "Tried to pick himself up the best way he could." Called home and they said, "keep going." Would choose MSU*	*System a drag: people run you around (on fin. aid). Misses family support, "pushin along." Miss friends to talk with. Hasn't taken advice to know all students--black and white.*

223

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	**Unfavorable Indicators**	**Favorable Indicators**	**Unfavorable Indicators**
34-- cont.	*Whites hear you but that's all. More black students. Not required courses outside major. Change: is more outspoken and seems to reason things on his own (family and self). Studies more. Knows a few profs. Acad. prob: goes to acad. advisor. Hasn't started taking advice to get into books. Knows a couple of other profs (white) in addition to three black profs. Survival keys: studying. Advice: get in the books. SS: friendly communicate--but could have set something up in the dorms instead of just sending mail to the dorm.*		*but would go about it a different way. Would get more representation of minorities. Unfriendly being a minority--everything set up for the whites (tests geared for whites from more advanced high schools). What's happnin' instead of "hi guy." Made a lot of friends. Did some of everything--parties, friends build on friends. Fifty close friendships; no whites. They support him, push each other. Talked w/the U. Ass't. Dean on GPA matters. Influential students who are involved in gov't work at capitol. Social activities: going out meeting people. Survival keys: getting out to see what's necessary to do. Likes the dorm.*	

224

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
35	*Pretty good, ag. school, arts and letters. Expected huge classrooms, just a number, but doesn't feel like a number. Classes not too large, can talk. Expected to take classes required-- how to cope. Enrolled and has stayed in pre-law. Would make classes smaller. Brother finishing law school. Has gotten to know two profs pretty well. Had good experience w/Nat Sci series. Kept up on the material.*	*Did not prepare for mid-term exams. Would have gone to U of M to get better pre-law. Keeps acad. problems to himself. Dropped a class because he didn't get along w/prof. Not much in way of specific actions to adapt. Just under a 2.0. Dropped class (Eng.) called him down for missing class. Haven't been in contact w/SS. Feels that SS staff are (?). Uncertain about returning.*	*Expect parties, concerts, football. Meeting a lot of women. High expecta- tion: partyin' and women. Has not done a lot of partying when he thought he would be partying. Had made previous visits. Applied to Wayne and U of M. Chose to get. . . . Would get more coopera- tion between the floor mgrs and those who run dorm. More recruiting of minorities, make more of a mixed crowd. Has taken the initiative to learn about other cultures. Balanced racial; $7,000- $18,000. Don't feel bad about being a minority. Should be more Latinos. Proud of being Mexican. Friends of mixed ethnic background. Has played IM sports. Friendships support. Talk w/Chicano prof who is good friend w/his brother. Talks w/*	*Goes home almost every weekend. More at ease at home. Misses the home cookin'. Family sees him too often to see change. Fifteen close friendships. Has not sought out adults beyond those in his already established circles (work and res hall RA). Did not realize what he did to adapt. Waits till last minute. Bad food, mgrs getting down on you. Not a Spartan in the athletic fair sense.*

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Inidcators
33--cont.			*RA. Hits a lot of the dances, goes to CEFPA. Feeling good about himself for getting education. Don't let other people get you down and keep w/books.*	
36	*Expect: Acceptance-- another thing. Learned from other students that you had to study more than expected. Planned study time more carefully. Studied during day rather than night. Would make classes smaller. Has studied more. Advice: organize study (1-2 or 3 hrs per day); have some time for relaxation. Made agreement w/ roommate that they would do one thing/ day. Liked ATL Black Lit class.*	*Didn't want to really go to college. Counselor & parents pushed. Applied only to MSU. "No Pref." Classes were harder than expected. First term was not prepared. Almost failed psych because large class. Would not choose MSU. Want a complete change (from Lans-ing). Would go out of state to similar college but smaller. Feels teachers re-gard blacks nega-tively and got here on a humble (?).*	*Expected partying and having a good time. Would be a lot of blacks around. Men not as friendly as you would expect. Make the dorms coed. Thinks she's wiser--knows when she's being fooled. Three close friends. Worked with friends to go out to people in cafeteria. Met people in classes and SS bldg. Feels close friends help her out when things are down. She tries to bring out good points in friends. Talks w/older students. Does go to movies, jogs, bike rides. Likes RA being on the floor.*	*Find yourself wanting to go somewhere else. Misses talking w/sisters who gave advice. Misses mother's cooking. Still sees friends same as in high school. Only father thinks she's wilder. Overcrowded with all these white people. Would feel more com-fortable at all-black college. Friends don't help her to identify with the U. Has not felt need to talk w/adult counselor or teachers. Not involved in any extracurricular activ-ities. Thinks of little that she likes about the*

