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**A COMPARATIVE STUDY OF BLACK STUDENT PERCEPTIONS AND
EXPERIENCES WITH SELECTED STUDENT SERVICES AT MICHIGAN STATE
UNIVERSITY, 1983-84**

Michigan State University

PH.D. 1984

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A COMPARATIVE STUDY OF BLACK STUDENT PERCEPTIONS AND EXPERIENCES WITH
SELECTED STUDENT SERVICES AT MICHIGAN STATE UNIVERSITY 1983-84

By

Lynette Michelle Findley

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Education Administration and Curriculum

1984

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ABSTRACT

A COMPARATIVE STUDY OF BLACK STUDENT PERCEPTIONS AND EXPERIENCES WITH SELECTED STUDENT SERVICES AT MICHIGAN STATE UNIVERSITY, 1983-84

By

Lynette M. Findley

This study obtains Black students' opinions of their personal experiences and compares them with their perceptions of the experiences of other Black students regarding the services provided by Housing Programs and Food Services, Financial Aids, and the University Counseling Center at Michigan State University. It further determines if there are any significant differences between the opinions of Black males and females, seniors and sophomores, and on-campus and off-campus students.

The data used in this study was collected during the winter term of the 1984 school year by means of a questionnaire. The questionnaire was mailed to a stratified random sample of 400 Black students equally representing seniors and sophomores, males and females, and on-campus and off-campus students. From the total population, 199 students responded, representing a cross-section of the above categories.

The results of this study can be summarized as follows:

1. There are relationships between Black students' perceptions of services provided to Black students in Housing Programs and Food Services compared to what they personally experience and/or believe.

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2. There are relationships between Black students' perceptions of the dependency of Black students on financial aids (including work-study) compared to what they actually experience.

3. There are relationships between Black students' perceptions of services provided by the University Counseling Center compared to what they actually experience.

Furthermore, summary of major findings indicate the following conclusions:

1. The respondents in all three areas did not express overall negative concerns about white staff members--but more of a concern that these staff members do not possess the "how to's" in effectively meeting the needs of Black students.

2. Overall, Black students did not express dissatisfaction with the environment at MSU; instead they see it as an experience which enhances their lives.

3. Black students expressed the most dissatisfaction with the Housing Programs and Food Services.

4. Black students expressed the most uncertainty (do not know) about the University Counseling Center. This finding is not surprising and is consistent with the related literature which suggests that Black students do not utilize counseling centers on predominantly white campuses. This may be the result of the inadequate number of Black counselors and the perception by respondents of the lack of skills that white counselors possess. Also, an interesting phenomenon found for Black students in

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reference to counseling is that they choose to rely heavily upon a close friend to assist them with their personal concerns.

5. The on-campus residents seemed to possess more knowledge about the student services than the off-campus residents. The on-campus residents also expressed the most dissatisfaction with two of the services--Housing Programs and Food Services, and Financial Aids.

6. Very few differences existed when comparisons were made by sex, classification, and place of residence.

DEDICATION

This study is dedicated to my six year old son, Hassan, for without his cooperation and understanding, I would not be where I am today.

ACKNOWLEDGEMENTS

The writer wishes to express her appreciation to the following persons:

Dr. Richard Featherstone, chairman of the doctoral committee, for the neverending faith he had in my ability to get to this point. His guidance during the past three years helped me to maintain the determination to succeed. His continued interest in my growth and development as a student, professional, and most of all, as a person in today's society has had an impact on my life which I shall never forget.

Dr. Lee June, for his guidance in serving as advisor to my dissertation study. Dr. June gave generously of his time and talents throughout this study. I am forever grateful for his critical reading of the manuscript, direction, and insights which he provided for the dissertation study.

Dr. Howard Hickey and Dr. William Hinds, who served as members of my doctoral committee.

Ira Washington, for his assistance in the compilation of the data in this study.

Patricia Taylor for editing the manuscript.

My family (especially, my mother), for all the support they provided throughout my graduate school education.

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CHAPTER I

RATIONALE FOR THE STUDY

Introduction

Relations between Black and White populations have long been a significant concern of the American society. With the advent of government policies that encourage an increase in minority enrolling and it is hoped, producing minority graduates. This increased Black enrollment has given impetus to the consideration of factors in the college atmosphere that may have a determining impact on the success or failure of students. Much attention is now being directed at evaluating the experiences of Black students in order to determine what areas for change and improvement are needed (Keller, Piotroski, and Sherry, 1982).

There have been several studies conducted to assess minority students' perceptions of the educational climate, personal needs, scholastic ambitions, career planning, morale, and views on faculty-student relations (Hayes and Franks, 1975; James, 1973; Kyles, 1976; Penelton, 1977; and Walker, 1976). However, researchers have not adequately assessed Black students' perceptions and, particularly, experiences of campus life in a predominantly white college or university setting.

The surge of the Black population in predominantly white colleges and universities occurred during the late sixties and early seventies, during a period which could be termed as a "Black Awareness" period, not only for Blacks, but for the majority population as well.

Davis (1969) stated that:

The impetus for the Black Power ideology on campuses may be found in the lack of academic concerns for black students. Justifiably sought are: curricula that stress contributions by blacks to the American dream, more black professors and professionals who are able to relate to the black student and the academic community regarding his needs, an institutional commitment to the black student as a human being. Black Power also supplies the leverage by which the black student can enter the mainstream of American life (p. 197).

Davis concluded by suggesting that institutions of higher education must begin to take positive steps toward meeting the needs of Black students; most importantly, to secure grant money in order to provide programs for Black students.

Bowlin (1969) added his comments on the issue by saying:

There are demands for courses in African studies, African languages, Afro-American history, music and literature, the hiring of more black professors, coaches, counselors, and administrators and greater financial aid. Secondary or corollary demands emphasize that black students are anxious that other students gain a better knowledge of the American Negro through the curriculum and that students and staff be "sensitized" to reduce greatly, or to erase racism. Black students in predominantly white institutions, then, are functioning as agents of social change (p. 180).

Dickinson (1969) supported Bowlin's comments by stating that not only will colleges and universities have to pay attention to the programs Bowlin lists, but they will also be expected to:

recruit black students, especially those who ordinarily would not qualify for admission; . . . to set aside as holidays, the birthdays or assassination dates of Martin Luther King, Jr. and Malcolm X; to provide separate facilities for black students including residence halls or sub-units within the halls; . . . to offer a choice of foods which suit black tastes; . . . (p. 190).

During the latter part of the sixties and most of the seventies, predominantly white colleges and universities began to enhance the services they offered to meet Black students' needs.

Furthermore, they attempted to educate the majority population, through seminars and other programs, to increase their awareness of the racial problems facing this society. These efforts were enhanced when institutions of higher education began to receive grants from the federal government to develop programs and financial aid funds specifically for minority students. In essence, during the sixties and seventies, institutions of higher learning had an obligation to dismantle racially discriminatory practices.

Currently, Blacks and other minorities are still highly underrepresented in higher education despite the nation's efforts in the fifties, sixties and early seventies to alleviate racial discrimination. Since 1978, national attention has been absorbed by other issues, such as inflation, unemployment, the energy crisis, and the defense budget.

Most recently, with the first year of the Reagan administration came major cuts in the federal governments' budget to higher education which affected minority students and minority-oriented programs drastically (Astin, 1982). According to Astin (1982), many of the above factors were the impetuses for the Commission on the Higher Education of Minorities to undertake four major tasks:

1. To document, as extensively and as accurately as available data permits, the current representation of Blacks, Chicanos, Puerto Ricans, and American Indians in higher education, by degree level and by field;
2. To assess the educational progress of these four minority groups during the past ten or fifteen years, by degree level and by field;
3. To identify factors in social and educational environments that facilitate or hinder the educational development of minority students; and

4. To formulate recommendations for increasing the numbers of minority students that enter and complete programs at both the undergraduate and graduate levels and to disseminate these recommendations to practitioners, policy makers, and the general public.

In an effort to produce information that will strengthen, or enhance the effectiveness of services provided to Black students at Michigan State University, it is necessary to examine, in detail, selective student services that ultimately affect the development of Black students.

Overall, student development, for all students, should include creating an atmosphere that encourages and supports rewarding, interracial, cross-cultural, and multi-ethnic dialogues, programs, and experiences, and sensitizes the university and surrounding communities to the needs, strengths, and cultural backgrounds of culturally different people (Kings and Fields, 1980).

STATEMENT OF THE PROBLEM

In a large, predominantly white institution of higher education, such as Michigan State University, there exists a dire need for the maintenance and upkeep of vital areas of student services which impact Black students. Equally, there must be a concern for the retention of Black students by Housing Programs and Food Services, Financial Aids, and the Counseling Center at Michigan State University. Therefore, the purpose of this study is to obtain Black students' opinions of their personal experiences and compare them to their perceptions of the experiences of other Black students with student services at Michigan State University.

Hence, this study obtains and compares Black students' opinions of the following student services functions:

1. Housing Programs and Food Services
2. Financial Aids
3. Counseling Center

PROCEDURE FOLLOWED

The tool used to gather the data is entitled the Black Student Assessment Tool of the Effectiveness of Selected Student Services Functions. This assessment tool is comprised of two parts. Part I of the assessment tool describes the services provided by the 1) Housing Programs and Food Services, 2) Financial Aids, and 3) Counseling Center at Michigan State University. Part I is further divided into two parts. The first part of Part I assesses the students' perceptions of the experiences Black students have with these services. The second part of Part I assesses the students' personal opinions and experiences. Part II of the assessment tool provides the resulting demographic data and gives the student the opportunity to make comments and/or recommendations about the services.

The population sampled is a stratified random sample of full-time, undergraduate Black students at the sophomore and senior class levels. An analysis of the method and procedures is presented in detail in Chapter III.

RESEARCH HYPOTHESES

The following, major hypotheses have been developed as a result of the statements and questions provided in the assessment tool:

Hypothesis I: There are no significant differences between Black students' perceptions of the services provided in Housing Programs and Food Services and what they actually experience.

Hypothesis II: There are no significant differences between Black students' perceptions of the dependency of Black students on financial aids (including work-study) and what they actually experience.

Hypothesis III: There are no significant differences between Black students' perceptions of services provided by the Counseling Center and what they actually experience.

STUDY LIMITATIONS AND STRENGTHS

This study has several limitations that must be acknowledged at the outset. First of all, it is a perceptual study, thus, relies on the accuracy and honesty of the respondents. Hence, there may be a tendency for students to get into a negative or positive response pattern. Secondly, it makes use of a single instrument, a survey. (However, this limitation is somewhat countered by the fact that it contains numerous questions for each area studied.) Thirdly, because the study uses a survey as the method of data collection,

only general trends and tentative conclusions can be generated. That is, no cause-effect relationships can be established. Fourthly, only Black, full-time, undergraduate students are sampled. Finally, the study sampled student opinions and experiences in three areas of student services only.

Recognizing, and inspite of, these potential limitations, the study has the following major strengths:

1. It makes use of a fairly large sample.
2. A variety of services are examined in the same study.
3. Both perceptions of others and personal experiences are examined at the same time.
4. Perceptions have been shown to influence one's behavior toward a particular service, person, etc.

DEFINITION OF TERMS

Black Student Assessment Tool of the Effectiveness of Selected Student Services Functions. Refers to the tool used to obtain the information needed for the study. The modified referred term is "assessment tool."

Off-Campus Student. Refers to those full-time students who do not live in university-owned housing.

On-Campus Student. Refers to those full-time students that reside in Michigan State University Residence Halls and University Apartments (i.e., Cherry-Lane, Spartan Village).

Student Services. The term used to identify the selected services examined in this study, which are:

1. Housing and Food Services
2. Financial Aids
3. University Counseling Center

OVERVIEW OF DISSERTATION

Chapter II of this study contains a review of the pertinent literature related to the study. Included in the review is relevant literature containing perceptual studies done on minority students at other institutions and further highlights the need to study Black students' opinions and evaluate College Student Personnel Services as they relate to the Black student population.

The design and methodology are presented in Chapter III and contains a description of the data, design, and pilot testing of the assessment tool used to collect data for the study. It also describes the procedures used to analyze the data.

Chapter IV contains detailed analyses and interpretations of the data for each of the three services studied.

Chapter V consists of a summary and additional interpretations of the data, a discussion of the conclusions that can be made from the study, a list of recommendations to the offices studied, and recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

In reviewing the literature, an attempt has been made to identify only the literature which is most related to the issues, concerns, and perceptions of Black students in predominantly white colleges and universities, and how this population is affected by the services studied. Therefore, the literature review may be subsumed under the following headings:

1. Black Student Concerns and Financial Aids
2. Black Student Concerns and Housing Programs and Food Services
3. Black Student Concerns and the Counseling Center

Black Student Concerns and Financial Aids

Financial Aids services seem to be the most fundamental service provided to Black students, because without some form of aid the majority of Black students would not be able to afford to attend institutions of higher learning. In fact, many Black students have financial needs that cannot be determined by the university in the traditional manner (Green, 1970). It has been stated by Roger and Vejlil (1976) that inadequate financial resources alone can be the determining factor of a minority student's attendance at a university. But most importantly, it is the availability and effective use of financial resources that determine whether or not the minority student will receive the benefits of advanced learning.

In order to capture the true essence of the concerns of Black students as they relate to financial aids, it is necessary to examine a historical perspective of the federal government's role, which through laws and legislations opened the doors for Blacks to reap the benefits of higher education. It was not until 1954 that the U. S. Supreme Court, through the Brown vs. the Board of Education case, set the fundamental standard for minority access to higher education: "Admission to publicly supported colleges and universities may not be denied on the basis of race." As a result, the role of the federal government and the responsibilities of universities increased in reference to minority students (Preer, 1981).

A decade later, "the legal campaign of the National Association for the Advancement of Colored People (NAACP), and later, the NAACP Legal Defense Fund successfully overcame the legal barriers that limited the educational opportunities of Black students at all levels of public education" (Preer, 1981). The mid-1960's brought increased federal funding to higher education. A relationship that continued to increase the role of the federal government in higher education and the responsibilities of higher education institutions. For example, the Civil Rights Act of 1964 declared that federal funds cannot be provided to institutions that discriminate on the basis of race, including institutions of higher education. Thus, the Economic Opportunity Act of 1964 authorized grants for college work-study programs and established welfare programs, Upward Bound, and other services that were aimed at helping minority students from low-income families. A year later, the Higher Education Act

increased student eligibility under the College Work-Study Program and provided grants for the "needy" through the Educational Opportunity Grants (EOG) Program (has since become the Supplementary Educational Opportunity Grant--SEOG).

Since the 1950's and up until this point, federal aid to higher education was allocated to the institution, rather than to the individual student. With the introduction of the Basic Education Opportunity Grant (BEOG), however, the course of funding shifted from the institution to the student (Preer, 1981).

The BEOG was established in 1972 by the Higher Education Amendment. The BEOG Program offset the needs of the EOG Program. Keene, Adams, and King (1975) stated that the unique contribution of the act of 1972 was that it stated, unequivocally, that every American was equally entitled to post-secondary education. This was the grant which essentially increased minority student access to higher education. The Higher Education Amendment of 1976 signified the control and coordination of data collection activities by the Office for Civil Rights in reference to minority students.

The next significant federal legislation which adverted to Black students in higher education was the Middle Income Student Assistance Act of 1978. This act raised the income ceiling for Guaranteed Student Loans (GSL) and increased the funding threshold for SEOG's and College Work-Study (Preer, 1981). In essence, this act modified the provisions of student financial assistance. As a result, the federal government became committed to its role in higher education, and therefore, drained federal funds. The Higher Education Amendment of 1980 curbed the allocation of monies to loan

programs, in particular, the GSL. More importantly, it reaffirmed its commitment to extend the eligibility under the student grant programs to a wider income range. After recognizing the debt the federal government was accumulating, there became a need to curtail the federal government's role in higher education. Jacobson (1981) stated in The Chronicle of Higher Education that in three years the distribution of the GSL tripled in volume and, as a result, was a threat to the federal government's budget. He indicated that "at one point federal officials were estimating that the combined borrowing of college students and their parents under the program in the fiscal 1981 and 1982 would exceed \$18.8 billion. This figure would exceed the entire amount borrowed since the beginning of the program in 1966."

There has been a great deal of controversy surrounding the issue of whether federal involvement in financial aids programs is justified. But, regarding minority students, Hooks (1982) stated that increased federal spending for student aid has done little to increase access to higher education for low income and disadvantaged students. According to a study done on the enrollment trends in the last decade, the expansion of student aid programs in the 1970's had simply made it easier for parents and students to pay college costs, without drawing more low income people into higher education.

The outlook for future involvement by the federal government is indicated by a 1984 proposal to President Reagan, as reported by Hooks (1983), which states that college students will be required to pay at least 40 percent of their educational costs before they will be qualified for a federal grant under proposals designed to reform

student aid through promoting "self-help" on behalf of the student. Such a plan will be disastrous for Black students in predominantly white institutions of higher learning.

The historical, present, and future perspectives of the federal role in financial aids for the Black student, provides the necessary framework for discussing the concerns of Black students and financial aids specifically at predominantly white colleges and universities. Taking a closer look at this role thus far, it has been determined that the "power" of Blacks in higher education remains to be in the hands of the federal government.

Reflecting on the past, when the Supreme Court (1954) declared that institutions of higher learning cannot deny admission on the basis of race, very few Blacks could afford to attend institutions of higher learning, particularly predominantly white universities and colleges. It was not until the mid-sixties with the passage of the Civil Rights Act of 1964 that the number of Black students began to increase on predominantly white campuses. This came as a result of the federal governments' increased funding; and most importantly, the increased responsibility of the institutions--they could not receive federal aid if they discriminated on the basis of race. In fear of losing federal dollars, many institutions of higher learning began to increase their Black student enrollment.

Black students who usually attended the predominantly white colleges and universities attended because they offered low costs (especially state supported schools); wider and better educational opportunities; and a more convenient geographical location (Bradley, 1967). Many of them came from families whose incomes were lower

than \$7,500 per year. Thus, they required financial aid if they were to remain in school (Blackwell, 1975). The portrait of minority students was identified by Mares (1973) as usually having such barriers as 1) low occupational status of parents; 2) low educational attainment of parents; 3) low family income; 4) broken homes; and 5) working mothers. In addition, Penn and Vejil (1976) stated that combined with the above were such obstacles as language, doubt, and hostility which contributed to the minority students' difficulty in coping with, understanding, and effectively dealing with and managing financial matters. During such difficult times for Black students on predominantly white campuses, Clark and Plotkins (1963) noted that Black students were more likely to take on part-time or full-time jobs which, as a result, affected their academic and social lives. Astin (1972) observed that if Black students were fortunate enough to have more grant money, which would decrease the need for loan money, they would more likely be satisfied with college, and less likely to drop out. Therefore, the lack of financial aid deterred Black student enrollment in colleges and universities.

In his research of the demands being presented by Black students, Frantz (1969) identified the need for improvement in making financial aid more accessible to Blacks as their second highest demand; the first being admission to the university.

As a result of financial aid, the decade of the seventies witnessed some notable gains in the enrollment of Black students. For example, Black undergraduate enrollment tripled between 1966 and 1978 (Preer, 1981). Hayes (1975) stated that observation revealed

that there existed a need for greater awareness of the problems encountered in providing financial assistance to minority students.

With the federal government reinforcing its commitment to increase Black student participation in higher education, in 1972, the Education Amendment introduced the BEOG Program. The Higher Education Act of 1975 extended funds for developing institutions to provide support programs, and further expanded federal support to individual students through the BEOG and the SEOG. Despite the growth of the BEOG Program, Smith (1975) identified the following in reference to minority students at Berkeley University, and typical of most predominantly white institutions of higher education:

The financial aids problem continues to be a serious one, despite the emergence of new federal resources through the BEOG Program. Very few of our undergraduate students with established needs are receiving financial aid packages close to the budget of \$3,300 that has been established for Berkeley undergraduate resident students. We have integrated into one system, including work-study and day to day casual student employment service. However, more and more students are being required to assume loans in lieu of grants and part-time jobs at the price of completing their college education.

In further discourse, Preer (1983) stated that:

Although minority families tend to be overly concentrated at low income levels, minority students were receiving a declining share of Basic and Supplemental Educational Opportunity Grants. The minority share of BEOG's dropped from 48.1 percent in 1974-75 to 42.1 percent in 1976-77; the share of SEOG's fell from 47.8 percent to 39.0 percent in the same period.

In 1978, with the passage of the Middle Income Student Assistance Act, Black students in higher education continued to experience the "financial crunch" in result of the federal government's efforts to increase the eligibility of wider income students so that they, too, could benefit from federal assistance.

Preer (1981) stated that "the passage of the Middle Income Student Assistance Act accentuated a trend already underway whereby efforts to increase access affected middle-class rather than lower-class or minority students".

As a result of the Middle Income Assistance Act of 1978, and its efforts to provide financial assistance to a wider income range, after two years in existence, the program began to drain federal dollars. During this period more Black students had to obtain GSL's in order to pay their college expenses. Turner (1980) stated that a prevalent factor which has to be addressed in the eighties is the effect loans have on the retention of minority students. In fact, loans have become negative incentives to stay in college, because the longer one stays the more debts one incurs. Therefore, Turner (1980) concluded that the failure of institutions to supply needed amounts of financial assistance beyond the sophomore year accounts for the substantial drop-out rate for minority students at predominantly white institutions. Thus, in an effort to help Black students manage their finances, they must receive concrete assistance in completing financial aid application forms. As Penn and Vejil (1976) have identified:

Frequently, the minority student has not had the opportunity or the need to apportion money, and this lack of experience and training often brings needless hardship and contributes to further financial stress. Some type of financial management training needs to be given to minority students prior to their entry into institutions of post-secondary education.

In summary, how does one prepare the Black student for the financial aid concerns of the future--especially if Reagan's "1984

Proposal for Self-Help Program" is implemented? The plight of the Black student in predominantly white institutions of higher education will become a tragic situation. As Penn and Vejlil (1976) so vehemently noted, the financial aid provided to Black students is already insufficient in amount and is not the kind needed. For instance, reliance on summer earnings in the final computation of awards is detrimental to those students who are unable to find summer employment--a difficult task for all students considering the current economic situation. Of equal importance and in many cases, Black students do not receive the expected parental contributions, yet, these figures are included in computing the total financial aid package. Therefore, if what Fleming (1975) has stated is true, that financial need is defined as the difference between the cost of education and what students' and families' are expected to pay for those costs, aid will serve as one of the chief barriers to minority participation in predominantly white institutions of higher education.

Black Student Concerns and Housing Programs and Food Services

Very little observational or experimental research has been reported concerning Black students in Housing Programs (residence halls) and Food Service despite the fact that this kind of research is sorely needed. An important issue that has been neglected by educational researchers "is the cultural and psycho-social conflict akin to 'cultural shock' that Black students experience with regard to the housing environment, the food, and extra-curricular

activities on white campuses," (Scott, 1978, Remsik 1979). In order to provide a succinct clarification of Black student concerns with Housing Programs and Food Services, it will be necessary to interpret the role of "student development" as it relates to all students in institutions of higher learning.

The decade of the 1960's was a renaissance period for Blacks in higher education. It began a era when institutions, in some form or fashion, had to respond to Black students in housing (residence halls). In the early sixties, the goal of Black students was to get a good education in order to become integrated into the American mainstream.

For example, Mitchell (1970) stated that:

Since there were few like themselves on campus and they often aspired to be accepted by their white counterparts, many Black students rejected their own subculture with its emotional ties and often accepted white middle-class values. . . . Many Black students disassociated themselves from other Blacks and attempted to find a few white liberal students with whom to identify--these Blacks hated their group, its culture, its members, and even themselves for being among the members. Bleaching cream, straightening combs, and processes were overt signs of Blacks wanting to look more like whites. As a result of their experience in the white university, many Black students were alienated from themselves as well as from their families and other Blacks. The Black community at large often pictured them as snobs who rejected it and their race.

Once Black students began to arrive in large numbers at predominantly white institutions, it became evident that they were unlike their counterparts of the early sixties. Williams (1969) pointed out that Blacks had developed a new self-concept and that they no longer answered to the label "negro". Blacks had developed an appreciation for their Black skin, flat noses, "kinky" hair, thick lips, and this mood prevailed over all campuses. After

witnessing the political assassinations of such leaders as Martin Luther King, Jr. and Malcolm X, the Black students of the late sixties came to universities and colleges with demands.

Harding (1969), in describing his thoughts on Black student demands, stated that:

The movement of Black students has been a series of cries and demands and actions. The call has been for the right to organize unashamedly as blacks; the demand has been for the transformation of normal admission procedures to allow "impossible" numbers of black young people to enter the campus. The move has been toward the--and for the--redefinition of the university's relationship to the local black community. Again and again, the demand which has troubled the campus authorities--and others--most deeply has been the students' demand for Black power and autonomy to control and direct experiments with new forms of education on and off campus.