226

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
36-- cont.		*Friends motivate her to study if they don't study together. Does not know any profs or counselors. "No, none." Does not go w/problems. No service or student has helped her know what's expected. Got in over her head in nat sci. SS would have helped her if she. . . . Wants to transfer down south. Gets bored easily. Would do better for just a little.*		*dorm. Groups which exclude her.*
37	*Very happy that she was accepted. Had applied to MSU only. Expected good education and good job. Convinced she would have to. Acctg. and still in it. Recognizes work is hard.*	*Feels bad about boring nat sci.*	*Talked like she had talked with people about school. Set out to meet most of the black people-- and says she has made a good start. Thinks she has changed. Came because many friends and counselors influenced.*	*Misses family a lot. Used to go home every weekend. Miss friends; visits, games. Hasn't gone to counselor. Run in with dorm mgr. No extracurricular activities. No social. No friendship w/faculty.*

227

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
37--cont.	*Changes: Advise freshmen to take classes they are interested in. Would come back but would be more into her studies. Feel people have reached out to help her. Goes to see her teacher about her problem. Has contact w/grad advisor. Does her job. Take some classes they are interested in to help them study for others. Go for help when you need it. Plans on coming back rather than transfer.*		*Changes: Would try to get blacks organized closer together. When she first came she was more to herself and didn't go out. Feels she thought wrong about people. Now stays on weekends. Family says she is more friendly and studies. She thinks she can. People she's around make her feel wanted. Close friendships w/both blacks and whites. Talks with roommate about profs and w/tutor. Moved dorms. Hasn't gone to games.*	*Had wanted to drop out in Mason dorm. Boy friend a Carisius (?).*
38	*Heard that it was the best vet school. Had heard that many blacks flunked out. Felt good when accepted. Really wanted to come to MSU (applied to EMU*	*Has not felt the need to talk with counselor. No friendships with faculty.*	*Black students had lot of parties. Anticipated many changes. No friends. Majority whites. Would they accept her? Had dealt w/whites in high school. Liked the campus and people her own age.*	*Just misses family. Socially, found that whites don't want blacks up here. Student gov't tried to demolish Black Caucus. Hasn't been to sporting events. Dislike food in res hall,*

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
38-- cont.	*and WMU). Anticipated hard work. Had worked job all during high school. Had not heard good things about college. Had to be independent, keep in books, not party all the time. Physiology--will change to med tech--did well in physio. Boring, can not do anything until you get doctorate. Chem taped lectures. Hire profs for chem. "The wrong thing to walk into for a fresh-man." Depressing. Was prepared for it. Got info from upperclass-men--had to get this in my mind that I had to do it. Would choose MSU--hasn't seen others. Hates to say yes to leaving w/out having seen. Friends help each*		*People friendlier. Upper-classmen willing to say hi (blacks). Gets along with white roommates. Didn't have to move out. No disappointments. Really likes it up here a lot. Doesn't miss friends that much. Have learned to be independent. Can't ask Mamma. But, we're going to stay. Three close friendships--people she knew from Henry Ford High dances, classes not so much. Friends generally black. Friends do support her. Has really close friend. Closer than high school. Friends have helped her get into parties. Belongs to WIZ (Women Interested in Zeta), skates, parties. Slowed partying down. "Don't try to hang with the partying crowd." Good transport. Will go to games next yr.*	*too crowded in rooms.*

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
38--cont.	*other. Has older friend who graduated in business. (Don't pledge fresh year., don't let whites get you down.) Got a tutor in math. Developed study habits. Figure out how long it takes you to learn. Just as to deal with the chem.*			

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
5	Crammed. Checked out profs before second term. Will return to MSU next year.	Didn't expect it to be so competitive academically. Didn't know background material. Has changed major--pharmacy too heavy and didn't think could handle it. Wouldn't choose MSU--but academic better than black school. Cut classes when cold Winter term. Hasn't used OSS.	Daydreamed about being on her own. Goes to a lot of social functions. Has 6 or 7 close friends. Has been to MECCA. In Black Caucus. Tells self to hang in there and prays. Will return to MSU next year.	Expected social life to be better--didn't expect it to be so competitive socially. Doesn't have social life. Doesn't mingle too well. Would not choose MSU--would go bo black college for social life. Misses cousin. Doesn't feel important--just a number. Not as independent as she thought she was? Few friendships--can't understand why? Sits in room watching TV while friends are dating. Should make OSS prog. meetings mandatory as she doesn't attend otherwise.