Adams (1968) has stated that all facets of the college environment make their impact upon student character. The contribution of the residence hall experience may be a detrimental, or positive force in shaping the conditions for learning. Educating disadvantaged Black students requires a radical rethinking of educational processes. One of the major changes that Delco, Matthews, and Rogers (1969) said is required is the development of living styles on campuses that meet the needs of Black students emotionally and temperamentally. Thomas (1971) stated that racial identity is the conduit in the passage to power, and the essence for quality of life. Black students in Housing Programs began to recognize their needs as Black students in institutions of higher education. In response, institutions of higher education began to recognize and respond to Black students in Housing Programs. In return, they encountered difficulties. For example, some institutions responded in a manner similar to

Princeton when it first began its policy of admitting Black students to residence halls. All Blacks were assigned to single rooms, although the students would have benefited more from having a roommate. Princeton, and others, apparently did not understand the need for racial identity, Black culture, or even for Black companionship (Fields, 1969). Thus, some institution felt that it was necessary to house Black students in special residence halls which provided them with an atmosphere conducive to study (Berger, 1968).

Davis (1970) conducted a study where he discovered that:

A student's attitude toward the educational institution he attends may have an effect on his academic achievement there. Much of that attitude is developed in dormitories. This study attempted to investigate the effects of providing Black students with a residence hall floor which would have a much higher concentration of Black students than was normal for the campus. Two groups of twelve black students each and two groups of fourteen White students participated in the study. All groups were pretested on their attitudes toward dormitory living. The Black experimental group that had negative attitudes toward dormitory living on the pretest had positive attitudes on the post-test, while the White experimental group changed their attitudes from positive on the pretest to negative on the post-test.

Some institutions disagree with separating Black students from the majority student population. Whiting (1972) has stated that Black separatism within the residence halls should not exist.

"Presidents at predominantly white institutions should not have agreed to separate Black dormitories or cultural centers because of the increased hostility that such in group/out group relationships create." Such steps were often taken in haste as a result of the tension and unrest of the late sixties when a new type of Black

student began to emerge--ready for integration and non-violence, but disillusioned and frustrated by the events of that era. "The movements that have led to separatism were originally vehicles to increase acceptance and eliminate discrimination and exclusion."

Greenleaf (1969) stated that "If residence halls are to contribute to the goals of higher education in the 1970's, several difficult problems must be resolved through the modernization of traditional concepts of campus residential living." Interaction must be facilitated between these students with different backgrounds and interests to encourage peer learning.

Therefore, another method which was proposed to institutions of higher education to help them respond to the needs of Black students in residence halls during the latter part of the sixties was to increase human relations skill--specifically to increase racial awareness among Black and white students. It has been suggested that "residence halls should be primarily concerned with providing facilities and services which would promote the learning and development of the student." In order to develop a good race relations program, hall staffs must communicate with residence hall government leaders and solicit their support. It is also important that community experts, i.e., Urban League, NAACP, and other community human relations experts be contacted in an effort to design effective human relations program.

Some ideas which were generated by Butler (1964) are:

- a) Minority group newspapers and magazines should be available in the residence halls.

- b) Invite minority group leaders to dinner in the residence halls dining rooms to meet and speak with the students.
- c) Plan programs whereby students from the Black culture can discuss with majority students some of their experiences as members of a minority group in our society.
- d) Have faculty members from appropriate academic departments lead discussions at floor meetings in the residence halls on such topics as the development of prejudice; the sociological effects of discrimination; the history of minority groups; and the political facets of discrimination.
- e) Have floor meetings with community human relations experts to present and discuss with students, what students can do to improve race relations on campus.
- f) Show movies concerning the effects of racial discrimination on the vocational outlook for Blacks.
- g) It is crucial to overlap race relations with other residence hall programs.

Another institutional response to the needs of Black students in housing during the late sixties was to develop and train undergraduate Black students (peers) to give a broad range of assistance to Black dormitory students. "Specific problem areas were roommate conflicts--mainly, conflicts concerning race-related issues, Black-white problems; dormitory-resident conflict--relevance of dormitory activities and programming toward minority concerns." (Westbrook and Smith, 1976).

The 1970's ushered in a new era for Blacks in housing. Overall, Blacks no longer had sit-in's, rebellions, or civil movements. Many institutions, whether haphazard or well organized, began to respond to their needs. Though minority/majority problems still existed in residence halls--during the seventies, Black

students began to experience more intra-racial conflicts--and only added to the burden of the inter-racial conflicts.

Aulston (1974) stated that the social adjustment between middle-class Black students and working-class Black students were tense. Their disparate backgrounds lead to conflicts, especially if minority students from the working-class pressured Black middle-class students to affirm ethnic identity. Although middle-class students were generally eager to do so, they had different approaches to their ethnic struggles. Their attitudes may have not been understood or fully accepted.

Wilson (1974) agreed by stating that:

Field observations and interviews with Black students revealed two separate and distinct subcultures; the middle-class aspiring and the non-middle-class aspiring. The middle-class aspirers view education as an avenue for social as well as vocational mobility. They are willing to work within the system and make normal adjustments. Their desire for racial integration forces them to live in a state of marginality in which they are rejected both by fellow Black students and by some White students and administrators. The non-middle-class aspirers tend to rely upon their past and have difficulty competing with students possessing different backgrounds, abilities, and proficiencies. As a result, they form subcultural "camps" to reinforce their values and attitudes. They tend to reject whites as well as fellow Blacks who share middle-class values.

An additional division between Black students which should be mentioned is that between the Black male and Black female. Dating and dormitory life may cause problems for Black students (men and women) attending predominantly white institutions. For example, Gibbs (1973) stated that "most often, on the one hand, Black women outnumber Black men. On the other hand, Black men date white women, who seem to them more feminine, less aggressive, and less hostile than Black coeds." This situation is complicated

further by "the fact that white male students rarely date Black female students. Consequently, Black women feel socially deprived--and they are! Paradoxically, Black students risk being labeled 'oreos' or 'toms' if they socialize extensively across racial lines."

Toupin and Lurien (1975) stated that such relationships among Black females and males may be attributed to the fact that:

Black women students choose unisex dormitories over coeducational ones by more than two to one. They may prefer individual rather than group dating, or experience discomfort concerning close living arrangements with members of the opposite sex. Early sexual experience is seen by black parents and their daughters as an indication of downward status mobility, and distance between the sexes seen as lessening the possibility of sexual encounters. Many Black college men marry less educated women; while Black women who marry beneath themselves educationally risk downward mobility. Black women are expected to support Black men in their career struggle. Black men are therefore more free to try out leadership roles as well as sexual experiences in the coeducational dormitories, whereas Black women prefer the unisex dormitories for working out their difficult social-sexual career problems.

The Black mood on college campuses has again shifted for the decade of the eighties. Black militance, for instance, is not as visible as it was ten to fifteen years ago (Suen, 1983). This decade will be meshed with such pressures as social and economic difficulties.

Hollar (1981) has stated:

The major impact affecting students of the 1980's, Black students in particular, will not be based on traditional patterns of racial or student unrest. Rather, James Baldwin might agree, "The Fire Next Time" is most likely to grow out of the country's severe economic recession, . . .

He concluded by saying that predominantly white institutions will get a more middle-class Black student on campus. Many Black students on predominantly white campuses are already noticing "the

different type of Black" on campuses--those who can afford it (Williams and Howard, 1982). Therefore, there exists an increased feeling of loneliness and alienation among Blacks on predominantly white campuses today.

Racial tension continues to exist among Black/white students in housing. Many white students still do not understand why Blacks might want to sit together at the same table in the cafeteria. Nor do they understand the need for the dorm's minority cultural lounge, or the minority counsel. These groups, and all-Black tables at dormitory cafeterias, serve as necessary support structures, and as ways of maintaining Black culture (Seidman, 1982).

In conclusion, DeCoster and Mable (1981) stated that "students claim to appreciate the educational advantage of living in a pluralistic campus environment, yet minority populations are more tolerated than embraced, more feared than understood." In a small group discussion, the following thoughts were shared: one Black female discussed her two white roommates last year who were anxious and curious to learn what she was like, and about the Black culture. Vice versa, the Black student asked the white roommates questions about their race. These students felt that the only way one can learn about the others' race, and why certain attitudes exist, was to ask questions of each other. If such communication does not occur, evidence has revealed that Black-white communications will be minimal and superficial, and that misunderstandings and feelings of suspicion will permeate (DeCoster, Mable, 1981).

Black Student Concerns and the Counseling Center

Harper (1979) has observed that ". . . there is dire need for counselors to be aware of the historical, sociological, economic, and psychological dynamics of Black American life." Thus, in order to give a clear understanding of Black students' concerns in predominantly white universities in reference to the Counseling Center, it is necessary to provide the historical, sociological, economical and psychological dynamics of these students, which are many of the concerns they bring to campus. Smith (1981) has observed that:

The history of Black people is both the bond that welds them together and sets them apart from other Americans. Black Americans, if one can speak of them as a homogeneous group, have experienced a cultural press different from that experienced by many minority groups in America. Few ethnic or racial minorities in society have been so thoroughly blocked from having a constructive identity group formation, have been pressed to trust Whites more so than themselves, have had a value system imposed on them that so totally and forcefully undermined their self-esteem and their very existence. The common bond that unites Black people is not the color of their skin (for their colors vary) but rather the experiences they have collectively and individually been forced to endure because of their skin color."

Henderson (1979) elaborated further by stating that African-Americans are the most difficult ethnic group to categorize as a result of slavery, where African heritages were almost entirely lost through Caucasian acculturation.

Bennet (1969) described the life of the American slave when he wrote:

A curtain of cotton rang down on some four million human beings, it became a crime to teach these men and women to read and write Behind the cotton curtain four million human beings were systematically deprived of every right of personality. Vice, immorality, and brutality were

institutionalized. The sanction of the family was violated; children were sold from mothers, and fatherhood, in effect was outlawed."

Although all forms of slavery had legally been abolished over a hundred years ago, racial discrimination and prejudice continue to exist for Black Americans (Atkinson, Morten and Sue, 1979). Such racial discrimination and prejudice affect the Black student on predominantly white campuses. Black students bring to predominantly white colleges and universities a specific set of mores and customs, as well as unique cultural, family and background influences that make them highly visible and the objects of much negative attention. They occupy a relatively more stressful position in the campus social structure, thus, often perceive their environment quite differently than their white counterparts. Therefore, many Black students often choose separation as a means of dealing with the alien environment (Gunnings, 1982).

Black students from other than middle-class backgrounds are at a disadvantage when they enter white middle-class colleges because they often do not know what is expected of them and lack essential information. Many of them are not even aware of routine counseling services. Thus, these Black students will probably face an identity crisis when their old lifestyles may no longer seem rewarding (Haettenschwiller, 1971).

Griffith (1978) has stated that:

Blacks have a separate subculture, but they must come to terms with living in a largely white culture. A Black child raised in a largely white environment may accept this culture or may rebel against it and discover Black consciousness. A Black person raised in a Black environment who shifts to a white one

may lose his sense of self-esteem or become egotistical. . . . A Black person also may be led by white racism to suppress his personal qualities and to feel frustrated and worthless. . . . A Black person who has suppressed his Blackness to meet white expectations may have trouble relating to Blacks and may feel shame, guilt, and ambivalence.

Brody (1961) earlier stated that many, if not all, American Blacks appear to suffer from a series of problems in identification stemming from culture conflict, caste restrictions, and minority status, mediating in part through family structure. Ausubel & Ausubel (1963) further noted that ". . . basic to their personality problems is self-hatred, which can be attributed to the actual and legal status they enjoy in this country." Therefore, Blacks, in general, disclose less about themselves than do whites in the university environment. Self-disclosure makes a person vulnerable; it exposes his or her inner feelings. The disenfranchisement of Black students with the hostile American society, and the cultural shock presented to them by the white university environment makes it particularly difficult for them to disclose information about themselves unless the students are sure that the other person will evaluate the disclosure, and react to them the way they react to themselves. (Stikes, 1972).

Westbrook and Smith (1976) have pointed out that, at times, Black students on predominantly white campuses appear to require innovative services. Because they often resent the cumbersome intake procedures of mental health centers, and they often feel they cannot work effectively with white counselors, they frequently do not use such services. It is also suggested that Blacks often need assistance with situational problems, but do not seek

most ideal client in traditional centers (Banks, 1972; Burrell and Rayder, 1971; Davis and Swartz, 1972; Gibbs, 1973; Sue, 1973; Sedlacek, Brooks and Herman, 1971; Vontress, 1971). Davis and Swartz (1972) continued in that vein by stating that Black students tend to delay seeking help until their multiple problems become overwhelming.

At a large, predominantly white, land grant university, in 1979-80, a questionnaire on use of and attitudes toward counseling services was completed by thirty-seven Black students. Slightly more than half had used counseling center services. Vocational and financial concerns were most discussed while personal adjustment concerns were considered least appropriate for discussion (Walters and Miles, 1982).

In the literature it is reported that Black males present different problems than the Black female at predominantly white university counseling centers. Black female students often have been cited as the group with the lowest status in predominantly white settings, particularly with regards to interpersonal relationships (Hedegard and Brown, 1969; Steward, 1971; Willie and McCord, 1972). A study was conducted on a random sample of Black, female students from a large, midwestern university. Results revealed academics, finances, men, social activities, elimination of discrimination, career, cultural activities, health and looking attractive, in that order of frequency, as the crucial issues of college life in a predominantly white university (Wright, 1978).

Vontress (1970) has stated that the Black female will not present the same degree of challenge to the counselor as does the

male, probably because the female is more self-accepting than the male. The love and acceptance she receives in the home make her more self-assured and more readily accepting of other people. Generally, Black females are higher achievers throughout schooling which can account for the fact that the majority of Black college students today are females. This contributes to the shortage of Black men on predominantly white campuses and why Black females have problems finding dates on campus. Such situations ultimately affect the social activities of the Black female (Wright, 1978).

It has been stated that Black males disclose less information about themselves (Jourard and Lasakow, 1958). Vontress (1970) has observed that Black males provide a greater challenge to counselors than Black females:

Negro males more so than females have been the specific targets of brutality and subjugation by those who had a vested interest in the so-called "southern way of life." This way of life incorporated many customs, mores and laws designed to demoralize the Negro males and disarm him of feelings of self-respect, identity and family cohesiveness.

Parker and Kliener (1966) added that:

It is imperative that educators and counselors in particular concentrate much effort in helping negro boys grow into well-adjusted responsible citizens despite the drawbacks Black males have in their backgrounds. Negro matriarchy continues its debilitating effects on developing males.

Many serious social problems are attributed to the effects of a family environment in which the father is absent or ineffectual (Vontress, 1970). Such hardships of the Black male make them the most difficult client in the counseling setting. In fact, it has been discovered that Black males ranked self, and male student friends as highest for sharing personal problems (Cimboic,

Thompson, and Ward, 1981).

A crucial area of concern which affects Black students on predominantly white campuses is the race of the counselor. Abbott, Tollesfson, and McDermott (1982) have cited that at a large, midwestern university, 104 Black, undergraduate, student volunteers (fifty-three men and fifty-one women) completed a twenty-two item "Counselor Reference Questionnaire". Results revealed that the Black men had a stronger preference for Black counselors than did the Black women, and that the students aged twenty-one to twenty-two had a stronger preference for Black counselors than did students in other age groups. Proportionally, more of the students preferred Black counselors than non-Black counselors for personal-emotional problems.

On the other hand, Cimbalic (1973) performed a "T" group sensitivity session whereby he discovered that: 1) ten Black students did not view the Black counselors as being more effective, more likeable, and more skillful than the white counselors; 2) race was not a factor of either the control or treatment group; and 3) most importantly, all the Black students' priority for a counselor was one who would be self-revealing and honest, which they consider to be attributes of sensitivity and genuineness.

Rogers (1962) stated that the relationship between counselor and client is the most significant aspect of the counseling process. He pointed out further that personal growth is facilitated when the counselor is a real person, when in the relationship with his client he is genuine and without front or facade. Growth and change are more likely to occur the more the counselor is experiencing a warm,

positive, accepting attitude toward the counselee as he is--not as he will be or could be.

Mitchell (1970) has stated that personal congruence, acceptance and empathy and therapeutic skills are prerequisites for counselors working with Black students, and are likely to determine the extent to which he can function effectively in the counseling relationship.

In reference to the plight of Black counselors, in 1968, Black students demanded that administrators employ more Black counselors. Such demands revealed that not only did Black students need to proclaim Black identity and pride, but also, to air grievances against guidance which they had received from white counselors (Russell, 1970). Many of these Black students in predominantly white colleges and universities were inner-city ghetto inhabitants who perceived their lives as empty and hopeless, their activities normless; for many of them, trying to make a living was futile (Vontress, 1970).

Schmedinghoff (1977) has stated that because of the historical alienation of Blacks in higher education, and because of the fact that so many of them come from the disadvantaged segments of our community, now may be the time for institutions of higher education to provide Black counselors for disadvantaged Black students. Not so much because of racial similarity, but because Black counselors may be able to understand better what it means to be disadvantaged.

Gunnings (1982) has observed that Black students hold extraordinary expectations for counselors with whom they share a common race and ethnic background. These students feel a level of

trust and comradery with the counselors and they seek them out to help solve unique problems that are not always within the counseling domain.

Gunnings (1982) further pointed out that:

Minority students expect minority administrators to serve as role models, surrogate parents, buffers, advocates and unyielding sources of continuing psychological support. Minority administrators in predominantly White educational environments find that they must sometimes make use of intervention strategies such as confrontation, negotiations, mediation and even disengagement. They must often use their position of employment to break down cross-cultural barriers to provide efficacious solutions to problems resulting from misunderstandings, false perceptions, overt prejudices and overt biases.

In contrast, Broyard (1950) pointed out that as members of the Black bourgeoisie, Black counselors often have a problem authenticating themselves.

The problems of the Black counselor who has not examined himself is that he has a tendency to project his attitudes and feelings on other Blacks. He can be just as "up-tight" as the white counselor and just as ineffective if the Black student sees him for what he really is. An added problem for a Black counselor working in a white institution is that he must demonstrate his legitimacy to Black students who need to feel that he is someone who is honestly interested in them and not an "Uncle Tom" or an unqualified showpiece (Mitchell, 1970).

Vontress (1970) has stated that if Black students see white counselors as the enemy, they are apt to see the Black counselor as authoritarian figures and collaborators with the enemy. Thus, the problems of relating to culturally different Black students are somewhat the same for Black counselors as they are for their white counterparts.

Although race is a powerful factor in inter-racial interactions, variables such as sex may be just as important in intra-racial interactions between Black counselors and their

clients (Bryson, Bardo, and Johnson, 1975). Therefore, issues and concerns that have been investigated in inter-racial relationships are also appropriate for investigation in intra-racial client-counselor combinations. This is not to say that interracial factors are no longer important, but that intra-racial issues are just as significant. Bryson, Bardo, and Johnson (1975) further pointed out that Black female counselors must be able to clearly differentiate between certain commonly held values and beliefs regarding Black males, and that Black males need to become self-assertive and independent. Certain beliefs and values of Black female counselors might influence the counseling relationship with Black male clients. Historically, Black females in this country have played an important role in the growth and development of Black males. For example, Bryson, Bardo, and Johnson (1975) stated that:

For survival purposes, the task of Black females has been to suppress masculine assertiveness in their sons. Situations such as this may present problems for Black female counselors, especially since many of the female counselors may have acquired the traditional behavior patterns of the Black female. They must be able to differentiate between the desire to protect and help the Black male and their professional responsibility to recognize and positively respond to the male's needs to be assertive and independent.

The dilemma which confronted the Black female counselor is further discussed by Murray (1973) below:

Everything possible must be done to encourage Black males to develop to their highest educational potential and to accept their family responsibilities and feel secure in their marital relationships. Negro women have no alternative but to insist upon equal opportunities without regard to sex in training, education and employment at every level. . . The Negro woman's fate in the United States while inextricably bound with that of the Negro male in one sense transcends the issue of civil rights. Equality for the Negro woman must also mean equal opportunity to compete for jobs.

To most Black students, a white counselor already has one strike against him or her because of the students' previous experience with whites and the history of race relations, in general. For many white counselors, their inability to recognize their own prejudices and fears prevents them from being congruent in the counseling relationship. In order for the white counselor to be effective with Black students, one must learn that Blacks have a rich culture and that they have made contributions to society, contributions which have been systematically omitted from history texts. If a white counselor is able to achieve congruence and a positive regard for Black students, he or she may still be ineffective because it is impossible to have an empathic understanding of the Black students' internal frame of reference, the Black experience (Mitchell, 1970).

Williams (1975) has suggested that white professionals have no business treating the Black mind. "Since you are part of my problem, you can't be part of the solution."

With the advent of Black power and "Black is beautiful," the intensification of Blacks' efforts to win self-determination, and increasing Black awareness of the significance of economic, political, and social viability, some helping professionals have raised the question of whether the "oppressor" can develop meaningful rapport with the "oppressed" (Banks, 1972).

Vontress (1970) has stated that the counselor who brings to the therapeutic encounter his or her own personal bias against racial and ethnic minorities will not be able to empathize with inner-city clients; his or her racial hang-ups will directly or indirectly prevent him from using his professional skills in aiding his clients. Furthermore, Vontress stated that "a counselor's

false face may impede his counseling attempts since effective counseling depends to a considerable degree, upon the counselor's ability to permit himself to become a part of the total counseling situation."

Jordan (1974) has pointed out that Black students have traditionally been tracked into vocational trade roles because of the mindset of the white counselors who have been trained to perpetuate the class system, and to accept the deficit hypothesis. White counselors have frequently relied upon intelligence quotient tests which are designed by the white middle-class as the basis for measuring cultural values and standards. Instead, white counselors should aid Black students by encouraging them in their attempts to secure a college education. White counselors must realize that unless they are genuinely unprejudiced, Black students will never come to them with their personal problems (Washington, 1963).

There are several views concerning counseling Blacks that need further research. One view reported by Schmedinghoff (1977) is that the counselor must share the client's cultural background. Another similar view is that client-counselor racial differences impede counseling effectiveness. However, two experiments conducted by Milton Rokeach in the 1960's revealed the following information:

- 1) Black programs, including counseling should aim at eliminating racism.
- 2) Counselors for Blacks should support non-discriminatory or minority-preference hiring and admissions policies.
- 3) More interracial activities may be needed.

- 4) Black counselors who may understand being disadvantaged better should be provided for disadvantaged Black students.
- 5) Counseling should not emphasize racial and ethnic differences.

Rokeach (1968) concluded that racial similarity may be less important in effecting a healthy counseling relationship than the genuine acceptance of another's attitude.

In further discourse, what would be the most effective techniques for counseling Blacks in predominantly white colleges and universities? Present findings indicate two alarming situations. First, there are not enough professionally trained counselors to meet present and future demands. Second, the counselors that are available need retraining to cope with the pressing problems presented by the culturally different (Vontress, 1970). Slowly, but significantly, higher education has come to realize that this new student body needs specialized services to ease the transition to a predominantly white campus.

Usually, institutions responded in two ways: adding some Black counselors to the counseling center staff; or initiating a special counseling program for Blacks separate from the counseling center and often in the form of paraprofessional counselors (Schmedinghoff, 1977).

The widespread use of the paraprofessionals in human services areas boomed in the 1960's (Ward, 1970). Vontress (1969) stated that cultural barriers that precluded an effective counseling relationship included racial attitudes, ignorance of the client's

background, and language experience, attempts to sensitize counselors to be more versatile in dealing with their clients' problems have not resulted in as much effective communication as has the use of paraprofessionals, or indigenous counselors who possess life skills that preempt their lack of formal training.

Grosser (1968) described the indigenous nonprofessional, or paraprofessional as having mutual interests and common cause with program participants; moreover, he is able to communicate freely because, like them, he is poor, resides in the same neighborhood, and shares minority group status, common background, and language.

In an experiment conducted by Williams (1974) on the use of paraprofessionals, she reported that eighteen Black, student volunteers received five, one-hour, individual counseling sessions. Half of the students were counseled by professional counselors (all white men) and half by specially trained student peers (all Black--four women and five men). The results revealed that the white professional and black peer counselors were equally successful in increasing the thrust and level of self-disclosure of the Black students.

In conclusion, it has not been established what is the most effective means of counseling Black students in predominantly white institutions. Although literature on effective counseling consistently supports the concept that effective counseling occurs when the attitudes of the counselor and the counselee are conducive to therapy and that the therapy takes place in a comfortable environment (Vontress, 1970). Tucker, Chennault, and Mulkerne (1981) stated that:

Many Blacks bring attitudes, concerns, and ideas into the therapy sessions from their home environment that can create barriers to successful therapy. These barriers are:

- a) negative attitudes toward seeking counseling,
- b) expectations of therapeutic failure, c) defensiveness and fear of self-disclosure because of identification with society's stereotypes of black males of very masculine and Black females as super strong, d) feelings of discomfort during therapy. . . The barriers seem to be socioeconomic rather than racial in origin. Though this may seem to be true, some of the factors sustaining these barriers to therapy are unique to Black culture. Removal of the barriers must include identification and modification of current attitudes, beliefs, and perceptions of Blacks.

The issue of counseling Blacks in higher education is further complicated because a number of researchers have failed to distinguish between racial and socioeconomic variables. Therefore, if it is true that the differences that exist between Blacks and whites are primarily the results of racism rather than of race, it would seem that the long range goals of Black programs (including counseling) should be directed at eliminating racism as a causative factor in our society. As Schmedinghoff (1977) has stated, "Instead of spending time and energy in investigating how to counsel Blacks, we might be wiser to work at reducing the vestiges of racism on our campuses and in our society."