231

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
6	*Expected great improvement academically. Still enrolled in orig. major. Realizes have to study constantly. Told self that if he wanted to stay up here, had to stop partying as much and study more. Would personalize chem class. Would still choose MSU. Better from academic perspective than Purdue and U of M. MSU more supportive--minority programs and money. Applied self to books. Sought academic help when needed. Told self couldn't quit. 40 pointed math tests. Passed them and phys both with 3.0*	*Anticipated being rejected. Thought about how hard classes would be. Heard academic level wasn't as high. Study habits terrible at first. No relationship w/faculty. Feels faculty members don't have time to get close to any individuals. Worries a lot about tests/grades. Very low avg first term-- let social life affect academics.*	*Expected good social life. Wondered about how much social life would improve, what roommate would be like. Agrees with you that social life is pretty good. Would still choose MSU. Likes MSU better than other schools. Social life is good. Family says talks w/more confidence. Doesn't feel as dependent on family and friends. Has many friendships, 5-6 close friends. Approached people--introduce self. Met people in class, at parties. Has both black and white friends. No problems with either. Friends motivate, support. IM sports, skates, parties.*	*Hadn't talked to anybody MSU before coming. Did not daydream about college. Social life no different than at home. Separated from friends, can't go home enough. Would even out black-white ratio. Misses family--someone can just be self with. Misses hanging out with friends. Hasn't gone to any sports events. Doesn't belong to any groups.*

232

Inter-viewee Code Number	Academic		Social	
	Favorable Indicators	Unfavorable Indicators	Favorable Indicators	Unfavorable Indicators
9	*Had gone to classes at MSU before coming up here. Has same major. Weather keeps her inside to study. Adapted to studying every day. Learned to discipline self. Has changed way of studying from high school. Goes to profs to get help with acad. probs. Goes to library 5-7 hrs at a time to study. Turns down social stuff to study. Had good class this term in Urban Devel.*	*Didn't know a lot of background info necessary to compete successfully. Weather affects her academically. No programs here that have helped her academically. Flunked econ. Counselor doesn't help her. Hasn't been to OSS except for financial (which actually came from Student Services). (Said she did go once.)*	*Got a lot of info from family about aspects of MSU. Excited about leaving home and being on my own. Parties/has friends. Expected to get along well with males. Gets along better with people. Few friends she has are sister's friends. Meets people at dances, classes. Has black and white friends. White friends classified "a step above"; don't have to study; not close. Gets support from friends "motivation" and identity from friends (black group). Knows black profs and TA's and students who are influential. Goes to other people to get help with social/personal problems--especially sister. Goes to church; in Black Caucus.*	*Sticks to self somewhat. Didn't expect to get along real well with black women. Has never really adjusted to the North. Weather doesn't make her want to socialize. Feels like a number. Misses mother. Doesn't have a lot of friends. Choose not to be involved in student council board.*

APPENDIX F

JUDGE'S INDEPENDENT AND AVERAGED RATINGS

APPENDIX F

JUDGE'S INDEPENDENT AND AVERAGED RATINGS

Evaluative Code	Very Favorable	Somewhat Favorable	Equally Favorable Unfavorable	Somewhat Unfavorable	Very Unfavorable
	5	4	3	2	1

Interviewee Code Number	Judge Jeff	Judge Abby	Average Rating	Interviewee Code Number	Judge Ray	Judge Cindy	Average Rating
1	3	4	3.5	19	3	4	4.0
2	1	2	1.5	20	4.5	5	4.7
3	5	3	4.0	21	2	2	2.0
4	3	4	3.5	22	5	4	4.5
5	2*	1	1.5	23	2	3	2.5
6	5	4*	4.5	24	4	4	4.0
7	4	4	4.0	25	2	3	2.5
8	2	3	2.5	26	3	1	2.0
9	3*	4	3.5	27	4	5	4.5
				28	2	1	1.5