Finally, increases in minority student enrollment, combined with the shift from a reactive to a proactive approach to student counseling, suggests a need to improve college counselor training programs. Counselors should take courses in Black history, have professional experience in the Black community, learn Black language, be certified by the Association of Black Psychologists, and become familiar with the structure of Black families in order to facilitate client self-disclosure. Counselors must, as Pensky

(1981) has noted, assume the role of student advocate, reject the view that Black culture is deficient, and be trained to work with both the "Negro" and the "Black" components of the Black personality. Of equal importance, as Gunnings (1982) has observed, is that Black students be taught to analyze and utilize their support systems, and to survive regardless of the barriers they face.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The overall purpose of this study is to compare and contrast Black students' personal experiences with what they perceive to be the experiences of other Black students concerning the effectiveness of selected student services at Michigan State University during the 1983-84 academic year. The services studied were 1) Financial Aids, 2) Housing Programs and Food Services, and 3) the Counseling Center.

This chapter describes the procedures and methods employed in the study. Included is a description of the population and sample, the development of the instrument used, the field study (testing) of the instrument, the method of collecting the data, the statistical methods used, and a restatement of the hypotheses.

Population and Sample

The population selected for the study consists of a computerized random sample of full-time, undergraduate, Black students at the sophomore and senior class levels enrolled at Michigan State University during the 1983-84 academic year. Permission was obtained from the Committee on Release of Confidential Information for release of data from the Office of the Registrar. The researcher requested from the registrar address labels for the following breakdown of the sample population:

1. Set of fifty on-campus Black male sophomore students.
2. Set of fifty on-campus Black female sophomore students.
3. Set of fifty off-campus Black male sophomore students.
4. Set of fifty off-campus Black female sophomore students.
5. Set of fifty on-campus Black male senior students.
6. Set of fifty on-campus Black female senior students.
7. Set of fifty off-campus Black male senior students.
8. Set of fifty off-campus Black female senior students.

The total sample population consisted of 400 students.

The primary rationales for selecting the above population are based on the assumptions that: 1) After one year, Black students will have had the opportunity to assess the services to be studied (especially since the majority of Black students are on some form of financial aid and also, since all freshmen are required to live on-campus unless they are within the fifty mile commuting distance); 2) Since a great number of Black students move from residence halls after their freshman year to either off-campus apartments or University Apartments, it is important to obtain their opinions at the senior level before they graduate from the university.

The Development of the Instrument

The survey developed for this study, Black Student Assessment Tool of the Effectiveness of Selected Student Services Functions was designed to obtain Black students' perceptions of services provided by the Office of Financial Aids, Housing Programs and Food

Services, and the Counseling Center. The assessment tool is similar in design to the Student Services Questionnaire, Gomez (1979), which was also developed at Michigan State University. The instrument was reviewed by staff members from the above respective services, faculty members, a research consultant, the Committee on Release of Confidential Information for Release of Data, and students for potential biases and validity.

The Black Student Assessment Tool of the Effectiveness of Selected Student Services Functions consists of two parts. The first part consists of seventy-three questions and statements which are also divided into two parts. (Total number of actual questions and statements is 146.) The first part of Part I assesses Black student perceptions of how most Black students perceive the services provided by Financial Aids, Housing Programs and Food Services and the Counseling Center. The second part of Part I assesses Black students' personal perceptions of the same services.

The research is limited to the three areas of student services functions listed above based on the assumption that they are the crucial three areas that affect Black students' retention once they are admitted to Michigan State University.

Part II of the assessment tool elicited personal data and gave the student the opportunity to make comments and/or recommendations concerning the areas studied.

Students were asked to respond to the first section of Part I on the assessment tool by utilizing the following scale: Strongly Agree, Agree, Disagree, Strongly Disagree and Do Not Know. In the second part of Part I (personal perceptions) students responded

using Yes, No, and Do Not Know categories.

Pilot Study

A pilot study was conducted during spring term 1983, to assess clarity, face validity, and the amount of time needed to complete the survey. The tool was completed by two minority class sections of Education Administration and Curriculum (EAC) Course #415. The combined total of the two classes was thirty-two. All of them were Black students representing all class levels--senior to freshman. The researcher also randomly handed out surveys to Black students in the residence halls where the researcher was employed. Approximately fifty undergraduate Black students at all class levels participated in the pilot study.

Overall, the students did not express any major criticism of the assessment tool. In fact, many felt that the questions were very relevant to the issues and concerns they have with the services provided. Some of the respondents, however, did express a concern for the length of the tool. Based on the overall favorable reactions to the instrument, no modifications were made to the instrument.

Method of Collecting Data

The resultant survey (Black Student Assessment Tool of the Effectiveness of Selected Student Services Functions, see Appendix B) was distributed to the random sample population on January 25, 1984. All packets contained a cover letter (see Appendix B) and were coded for follow-up purposes. Those students who resided

off-campus or in University Apartments were mailed questionnaires via U. S. Mail. A self-addressed, stamped envelope was included. All on-campus respondents received surveys from the resident director of their respective halls. However, before distributing the surveys to the on-campus population, permission was obtained from the Director of the University Housing Programs Office to acquire the assistance of the resident directors of each hall where the respondents resided. These surveys were personally delivered by the researcher to the resident directors of each hall. Between January 25, 1984 and February 15, 1984, each resident director distributed and collected the questionnaires within their particular building. Questionnaires for the off-campus population were returned to the researcher via campus mail.

By February 15, 1984, 141 questionnaires were returned. A follow-up was done by telephone. Fifty-eight additional surveys were returned as a result of the follow-up. (See Table 1 for an illustration of the possible and actual number of respondents.)

Methods of Analysis Employed

The responses from the questionnaires were transposed onto mark-sensored scoring sheets to reduce the possibility of human error, and the amount of time expended. The information was then taken to the University Scoring Service to be processed onto computer cards. At this point, a research consultant was contacted to obtain particular methods of writing a program which would produce appropriate analyses of the data. Based on information

Table 1--Possible and Actual Number of Respondents

	Possible Respondents	Actual Respondents	Percent of Actual Respondents
On-Campus			
Senior - Females	50	26	13.1%
Senior - Males	50	27	13.6%
Sophomore - Females	50	38	19.0%
Sophomore - Males	50	27	13.6%
Off-Campus			
Senior - Females	50	26	13.1%
Senior - Males	50	19	9.5%
Sophomore - Females	50	21	10.6%
Sophomore - Males	50	15	7.5%
TOTALS	400	199	100%

received from the research consultant and committee members, the statistical test chosen was the Chi-Square Analysis (χ^2) in order to determine whether there would be significant differences between observed and expected frequencies for each statement or question. A 0.05 level of confidence was chosen to test the null hypotheses.

Following are the null hypotheses presented in this study:

1. There are no significant differences between Black students' perceptions of services provided in Housing Programs and Food Services and what they actually experience.
2. There are no significant differences between Black students' perceptions of their dependence on financial aids (which includes work-study) and what they actually experience.
3. There are no significant differences between Black students' perceptions of services provided by the Counseling Center and what they actually experience.

Responses to the open-ended questions were compiled in a separate sections (Appendix C) under the respective services regardless of the respondents' class level or place of residence.

Data analyses were done at the Michigan State University Computer Center using the Statistical Package for the Social Services.

Summary

This chapter describes the methods and procedures and overall design of the study. The study is designed to obtain Black student

perceptions (their own and what they expect others to perceive) of the Office of Financial Aids, Housing Programs and Food Services and the Counseling Center at Michigan State University. Data was collected using an assessment tool developed by the researcher. The sample population consisted of 400 Black, full-time, undergraduate students at the sophomore and senior class levels which was further divided by on-campus/off-campus residency and male/female classifications. Returned surveys were analyzed using Chi-square analyses.

CHAPTER IV

ANALYSIS OF DATA

The data extracted from the questionnaire was analyzed to test the hypotheses that have been presented. The respondents were 199 Black, undergraduate students at the senior and sophomore class levels. For each student service, the results of Part I of the questionnaire are reported for the total sample group. This section includes: 1) presentation of the analysis of cross tabulations and chi-square (χ^2) values which compare Black student perceptions with experiences concerning the effectiveness of the services they receive in each area; 2) presentation of cross tabulations and chi-square values of only that data found to be significant among the subgroups compared (male vs. female responses; senior vs. sophomore responses; on-campus vs. off-campus responses) are reported.

The responses to Part II of the questionnaire include the comments to the open-ended section of the questionnaire and are presented at the end of this chapter. The verbatim comments for Part II are located in Appendix C.

It should be noted throughout that for experiences, there are three categories of response (Yes, No, and Do Not Know), while for perceptions there are five response categories (Strongly Agree, Agree, Disagree, Strongly Disagree, and Do Not Know). The strongly agree and agree, and the strongly disagree and disagree categories

are not collapsed in the data analyses. Hence, all analyses are done in the form presented in the tables.

Housing Programs and Food Services

The following results are tabulated based on Black students' personal experiences and what they perceive the overall perceptions of Black students to be at MSU regarding the services provided. Since there are two responses required for each numbered question or statement, the results are presented as dyads. The first part of each dyad represents perceptions, while the second represents experiences. It should be noted that while percentages varied, each analysis of the dyads shows significant differences between perceptions and experiences.

DYAD #1. Provisions exist for the involvement of Black students in setting rules and regulations in student housing.

I have been involved in setting rules and regulations in student housing.

Table 2 on page 67 contains the results of the total group analysis for Dyad #1.

PERCEPTIONS. Responses varied with the greater percentage (36.7 percent) agreeing and 28.2 percent disagreeing.

EXPERIENCES. Of the 188 students who responded, 126 students (67.2 percent) stated that they have not been involved. Only fifty-three students have had some experience setting rules and regulations.

DYAD #2. A choice of foods is provided in campus cafeteria/dining halls which suit Black students' tastes.

A choice of foods is provided in campus cafeteria/dining halls which suit my taste.

Table 3 on page 68 presents the results of the total group analysis for Dyad #2.

PERCEPTIONS. Over 56 percent of the students either disagreed, or strongly disagreed that a choice of foods exist for Black students while 30 percent agreed that a choice exists.

EXPERIENCES. It is interesting to note that in reference to experiences, the responses are almost equally split with 46.5 percent stating that a choice of food exists and 49.7 percent stating that it does not exist.

DYAD #3. Residence hall living enhances the overall educational experiences of Black undergraduate students.

Residence hall living has enhanced my overall educational experiences as a Black student.

Table 4 on page 69 presents the results of the total group analysis for Dyad #3.

PERCEPTIONS. It is quite interesting to note that 64.3 percent of the 193 students either agreed or strongly agreed that residence hall living enhances the lives of Black students.

EXPERIENCES. The responses are similar to perceptions with 68.4 percent agreeing that residence halls have enhanced their lives.

DYAD #4. Residence halls provide Black students with a wide variety of social programs that promote their ethnic cultural heritage.

Residence halls provide me with a wide variety of social programs that promote my ethnic cultural heritage.

Table 5 on page 70 presents the results of the total group analysis for Dyad #4.

PERCEPTIONS. Approximately 65 percent of the students do not think the residence halls provide Black students with social programs that promote their ethnic heritage.

EXPERIENCES. Of the respondents, 69.4 percent stated that they have not been satisfied in this area.

DYAD #5. Residence halls provide Black students with a wide variety of educational programs which promote their ethnic cultural heritage.

Residence halls provide me with a wide variety of educational programs which promote my ethnic cultural heritage.

Table 6 on page 71 contains the total group analysis for Dyad #5.

PERCEPTIONS. It is very interesting to note that 72.4 percent of the respondents perceived that Black students' needs are not being met in this area.

EXPERIENCES. Black students (76.5 percent) likewise stated that their needs are not being met in this area.

DYAD #6. Residence halls provide Black students with a wide

variety of recreational programs which promote their ethnic cultural heritage.

Residence halls provide me with a wide variety of recreational programs which promote my ethnic cultural heritage.

Table 7 on page 72 presents the total group analysis for Dyad #6.

PERCEPTIONS. Of the 195 students who responded, 68.7 percent either disagreed or strongly disagreed that recreational programs which promote ethnic heritage exist for Black students.

EXPERIENCES. A higher percentage (75.4 percent) said they personally have not had experience with such programs.

DYAD #7. Residence hall staffs are responsive to and concerned with Black students' needs and interests.

Residence hall staffs have been responsive to and concerned with my needs and interests.

Table 8 on page 73 contains the results of the total group analysis for Dyad #7.

PERCEPTIONS. The perceptions were somewhat split in this area with 37.6 percent either strongly agreeing or agreeing, and 46.4 percent strongly disagreeing or disagreeing.

EXPERIENCES. The percentages here are similar to perceptions--44.8 percent stated that residence halls have been responsive and concerned with personal needs and interests, and 42.8 percent stated that they have not.

DYAD #8. Students' rooms (i.e., satisfaction with roommate placement and social/recreational facilities (i.e., Black

magazines) in residence halls are provided for Black students in an appropriate and satisfactory manner.

Students' rooms (i.e., satisfaction with roommate placement) and social/recreational facilities (i.e., Black magazines in residence halls) are provided for me in an appropriate and satisfactory manner.

Table 9 on page 74 presents the results of the total group analysis for Dyad #8.

PERCEPTIONS. Again, perceptions were somewhat split with 48.5 percent either strongly agreeing or agreeing, and 42.3 percent either strongly disagreeing or disagreeing that this service is available for Black students.

EXPERIENCE. For this question, 45.9 percent said that this service does exist, and 46.4 percent said that it does not.

DYAD #9. The residence hall provides Black students with an ongoing orientation to university life.

The residence hall provides me with an ongoing orientation to university life.

Table 10 on page 75 presents the results of the total group analysis for Dyad #9.

PERCEPTIONS. It is interesting to note that 50 percent of the students perceived this service to be fulfilling to Black students. At the same time, 42 percent responded that they do not think the service is helpful.

EXPERIENCES. Of the 193 students, 53.4 percent said yes while 39 percent said no in regard to orientation.

DYAD #10. Residence halls' "Welcome Week" activities provide a satisfactory orientation for Black students to university life.
Residence halls' "Welcome Week" activities provide a satisfactory orientation for me to university life.

Table 11 on page 76 presents the results of the total group analysis for Dyad #10.

PERCEPTIONS. Only 30 percent agreed that this activity has been satisfactory while 56.1 percent of the students stated that it has not been satisfactory for Black students.

EXPERIENCES. For experiences, 37.7 percent stated yes and 54.5 percent stated no, indicating dissatisfaction with this service.

DYAD #11. Residence hall staffs help to create better racial understanding for residents.

I think the residence hall staffs help create better racial understanding for residents.

Table 12 on page 77 presents the results of the total group analysis for Dyad #11.

PERCEPTIONS. It is interesting to note that 57 percent of the respondents perceived that Black students do not think residence hall staffs help to create racial understanding.

EXPERIENCES. In terms of personal experiences, 61 percent responded no to this question.

DYAD #12. Residence hall staffs plan programs and activities which build Black identity and awareness.

Residence hall staffs plan programs and activities which help build my Black identity and awareness.

Table 13 on page 78 contains the results of the total group analysis for Dyad #12.

PERCEPTIONS. It is very interesting to note that over 73 percent of the respondents perceived that Black students do not think hall staffs, through programming efforts, assist them in building Black identity and awareness.

EXPERIENCES. An extremely high percentage (80 percent) disagreed that such programs and activities are present.

DYAD #13. The presence of the Black Aide enables Black students to adjust more easily to residence hall living.

The presence of the Black Aide enables me to adjust more easily to residence hall living.

Table 14 on page 79 presents the results of the total group analysis for Dyad #13.

PERCEPTIONS. Almost 75 percent of the respondents perceive the presence of the Black Aide as helping Black students adjust to residence halls.

EXPERIENCE. Of the 188 responses, slightly less than 63 percent stated that the presence of the aide has helped them adjust personally.

DYAD #14. Overall, Black students have no objections to living with a white roommate.

Overall, I have no objections to living with a white roommate.

Table 15 on page 80 presents the total group analysis for Dyad #14.

PERCEPTIONS. Close to 50 percent of the students responded that they do not think Black students object to living with a white roommate. The other responses were scattered, but close to 20 percent said they were not sure if Black students object to living with a white roommate.

EXPERIENCES. On the other hand, almost 60 percent of the students personally object to living with a white roommate.

DYAD #15. Black students participate in hall governments.

I (have) participate(d) in hall government.

Table 16 on page 81 presents the results of the total group analysis for Dyad #15.

PERCEPTIONS. It is also interesting to note that over 50 percent of the respondents perceived that Black students participate in hall governments.

EXPERIENCES. The percentages are almost split for experiences. Almost 48 percent stated they have been involved in hall governments and close to 50 percent stating they have not.

DYAD #16. Black students believe that hall governments support their interests.

I believe that hall governments support Black students' interests.

Table 17 on page 82 presents the results of the total group analysis for Dyad #16.

PERCEPTIONS. A very large percentage (71.4 percent) of the respondents either strongly disagreed or disagreed that Black

students believe hall governments support their interests.

EXPERIENCES. In addition, 71.9 percent said they do not believe their personal needs are being met by hall governments.

DYAD #17. Black students serve on hall judiciaries and hall damage committees.

I (have) serve(d) on hall judiciaries and hall damage committees.

Table 18 on page 83 presents the results of the total group analysis for Dyad #17.

PERCEPTIONS. Of the 197 students who responded, the perceptions were somewhat scattered with 28 percent either strongly agreeing or agreeing, 38 percent strongly disagreeing or disagreeing and 34 percent not knowing if Black students participate in this area.

EXPERIENCES. On the other hand, it is important to note that 80 percent of the respondents stated they have not personally been involved.

DYAD #18. The majority of Black students, after their freshman or sophomore year, move out of the residence halls.

After my freshman or sophomore year, I (will) move(d) out of the residence halls.

Table 19 on page 84 presents the results of the total group analysis for Dyad #18.

PERCEPTIONS. Nearly 68 percent of the respondents either strongly agreed or agreed that the majority of Black students move out of residence halls.

EXPERIENCES. Close to 60 percent stated that they have or will move out of the residence halls.

DYAD #19. The majority of Black students living in residence halls participate in the Black Caucus.

I participate(d) in the residence hall Black Caucus.

Table 20 on page 85 contains the results of the total group analysis for Dyad #19.

PERCEPTIONS. It is interesting to note that 62 percent of the respondents perceived that the majority of Black students participate in the Black Caucus.

EXPERIENCE. It is even more interesting to note that 78 percent of the respondents stated they have participated in this service.

DYAD #20. The majority of Black students prefer to live in University Apartments/Spartan Village than residence halls.

I prefer to live in University Apartments/Spartan Village than the residence halls.

Table 21 on page 86 presents the results of the total group analysis for Dyad #20.

PERCEPTIONS. Of the 197 students responding, close to 65 percent either strongly agreed or agreed, and 23 percent did not know whether the majority of Black students prefer living in University Apartments.

EXPERIENCES. On the other hand, experiences were somewhat divided with 48 percent saying yes and 43 percent responding no to this question.

DYAD #21. Black students believe that white students in the residence halls are concerned about them.

I believe that white students in the residence halls are concerned about the needs of Black students.

Table 22 on page 87 presents the results of the total group analysis for Dyad #21.

PERCEPTIONS. Close to 76 percent of the respondents stated that Black students do not believe that white students are concerned about them. In fact, of the 76 percent, 34 percent strongly agreed.

EXPERIENCES. Nearly 73 percent stated that they believe white students are not concerned.

DYAD #22. Black students are interested in becoming Resident Assistants (RA's).

I am (was) interested in becoming a Resident Assistant (RA).

Table 23 on page 88 presents the results of the total group analysis for Dyad #22.

PERCEPTIONS. It is quite interesting to note that close to 80 percent of the respondents perceived that Black students are interested in becoming RA's.

EXPERIENCES. On the other hand, only 52 percent of the same respondents said they are (were) interested, and 44.7 percent stated they are (were) not.

DYAD #23. Black students prefer being a Minority Aide (MA) rather than a Resident Assistant (RA).

I prefer being a Minority Aide (MA) rather than a Resident Assistant (RA).

Table 24 on page 89 presents the results of the total group analysis for Dyad #23.

PERCEPTIONS. The responses were somewhat scattered with the majority (46.5 percent) either strongly agreeing or agreeing while 31 percent were not sure Black students prefer this option.

EXPERIENCES. For experiences, responses were split with 38 percent saying yes, 39 percent saying no, and the remaining 22.5 percent not knowing.

DYAD #24. Residence halls provide job opportunities (i.e., desk receptionists, night receptionists) for Black students.

Residence halls provide job opportunities (i.e., desk receptionists, night receptionists) for me as a Black student.

Table 25 on page 90 presents the results of the total group analysis for Dyad #24.

PERCEPTIONS. Of the 194 student responses, over 62 percent agreed that residence halls provide these services to Black students.

EXPERIENCES. In reference to personal experiences, the numbers decreased. Forty-nine percent stated they are provided with employment opportunity, and 41 percent stated this opportunity does not exist for them.

DYAD #25. In proportion to their numbers, Black students have as much opportunity to get positions in residence halls as white students.

I have as much of an opportunity to get a position in residence halls as white students.

Table 26 on page 91 presents the results of the total group analysis for Dyad #25.

PERCEPTIONS. Of the 187 students responding to this question, almost 60 percent disagreed that this opportunity is available to Black students in comparison to their white counterparts.

EXPERIENCES. In reference to experiences, the responses were divided. Forty-two percent of the respondents stated they have as much opportunity as white students, and 43 percent stated they do not.

Analyses Comparing Total Black Male Students' with Total Black Female Students' Perceptions for Housing Programs and Food Services

Chi-square test results comparing the responses of Black male students with the responses of Black female students for perceptions of Housing Programs and Food Services are presented in Table 27 on page 92.

Table 27 shows significant differences in only two of the areas (dyads #7 and #9).

In Dyad #7, "Residence hall staffs are responsive to and concerned with Black students' needs and interests," significantly more females reported that they did not know and voiced stronger disagreement than males.

In Dyad #9, "The residence halls provide Black students with an ongoing orientation to university life," only one female strongly agreed.

Analyses Comparing Total Black Male Students' with
Total Black Female Students' Experiences for
Housing Programs and Food Services

The results of the χ^2 analyses comparing the Black male students' responses with the responses of Black female students' for experiences with Housing Programs and Food Services are presented in Table 28 on page 93.

Table 28 shows significant differences in six dyads (#4, #5, #6, #18, #20, and #24).

In Dyad #4, "Residence halls provide me with a wide variety of social programs which promote my ethnic cultural heritage," more females said no than males.

In Dyad #5, "Residence halls provide me with a wide variety of educational programs which promote my ethnic cultural heritage," significantly more females said no than males.

In Dyad #6, "Residence halls provide me with a wide variety of recreational programs which promote my ethnic cultural heritage," again, more females said no than males.

In Dyad #18, "After my freshman or sophomore year, I (will) move(d) out of the residence halls," significantly more females replied yes than males.

In Dyad #20, "I prefer to live in University Apartments/Spartan Village rather than the residence halls," again, significantly more females said yes than males.

In Dyad #24, "Residence halls provide job opportunities (i.e., desk receptionists, night receptionists) for me as a Black student," more females said no than males.

Analyses Comparing Total Senior Class Students' with
Total Sophomore Class Students' Perceptions for
Housing Programs and Food Services

The results comparing the responses of senior class students with the responses of sophomore students' for perceptions of Housing Programs and Food Services are presented in Table 29 on page 94.

In Table 29, the only significant difference is found in Dyad #6.

In Dyad #6, "Residence halls provide Black students with a wide variety of recreational programs which promote their ethnic cultural heritage," significantly more sophomores agreed than seniors.

Analyses Comparing Total Senior Class Students' with
Total Sophomore Class Students' Experiences
For Housing Programs and Food Services

Table 30 on page 95 shows significant differences between senior and sophomore students' experiences with housing and food services in only two areas (dyads #2 and #11).

In Dyad #2, "A choice of foods is provided in campus cafeteria/dining halls which suit my taste," the students who said they did not know are all seniors except one.

In Dyad #11, "I think the residence hall staffs help create better racial understanding for residents," significantly more seniors stated that they did not know while the majority the of sophomore students stated yes.

Analyses Comparing Total On-Campus Students' with
Total Off-Campus Students' Perceptions for
Housing Programs and Food Services

The results of the comparisons of on-campus students' responses with off-campus students' responses for perceptions of Housing Programs and Food Services are presented in Table 31 on page 96.

Table 31 shows significant differences in only two areas (dyads #1 and #22).

In Dyad #1, "Provisions exist for the involvement of Black students in setting rules and regulations in student housing," significantly more on-campus students strongly agreed and agreed.

In Dyad #22, "Black students are interested in becoming Resident Assistants (RA's)," those students who did not know are mostly on-campus respondents. But the majority of those who agreed are on-campus residents.

Analyses Comparing Total On-Campus Students' with
Total Off-Campus Students' Experiences for
Housing Programs and Food Services

The results of the analyses comparing the responses of on-campus students' with the responses of off-campus students' experiences for Housing Programs and Food Services are presented in Table 32 on page 97.

In Table 32, significant differences are found in two areas (dyads #8 and #18).

In Dyad #8, "Students' rooms (i.e., satisfaction with roommate placement) and social/recreational facilities (i.e., Black magazines) in residence halls are provided for me in an appropriate

and satisfactory manner," the majority of the respondents who said yes are on-campus residents.