Interviewee Code Number	Judge Frank	Judge Jackie	Average Rating	Interviewee Code Number	Judge Fred	Judge Andy	Average Rating
10	3	4	3.5	29	4	4	4.0
11	3	3	3.0	30	4	5	4.5
12	3	4	3.5	31	5	5	5.0
13	3	4	3.5	32	5	4	4.5
14	2	2	2.0	33	3	1	2.0
15	4	4	4.0	34	3	3	3.0
16	4	4	4.0	35	2	4	3.0
17	2	2	2.0	36	1	1	1.0
18	4	5	4.5	37	3	2	2.5
				38	4	4	4.0

*Ann's rating. Because of a large variance in the ratings of the first two judges, a third judge was asked to rate the same respondents. The final rating was determined by which of the two judges' ratings had the smallest variance.

234

APPENDIX G

RANK ORDERING OF JUDGE'S AVERAGED RATINGS

RANK ORDERING OF JUDGE'S AVERAGED RATINGS

Interviewee Code Number	Judges Averaged Rating	Rank	Winter GPAs**
31	5.0	1	2.5
20	4.7	2	2.1
6*	4.5	3	2.1
18	4.5	3	2.5
22	4.5	3	2.7
27	4.5	3	2.2
30	4.5	3	2.5
32	4.5	3	1.5
3	4.0	9	1.9
7	4.0	9	1.3
15	4.0	9	1.8
16	4.0	9	2.5
19	· 4.0	9	2.0
24	4.0	9	1.7
29	4.0	9	1.5
38	4.0	9	2.5
1	3.5	17	2.4
4	3.5	17	1.9
9*	3.5	17	1.4
10	3.5	17	1.7
12	3.5	17	2.2
13	3.5	17	2.2
11	3.0	23	2.5
34	3.0	23	1.6
35	3.0	23	1.8
8	2.5	26	2.3
23	2.5	26	1.9
25	2.5	26	1.9
37	2.5	26	2.1
14	2.0	30	1.9
17	2.0	30	1.7
21	2.0	30	2.1
26	2.0	30	0.75
33	2.0	30	2.1
2	1.5	35	3.1
5*	1.5	35	2.5
28	1.5	35	1.9
36	1.0	38	2.2

*Because of a large variance in the ratings of the first two judges, a third judge was asked to rate the same respondents. The final rating was determined by which of the two judge's ratings had the smallest variance.

**The researcher did not find significant correlation between an adaptor's rating by the judges and his college GPA.

APPENDIX H

SUMMARY OF INFERENCES PERTAINING TO

EACH INDIVIDUAL ADAPTOR

APPENDIX H

SUMMARY OF INFERENCES PERTAINING TO

EACH INDIVIDUAL ADAPTOR

Favorable Adaptors

Adaptor Thirty-One

Adaptor number thirty-one found himself forced to re-align his academic expectations to a lower level, and he was able to accomplish this stage of the adaptive process with a minimum amount of stress.

Adaptor number thirty-one openly shared his perceived losses about his decision to come to Michigan State University. He missed his life as a high school student, especially his senior year which he considered the best of his life, and he missed being around his friends, the night life of the city, and the privacy of his own room. However, self-perceived gains were few.

Adaptor number thirty-one had established a support group that motivated him and indicated when he was not performing as he should academically. This supportive group was formed as a result of study sessions involving both black and white students during mid-term and finals week.

Adaptor number thirty-one had the adaptive capacity, abilities, and perceptions to recognize when he needed assistance in dealing with his new and changing environment. He seemed to know to whom, when, and where to go for help. He thus made an attempt to master the new environment. He seems to take responsibility for his behavior and feelings.

Adaptor number thirty-one seemed to manifest realistic self-ideals with regard to his aspirations and attainments. He exhibited flexibility in satisfying his internal needs which led to successful behavior patterns.

Adaptor number thirty-one had established a strong sense of identity with the MSU community. Furthermore, he felt that he was making a contribution and was essentially involved both academically and socially.

Adaptor Twenty

Adaptor number twenty experienced less of a need to re-align his academic and social expectations because they seemed to confirm the reality he experienced.