In Dyad #18, "After my freshman or sophomore year, I (will) move(d) out of the residence halls," of those students who said they did not know, the majority are on-campus residents. Also, the majority of the students who said no are on-campus residents.

Summary of Housing Programs and Food Services

A significant number of Black students perceive and experience that the residence halls have enhanced their lives. However, they believe that appropriate programs are not provided to promote their ethnic and cultural heritage. In addition, although their perceptions are split in reference to hall staff members' concern about their needs, they do not think or experience that staff members have helped to create racial understanding among all residents. Finally, the majority of Black students move out of the residence halls to University Apartments/Spartan Village.

Table 2--Cross Tabulation of Perceptions and Experiences of Dyad #1
for Housing Programs and Food Services:

Provisions exist for the involvement of Black students in
setting rules and regulations in student housing.

I have been involved in setting rules and regulations in
student housing.

PERCEPTIONS

DYAD #1		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(53) 28.2%	(4) 7.5%	(5) 9.4%	(8) 15.1%	(31) 58.5%	(5) 9.4%
	NO	(126) 67.2%	(28) 22.2%	(12) 9.5%	(43) 34.1%	(36) 28.6%	(7) 5.6%
	DO NOT KNOW	(9) 4.8%	(5) 13.5%	(0) 0%	(2) 3.8%	(2) 2.9%	(0) 0%
	TOTAL	(188) 100%	(37) 19.7%	(17) 9.0%	(53) 28.2%	(69) 36.7%	(12) 6.4%

$$\chi^2 = 27.15, \text{ df} = 8, p < .05$$

Table 3--Cross Tabulation of Perceptions and Experiences of Dyad #2 for Housing Programs and Food Services:

A choice of foods is provided in campus cafeteria/dining halls which suit Black students' tastes.

A choice of foods is provided in campus cafeteria/dining halls which suit my taste.

PERCEPTIONS

DYAD #2

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(86) 47.5%	(11) 12.8%	(5) 5.8%	(17) 19.8%	(49) 57.0%	(4) 4.7%
NO	(92) 49.7%	(1) 1.1%	(34) 37.0%	(48) 64.0%	(8) 52.2%	(1) 8.7%
DO NOT KNOW	(7) 3.8%	(7) 100%	(0) 0%	(0) 0%	(0) 0%	(0) 0%
TOTAL	(185) 100%	(19) 10.3%	(39) 21.1%	(65) 35.1%	(57) 30.8%	(5) 2.7%

$$\chi^2 = 138.94, df = 8, p < .05$$

Table 4--Cross Tabulation of Perceptions and Experiences of Dyad #3
for Housing Programs and Food Services:

Residence hall living enhances the overall educational
experiences of Black undergraduate students.

Residence hall living has enhanced my overall educational
experiences as a Black student.

PERCEPTIONS

DYAD #3

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(132) 68.4%	(5) 3.8%	(4) 3.0%	(6) 4.5%	(76) 57.6%	(41) 31.1%
NO	(49) 25.4%	(7) 14.3%	(10) 20.4%	(27) 55.1%	(5) 10.2%	(0) 0%
DO NOT KNOW	(12) 6.2%	(8) 66.7%	(1) 8.3%	(1) 8.3%	(1) 8.3%	(1) 8.3%
TOTAL	(193) 100%	(20) 10.4%	(15) 7.8%	(34) 17.6%	(82) 42.5%	(42) 21.8%

$$\chi^2 = 148.59, \text{ df} = 8, p < .05$$

Table 5--Cross Tabulation of Perceptions and Experiences of Dyad #4
for Housing Programs and Food Services:

Residence halls provide Black students with a wide variety of social programs which promote their ethnic cultural heritage.

Residence halls provide me with a wide variety of social programs which promote my ethnic cultural heritage

PERCEPTIONS

DYAD #4

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(44) 22.8%	(6) 40.0%	(1) 6.7%	(3) 20.0%	(4) 26.7%	(1) 6.7%
NO	(134) 69.4%	(3) 2.2%	(51) 38.1%	(66) 49.3%	(12) 9.0%	(2) 1.5%
DO NOT KNOW	(15) 7.8%	(2) 4.5%	(3) 6.8%	(2) 4.5%	(32) 72.7%	(5) 11.4%
TOTAL	(193) 100%	(11) 5.7%	(55) 28.5%	(71) 36.8%	(48) 24.9%	(8) 4.1%

$$\chi^2 = 129.41, df = 8, p < .05$$

Table 6--Cross Tabulation of Perceptions and Experiences of Dyad #5
for Housing Programs and Food Services:

Residence halls provide Black students with a wide variety of educational programs which promote their ethnic cultural heritage.

Residence halls provide me with a wide variety of educational programs which promote my ethnic cultural heritage.

PERCEPTIONS

DYAD #5

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(30) 15.3%	(0) 0%	(2) 6.7%	(2) 6.7%	(26) 86.7%	(0) 0%
NO	(150) 76.5%	(4) 2.7%	(40) 26.7%	(96) 64.0%	(8) 5.3%	(2) 1.3%
DO NOT KNOW	(16) 8.2%	(11) 68.8%	(0) 0%	(2) 12.5%	(3) 18.8%	(0) 0%
TOTAL	(196) 100%	(15) 7.7%	(42) 21.4%	(100) 51.0%	(37) 18.9%	(2) 1.0%

$$\chi^2 = 203.00, df = 8, p < .05$$

Table 7--Cross Tabulation of Perceptions and Experiences of Dyad #6
for Housing Programs and Food Services:

Residence halls provide Black students with a wide variety of recreational programs which promote their ethnic cultural heritage.

Residence halls provide me with a wide variety of recreational programs which promote my ethnic cultural heritage.

PERCEPTIONS

DYAD #6		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(41) 21.0%	(0) 0%	(1) 2.4%	(5) 12.2%	(29) 70.7%	(6) 14.6%
	NO	(147) 75.4%	(7) 4.8%	(39) 26.5%	(89) 60.5%	(11) 7.5%	(1) 0.7%
	DO NOT KNOW	(7) 3.6%	(5) 71.4%	(0) 0%	(0) 0%	(2) 28.6%	(0) 0%
	TOTAL	(195) 100%	(12) 6.2%	(40) 20.5%	(94) 48.2%	(42) 21.5%	(7) 3.1%

$$\chi^2 = 59.56, df = 8, p < .05$$

Table 8--Cross Tabulation of Perceptions and Experiences of Dyad #7
for Housing Programs and Food Services:

Residence hall staffs are responsive to and concerned with
Black students' needs and interests.

Residence halls staffs have been responsive to and
concerned with my needs and interests.

PERCEPTIONS

DYAD #7

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(87) 44.8%	(7) 8.0%	(3) 3.4%	(12) 13.8%	(57) 65.5%	(8) 9.2%
NO	(83) 42.8%	(9) 10.8%	(14) 16.9%	(53) 63.9%	(7) 8.4%	(0) 0%
DO NOT KNOW	(24) 12.4%	(15) 62.5%	(2) 8.3%	(6) 25.0%	(1) 4.2%	(0) 0%
TOTAL	(194) 100%	(31) 16.0%	(19) 9.8%	(71) 36.6%	(65) 33.5%	(8) 4.1%

$$\underline{\chi^2} = 133.45, \underline{df} = 8, \underline{p} < .05$$

Table 9--Cross Tabulation of Perceptions and Experiences of Dyad #8 for Housing Programs and Food Services:

Students' rooms (i.e., satisfaction with roommate placement) and social/recreational facilities (i.e., Black magazines) in residence halls are provided for Black students in an appropriate and satisfactory manner.

Students' rooms (i.e., satisfaction with roommate placement) and social/recreational facilities (i.e., Black magazines) in residence halls are provided for me in an appropriate and satisfactory manner.

PERCEPTIONS

DYAD #8		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(89) 45.9%	(4) 4.5%	(0) 0%	(9) 10.1%	(65) 73.0%	(11) 12.4%
	NO	(90) 46.4%	(4) 4.4%	(19) 21.1%	(50) 55.6%	(15) 16.7%	(2) 2.2%
	DO NOT KNOW	(15) 7.7%	(10) 66.7%	(1) 6.7%	(3) 20.0%	(1) 6.7%	(0) 0%
	TOTAL	(194) 100%	(18) 9.3%	(20) 10.3%	(62) 32.0%	(81) 41.8%	(13) 6.7%

$$\chi^2 = 154.00, \text{ df} = 8, \underline{p} < .05$$

Table 10--Cross Tabulation of Perceptions and Experiences of Dyad #9 for Housing Programs and Food Services:

The residence halls provide Black students with an ongoing orientation to university life.

The residence hall provides me with an ongoing orientation to university life.

PERCEPTIONS

DYAD #9		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(103) 53.4%	(3) 2.9%	(5) 4.9%	(7) 6.8%	(78) 75.7%	(10) 9.7%
	NO	(75) 38.9%	(30) 4.0%	(18) 24.0%	(48) 64.0%	(6) 8.0%	(0) 0%
	DO NOT KNOW	(15) 7.8%	(9) 60.0%	(1) 6.7%	(2) 13.5%	(3) 20.0%	(0) 0%
	TOTAL	(193) 100%	(15) 7.8%	(24) 12.4%	(57) 29.5%	(87) 45.1%	(10) 5.2%

$$\chi^2 175.07, df = 8, p < .05$$

Table 11--Cross Tabulation of Perceptions and Experiences of Dyad #10 for Housing Programs and Food Services:

Residence halls' "Welcome Week" activities provide a satisfactory orientation for Black students to university life.

Residence halls' "Welcome Week" activities provide a satisfactory orientation for me to university life.

PERCEPTIONS

DYAD #10		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(72) 37.7%	(5) 6.9%	(7) 9.7%	(10) 13.9%	(43) 59.7%	(7) 9.7%
	NO	(104) 54.5%	(7) 6.7%	(25) 24.0%	(64) 61.5%	(7) 6.7%	(1) 1.0%
	DO NOT KNOW	(15) 7.9%	(14) 93.3%	(0) 0%	(1) 6.7%	(0) 0%	(0) 0%
	TOTAL	(191) 100%	(26) 13.6%	(32) 16.8%	(75) 39.3%	(50) 26.2%	(8) 4.2%

$$\chi^2 = 171.31, df = 8, p < .05$$

Table 12--Cross Tabulation of Perceptions and Experiences of
Dyad #11 for Housing Programs and Food Services:

Residence hall staffs help to create better racial
understanding for residents.

I think the residence hall staffs help create better
racial understanding for residents.

PERCEPTIONS

DYAD #11		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(52) 29.4%	(2) 3.8%	(2) 3.8%	(2) 3.8%	(36) 69.2%	(10) 19.2%
	NO	(108) 61.0%	(1) 0.9%	(34) 31.5%	(60) 55.6%	(1) 9.3%	(3) 2.8%
	DO NOT KNOW	(17) 9.6%	(13) 76.5%	(1) 5.9%	(2) 11.8%	(1) 5.9%	(0) 0%
	TOTAL	(177) 100%	(16) 9.0%	(37) 20.9%	(64) 36.2%	(47) 26.6%	(13) 7.3%

$$\underline{\chi^2} = 203.71, \underline{df} = 8, \underline{p} < .05$$

Table 13--Cross Tabulation of Perceptions and Experiences of
Dyad #12 for Housing Programs and Food Services:

Residence hall staffs plan programs and activities which
build Black identity and awareness.

Residence hall staffs plan programs and activities which
help build my Black identity and awareness.

PERCEPTIONS

DYAD #12

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(21) 10.8%	(1) 4.8%	(1) 4.8%	(2) 9.5%	(13) 61.9%	(4) 19.0%
NO	(156) 80.0%	(5) 3.2%	(48) 30.8%	(91) 58.3%	(9) 5.8%	(3) 1.9%
DO NOT KNOW	(18) 9.2%	(14) 77.8%	(1) 5.6%	(1) 5.6%	(1) 5.6%	(1) 5.6%
TOTAL	(195) 100%	(20) 10.3%	(50) 25.6%	(94) 48.2%	(23) 11.8%	(8) 4.1%

$$\underline{\chi^2} = 176.26, \underline{df} = 8, \underline{p} < .05$$

Table 14--Cross Tabulation of Perceptions and Experiences
of Dyad #13 for Housing Programs and Food Services:

The presence of the Black Aide enables Black students to
adjust more easily to residence hall living.

The presence of the Black Aide enables me to adjust more
easily to residence hall living.