Adaptor number twenty sincerely missed his family and felt a greater sense of appreciation for the warmth and cohesion he had taken for granted when he lived at home. Also, he missed his friends and the city activities, though he felt there were activities that one could get involved in at Michigan State University. Despite these feelings, he believed his college experience had made him more aware of the scope of the world, its people, and his own ability to survive in it. More importantly, his self-awareness was enhanced by his understanding of the importance of being able to adapt to a new environment.

Adaptor number twenty counted a very large number of friendships in his support group, friendships which were established while he attempted to master his new environment when visiting and eating in other dorms during the first few weeks of college. This support group, also consisting of both black and white students, challenged his ego.

Adaptor number twenty also had the capacity to adapt to a new milieu as was evidenced by his successful attempt to seek out assistance when needed. By finding out the information needed in order to survive, he could deal effectively with anxiety-provoking situations rather than avoiding them.

Adaptor number twenty set goals that were consistent with his perception of himself. More importantly, he had a sense of accomplishing tasks that satisfied his internal needs and thus increased his confidence in his own identity.

Adaptor number twenty also identified with the university community and indicated that he had established a sense of compatibility with it. Moreover, he had felt the Spartan spirit long before he came to MSU.

Adaptor Eighteen

Adaptor number eighteen found it necessary to make an academic re-alignment through a realistic process of rationalization.

Adaptor number eighteen lived in German for three years before coming to MSU. Her inability to go home regularly was, to her, a great loss. She indicated that she missed her family very much, but accepted the fact that she would have to rely on herself to satisfy her needs if she was going to survive at college.

Adaptor number eighteen, like the others, had also established a support group. Her group developed as a result of attending classes and going to parties and concerts. She also felt that her friends motivated her when she was depressed. Again, members of this group were both black and white.

Adaptor number eighteen also found out who could assist her in adapting successfully to the new environment. She seemed to understand the importance of knowing how to cope in a new environment and relied heavily on assistance from graduate assistants.

Adaptor number eighteen had a realistic and rational approach to the concept of self-reliance. She seemed to possess a social sensitivity for adapting to a new environment. She had the capacity to cope with a changing environment, an ability to satisfy her external and internal needs, and an accurate perception of reality.

Adaptor number eighteen expressed a feeling of total involvement in the many aspects of college life. She had clearly established a positive relationship with her new environment.

Adaptor Twenty-Two

Adaptor number twenty-two had anticipated much help or reassurance from "matured" upperclassmen. Also, he had expected to share a greater sense of security and identification with blacks than he did. Academically, he found his studies to be as demanding as he had anticipated; however, campus social life turned out to be very disappointing. Some re-alignment of expectations can be inferred from his comments, but a certain difficulty in accommodation is apparent.

Before attending MSU, adaptor number twenty-two processed his anticipations by weighing his possible losses and gains. After returning home to visit his family and friends, whom he did miss, he further affirmed that he had made the right decision to attend college when he listened to his friends discuss their disappointment

about taking a job rather than going to college or about not having learned a trade while in high school. Additionally, since coming to college, he felt that he had become more serious and evaluative about life.

Adaptor number twenty-two met and established his support group as a result of trying to associate and be friendly with different types of people. The support group, consisting of both black and white relationships, helped to motivate him and lift his spirits when he was depressed or when he had performed poorly on an examination.

Adaptor number twenty-two discovered a valuable resource in the Office of Supportive Services, but only after another student advised him to seek assistance there. He felt he knew of other valuable resources on campus, but he did not appear to have actually utilized them.

Adaptor number twenty-two also seemed to be a high functioning individual who had the capacity to formulate realistic goals and accomplish them in order to satisfy his internal needs. He attempted to master his environment.

Adaptor number twenty-two expressed feelings of being involved and contributing to the environment by involvement in sports. However, he indicated that he was not a Spartan.

Adaptor Thirty-Two

Adaptor number thirty-two was determined to do well academically and accomplish her career objective. However, her self-esteem lessened somewhat after the realization that her first term grades were lower than she had anticipated. There was a resultant slight re-alignment of her academic expectations. Additionally, she experienced culture shock when she discovered such a small number of blacks on campus, in particular males; she had hoped to meet a possible marriage partner. Nevertheless, she re-aligned this expectation by going into the Lansing area and finding this special individual. For her, then, the social life on campus was a disappointing experience.

Adaptor number thirty-two did not feel that she missed anything in particular about her old environment. Further, she seemed to be happier being away from it. She did not miss her family because it was so large and being at MSU brought her a new sense of freedom and independence. More importantly, she felt that she had learned how to survive campus life and deal effectively with people.

Adaptor number thirty-two made an important personal decision to limit the size of her support group to one black and one Arabic relationship in order to maintain her positive self-concept. She formed her group at mealtimes in the cafeteria and through another friendship. She felt her group helped her to maintain her self-identity and esteem.

Adaptor number thirty-two seemed to be in touch with her internal feelings and approached anxiety-provoking situations by focusing on a solution to the symptoms rather than the cause. Further, she did use resources available to her.

Adaptor number thirty-two had confidence in her own identity and the capability to choose external goals that would satisfy her internal needs. She exhibited flexibility in regard to choices that would improve her self-direction.

Adaptor number thirty-two was also involved in her environment with which she had established a sense of compatibility. Yet, at times, she did experience the pain of being a minority student at MSU.

Unfavorable Adaptors

Adaptor Thirty-Six

Adaptor number thirty-six came to college anticipating a great deal of emphasis on social activities and very little stress on academics. After discovering the complete opposite of her expectations, she was totally unprepared to cope with the academic and social dissonance in the new environment. In addition to these major disappointments, she experienced culture shock for she had expected to see a larger number of blacks on campus. She also blamed her high school for not preparing her for college and developed a maladaptive attitude toward her environment. There was no evidence of re-alignment of her expectations.

Although adaptor number thirty-six came to MSU from the Lansing area, she still felt the loss of her family though she did not acknowledge the loss of her friends, most of whom remained in Lansing. She felt positive about her newly discovered ability to deal more directly with individuals attempting to take advantage of her naiveness about life. But she also did receive negative criticism from her father regarding how much she had changed since coming to college.

*Adaptor number thirty-six made a conscious and deliberate effort
to establish friendships and a support group by eating at different
tables in the cafeteria. Other friendships were made in classes,
at parties, and in the Student Services Building. She felt that
these friendships motivated her to study and play baseball. She
had three close friendships; all were with blacks.*

*Adaptor number thirty-six obviously found anxiety-provoking
situations difficult to deal with and thus avoided any situation
that was ambiguous or tended to create anxiety.*

*Adaptor number thirty-six altered the direction of her self-
management efforts only after she experienced a fear of failure
resulting from her first term grades. During her first term, she
directed her efforts toward the social aspects of college life
rather than the academic aspects.*

*Adaptor number thirty-six was extremely dissatisfied with the MSU
environment and wanted to leave it badly. She felt that she would
experience compatibility and a sense of community in an all-black
college.*

Adaptor Two

*Adaptor number two was not particularly overjoyed about coming to
Michigan State University. He came because he was assured that he
would play football, only to be cut during mid-season. Although he
expected to attain a decent grade point average, he was doubtful of
his ability to succeed academically. Furthermore, he was very dis-
appointed about the environment and the people. He felt very
strongly that he had experienced racism. There was no evidence
of an attempt to re-align his expectations.*

*For adaptor number two, being cut from the football team seemed
to constitute an overwhelming loss within the new environment.
He recounted other losses also; he missed his family and his
associations with friends. Both he and his family felt that
he had not changed since coming to college. Thus, there were
no self-perceived gains.*

*Adaptor number two had withdrawn further from the environment
because of the emotional impact of being cut from the MSU football
team. He did not make any attempt to establish new friendships.
Although he spoke of a few acquaintances, he seemed to distrust
the establishment of close relationships.*

*Adaptor number two's inability to satisfy his desire to play
football created a pattern of maladaptive behaviors. He withdrew
from the campus environment internally in an attempt to avoid any*

assimilation with it. The Black Caucus seemed to be his only outlet for the anxiety and frustration he was experiencing.

Adaptor number two, who was dropped from the football team and filled with frustration and anxiety because of it, attempted to re-direct this hostility by concentrating on his studies. But he acknowledged that this concentrating was done in spurts.

Adaptor number two also was very uncomfortable and dissatisfied with being a minority student at MSU and would have preferred attending an all-black college. He withdrew from the social aspects of college almost totally.

Adaptor Five

Adaptor number five initially wanted to attend an all-black college, but chose Michigan State University as a last resort. She held high expectations for an active social life, but was extremely disappointed when she found that MSU was competitive both socially and academically. She was completely unprepared for the incongruity she was experiencing. As a result of her inability to cope with the dissonance in the new environment, she developed predominant feelings of social and academic inadequacy. Again, there was no apparent attempt to re-align her expectations, either socially or academically.

Though adaptor number five experienced the loss of the money she was used to receiving from her family, she did not miss any immediate family member. She also did not miss her former friends. However, she did miss the feeling of being someone important in her former high school environment. She never received any positive feedback from members in her family regarding any changes, but she perceived herself as more independent since coming to MSU.

Adaptor number five seemed to feel that she was unable to establish meaningful friendships because of her inability to socialize well with people. Although she did believe that she had established a support group, its members, all of whom were black, seemed to be introverts just as she was. She did gain a sense of motivation and support from them.

Adaptor number five was a low functioning individual whose lack of a clear self-image in the new environment caused her to withdraw from it. This inaccurate perception of self is the result of unsatisfied internal needs.

Adaptor number five's feelings of inadequacy regarding her self-management and her uncertainty about being in the environment could be inferred from her asking herself, "What am I doing here?"

Adaptor number five was very unhappy about being at MSU. She would have preferred to attend an all-black college, though she approved of the academic standards at MSU.

Adaptor Twenty-Eight

Adaptor number twenty-eight also wanted to attend an all-black college. From the very moment she arrived on the campus of Michigan State University, she was highly dissatisfied with the environment. Moreover, she came to college with low academic expectations, although she re-aligned them slightly when she discovered that the academic standards were high. Furthermore, she experienced feelings of hopelessness and depression as a result of her inability to accommodate to the new environment. In addition to these maladaptive feelings, she became ill due to the stress and anxiety of a heavy course load which, in turn, caused her to take several incompletes.

Adaptor number twenty-eight said she did miss her family, but received mixed feedback from them about changes she had undergone. Her most important loss seemed to be the sense of black identity with her former community environment. She perceived herself as having become more serious and concerned about her personality.

Adaptor number twenty-eight felt that she had made and lost some friends since coming to college. She also found out that seeking advice from her support group could be both helpful and harmful. From this it can be inferred that though she had a support group, its influence was not very strong. Again, all members of the group were black.

Adaptor number twenty-eight did, indeed, attempt to establish a resourceful relationship with the environment. She knew a number of influential people, discussed her academic problems with Supportive Services personnel, belonged to the Young Democrats, and pledged a sorority. Even with these available resources, she did not indicate that they had aided her in solving personal problems.

Adaptor number twenty-eight was unsure as to how she should deal with the academic anxieties she was experiencing in the new environment. Although she visited her professors quite frequently seeking assistance, her coping patterns remained unchanged.

Adaptor number twenty-eight was also highly disappointed with the environment, especially the aspects of dorm life. She had a difficult time coping with roommates.

Adaptor Twenty-Six

Once again, adaptor number twenty-six was not too overly excited about coming to Michigan State University because she really wanted to attend college out-of-state. Prior to attending MSU, she had feelings of academic inadequacy and paranoia, feelings based on her belief that because MSU was predominantly white she, as a black student, would find it quite difficult to succeed. She had expected it to be difficult academically, but the reality of just how difficult it was impeded her re-alignment of expectations and accommodation to the environment.

Adaptor number twenty-six missed her family, friends, and home cooking. In terms of self-perceived gains, she felt she had experienced and learned a great deal not reflected in her grades.

Adaptor number twenty-six was an introvert and made little if any effort to establish any new relationships. She did, however, have a small support group which consisted of a former schoolmate and a friend of the schoolmate's, both of whom were black. Additionally, she felt these friendships offered her support and motivation.

Adaptor number twenty-six was uncomfortable in discussing her personal problems with anyone other than her mother. However, she felt she had established a relationship with one black professor and did see a counselor once. Additionally, she also attempted to solve her own problems.

Adaptor number twenty-six did not refer to any physical behaviors that indicated an improvement in her self-management. In fact, she expressed a nonchalant attitude about attempting to increase her internal satisfaction.

Adaptor number twenty-six anticipated that she whould have to make some personal adjustments living in a dorm with different people. It was clear that she was unable to establish a complete sense of identity with the environment.

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