PERCEPTIONS

DYAD #13		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(119) 63.3%	(1) 0.8%	(0) 0%	(1) 0.8	(66) 55.5%	(51) 42.9%
	NO	(57) 30.3%	(8) 14.0%	(9) 15.8%	(21) 36.8%	(17) 29.8%	(2) 3.5%
	DO NOT KNOW	(12) 6.4%	(8) 66.7%	(0) 0%	(0) 0%	(4) 33.3%	(0) 0%
	TOTAL	(188) 100%	(17) 9.0%	(9) 4.8%	(22) 11.7%	(87) 46.3%	(53) 28.2%

$$\underline{\chi^2} = 150.07, \underline{df} = 8, \underline{p} \leq .05$$

Table 15--Cross Tabulation of Perceptions and Experiences of
Dyad #14 for Housing Programs and Food Services:

Overall, Black students have no objections to living with
a white roommate.

Overall, I have no objections to living with a white
roommate.

PERCEPTIONS

DYAD #14		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(110) 57.6%	(18) 16.4%	(14) 12.7%	(34) 30.9%	(36) 32.7%	(8) 7.3%
	NO	(60) 31.4%	(8) 13.3%	(11) 18.3%	(28) 46.7%	(12) 20.0%	(1) 1.7%
	DO NOT KNOW	(21) 11.0%	(11) 52.4%	(2) 9.5%	(5) 23.8%	(3) 14.3%	(0) 0%
	TOTAL	(191) 100%	(37) 19.4%	(27) 14.1%	(67) 35.1%	(51) 26.7%	(9) 4.7%

$$\underline{\chi^2} = 25.69, \underline{df} = 8, \underline{p} < .05$$

Table 16--Cross Tabulation of Perceptions and Experiences of
Dyad #15 for Housing Programs and Food Services:

Black students participate in hall governments.

I (have) participate(d) in hall government.

PERCEPTIONS

DYAD #15		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(92) 47.7%	(6) 6.5%	(6) 6.5%	(31) 33.7%	(45) 48.9%	(4) 4.3%
	NO	(96) 49.7%	(12) 12.5%	(13) 13.5%	(22) 22.9%	(46) 47.9%	(3) 3.1%
	DO NOT KNOW	(5) 2.6%	(4) 80.0%	(0) 0%	(0) 0%	(1) 20.0%	(0) 0%
	TOTAL	(193) 100%	(22) 11.4%	(19) 9.8%	(53) 27.5%	(92) 47.7%	(7) 3.6%

$$\underline{\chi^2} = 30.13, \underline{df} = 8, \underline{p} < .05$$

Table 17--Cross Tabulation of Perceptions and Experiences of
Dyad #16 for Housing Programs and Food Services:

Black students believe that hall governments support their interests.

I believe that hall governments support Black students' interests.

PERCEPTIONS

DYAD #16

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(30) 15.3%	(6) 20.0%	(2) 6.7%	(7) 23.3%	(13) 43.3%	(2) 6.7%
NO	(141) 71.9%	(10) 7.1%	(41) 29.1%	(83) 58.9%	(6) 4.3%	(1) 0.7%
DO NOT KNOW	(25) 12.8%	(18) 72.0%	(1) 4.0%	(5) 20.0%	(1) 4.0%	(0) 0%
TOTAL	(196) 100%	(34) 17.3%	(44) 22.4%	(95) 48.5%	(20) 10.2%	(3) 1.5%

$$\underline{\chi^2} = 117.10, \underline{df} = 8, \underline{p} < .05$$

Table 18--Cross Tabulation of Perceptions and Experiences of
Dyad #17 for Housing Programs and Food Services:

Black students serve on hall judiciaries and hall damage
committees.

I (have) serve(d) on hall judiciaries and hall damage
committees.

PERCEPTIONS

DYAD #17

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(28) 14.2%	(2) 7.1%	(2) 7.1%	(11) 39.3%	(10) 35.7%	(3) 10.7%
NO	(157) 79.7%	(56) 35.7%	(19) 12.1%	(41) 26.1%	(37) 23.6%	(4) 2.5%
DO NOT KNOW	(12) 6.1%	(9) 75.0%	(1) 8.3%	(0) 0%	(2) 16.7%	(0) 0%
TOTAL	(197) 100%	(67) 34.0%	(22) 11.2%	(52) 26.4%	(49) 24.9%	(7) 3.6%

$$\chi^2 = 24.21, df = 8, p < .05$$

Table 19--Cross Tabulation of Perceptions and Experiences of
Dyad #18 for Housing Programs and Food Services:

The majority of Black students, after their freshman or sophomore year, move out of the residence halls.

After my freshman or sophomore year, I (will) move(d) out of the residence hall.

PERCEPTIONS

DYAD #18		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(116) 58.3%	(16) 13.8%	(3) 2.6%	(5) 4.3%	(54) 46.6%	(38) 32.8%
	NO	(62) 31.2%	(12) 19.4%	(3) 4.8%	(15) 24.2%	(22) 35.5%	(10) 16.1%
	DO NOT KNOW	(21) 10.6%	(8) 38.1%	(0) 0%	(2) 9.5%	(4) 19.0%	(7) 33.3%
	TOTAL	(199) 100%	(36) 18.1%	(6) 3.0%	(22) 11.1%	(80) 40.2%	(55) 27.6%

$$\chi^2 = 29.93, df = 8, p < .05$$

Table 20--Cross Tabulation of Perceptions and Experiences of
Dyad #19 for Housing Programs and Food Services:

The majority of Black students living in residence halls
participate in the Black Caucus.

I participate(d) in the residence hall Black Caucus.

PERCEPTIONS

DYAD #19		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(154) 78.2%	(5) 3.2%	(12) 7.8%	(39) 25.3%	(81) 52.6%	(17) 11.0%
	NO	(39) 19.8%	(7) 17.9%	(1) 2.6%	(8) 20.5%	(20) 51.3%	(3) 7.7%
	DO NOT KNOW	(4) 2.0%	(3) 75.0%	(0) 0%	(0) 0%	(1) 25.0%	(0) 0%
	TOTAL	(197) 100%	(15) 7.6%	(13) 6.6%	(47) 23.9%	(102) 51.8%	(20) 10.2%

$$\underline{\chi^2} = 37.35, \underline{df} = 8, \underline{p} < .05$$

Table 21--Cross Tabulation of Perceptions and Experiences of
Dyad #20
for Housing Programs and Food Services:

The majority of Black students prefer to live in
University Apartments/Spartan Village rather than the
residence halls.

I prefer to live in University Apartments/Spartan Village
rather than the residence halls.

PERCEPTIONS

DYAD #20		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(95) 48.2%	(17) 17.9%	(1) 1.1%	(3) 3.2%	(46) 48.4%	(28) 29.5%
	NO	(85) 43.1%	(18) 21.2%	(8) 9.4%	(12) 14.1%	(33) 38.8%	(14) 16.5%
	DO NOT KNOW	(17) 8.6%	(10) 58.8%	(0) 0%	(1) 5.9%	(4) 23.5%	(2) 11.8%
	TOTAL	(197) 100%	(45) 22.8%	(9) 4.6%	(16) 8.1%	(83) 42.1%	(44) 22.3%

$$\chi^2 = 32.05, df = 8, p \leq .05$$

Table 22--Cross Tabulation of Perceptions and Experiences of
Dyad #21 for Housing Programs and Food Services:

Black students believe that white students in the
residence halls are concerned about them.

I believe that white students in the residence halls are
concerned about the needs of Black students.

PERCEPTIONS

DYAD #21		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(29) 15.2%	(4) 13.8%	(2) 6.9%	(11) 37.9%	(11) 37.9%	(1) 3.4%
	NO	(139) 72.8%	(11) 7.9%	(58) 41.7%	(63) 45.3%	(4) 2.9%	(0) 2.2%
	DO NOT KNOW	(23) 12.0%	(12) 52.2%	(5) 21.7%	(6) 26.1%	(0) 0%	(0) 0%
	TOTAL	(191) 100%	(27) 14.1%	(65) 34.0%	(80) 41.9%	(15) 7.9%	(4) 2.1%

$$\chi^2 = 79.26, \text{ df} = 8, p < .05$$

Table 23--Cross Tabulation of Perceptions and Experiences of
Dyad #22 for Housing Programs and Food Services:

Black students are interested in becoming Resident
Assistants (RA).

I am (was) interested in becoming a Resident Assistant
(RA).

PERCEPTIONS

DYAD #22

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(93) 52.0%	(5) 5.4%	(1) 1.1%	(15) 16.1%	(58) 62.4%	(14) 15.1%
NO	(80) 44.7%	(11) 13.7%	(3) 3.7%	(15) 18.8%	(40) 50.0%	(11) 13.7%
DO NOT KNOW	(6) 3.4%	(4) 66.7%	(0) 0%	(0) 0%	(1) 16.7%	(1) 16.7%
TOTAL	(179) 100%	(20) 11.2%	(4) 2.2%	(30) 16.8%	(99) 55.3%	(26) 14.5%

$$\chi^2 = 25.47, df = 8, p < .05$$

Table 24--Cross Tabulation of Perceptions and Experiences of
Dyad #23 for Housing Programs and Food Services:

Black students prefer being a Minority Aide (MA)
rather than a Resident Assistant (RA).

I prefer being a Minority Aide (MA) rather than a
Resident Assistant (RA).

PERCEPTIONS

DYAD #23		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(71) 38.0%	(12) 16.9%	(2) 2.8%	(5) 7.0%	(32) 45.1%	(20) 28.2%
	NO	(74) 39.6%	(22) 29.7%	(2) 2.7%	(26) 35.1%	(15) 20.3%	(9) 12.2%
	DO NOT KNOW	(42) 22.5%	(24) 57.1%	(1) 2.0%	(6) 14.3%	(8) 19.0%	(3) 7.1%
	TOTAL	(187) 100%	(58) 31.0%	(5) 2.7%	(37) 19.8%	(55) 29.4%	(32) 17.1%

$$\chi^2 = 42.27, \text{ df} = 8, p \leq .05$$

Table 25--Cross Tabulation of Perceptions and Experiences of
Dyad #24 for Housing Programs and Food Services:

Residence halls provide job opportunities (i.e., desk receptionists, night receptionists) for Black students.

Residence halls provide job opportunities (i.e., desk receptionists, night receptionists) for me as a Black student.

PERCEPTIONS

DYAD #24

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(96) 49.5%	(1) 1.0%	(2) 2.1%	(8) 8.3%	(68) 70.8%	(17) 17.7%
NO	(80) 41.2%	(11) 13.7%	(13) 16.2%	(24) 30.0%	(30) 37.5%	(2) 2.5%
DO NOT KNOW	(18) 9.3%	(10) 55.6%	(1) 5.6%	(2) 11.1%	(5) 27.8%	(0) 0%
TOTAL	(194) 100%	(22) 11.3%	(16) 8.2%	(34) 17.5%	(103) 53.1%	(19) 9.8%

$$\chi^2 = 87.14, df = 8, p < .05$$

Table 26--Cross Tabulation of Perceptions and Experiences of
Dyad #25 for Housing Programs and Food Services:

In proportion to their numbers, Black students have as much opportunity to get positions in residence halls as white students.

I have as much of an opportunity to get a position in residence halls as white students.

PERCEPTIONS

DYAD #25		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(79) 42.2%	(7) 8.9%	(3) 3.8%	(19) 24.1%	(42) 53.2%	(8) 10.1%
	NO	(81) 43.3%	(4) 4.9%	(31) 38.3%	(44) 54.3%	(2) 2.5%	(0) 0%
	DO NOT KNOW	(27) 14.4%	(17) 63.0%	(1) 3.7%	(9) 33.3%	(0) 0%	(0) 0%
	TOTAL	(187) 100%	(28) 15.0%	(35) 18.7%	(72) 38.5%	(44) 23.5%	(8) 4.3%

$$\chi^2 = 149.92, df = 8, p < .05$$

Table 27 Cross Tabulation of Males and Females - Perceptions
Housing Programs and Food Services

DYAD	QUESTION	χ^2	SIGNIFICANCE LEVEL
1	1	8.520	.0743
2	3	.64539	.9579
3	5	8.729	.0682
4	7	5.080	.2792
5	9	5.715	.2214
6	11	2.162	.7058
7	13	11.96	.0176*
8	15	2.210	.6971
9	17	10.14	.0380*
10	19	.79308	.9394
11	21	7.345	.1187
12	23	1.451	.8352
13	25	5.835	.2118
14	27	1.566	.8148
15	29	1.338	.8548
16	31	3.986	.4078
17	33	9.416	.0515
18	35	6.952	.1384
19	37	1.768	.7782
20	39	2.544	.6366
21	41	2.916	.5719
22	43	1.382	.8472
23	45	4.873	.3006
24	47	7.364	.1178
25	49	5.561	.2344

* $\underline{p} \leq 0.05$, $\underline{df} = 4$

Table 28 Cross Tabulation of Males and Females - Experiences
Housing Programs and Food Services

DYAD	QUESTION	χ^2	SIGNIFICANCE LEVEL
1	2	5.158	.0758
2	4	.56738	.7530
3	6	4.181	.1236
4	8	6.404	0.407*
5	10	6.819	.0330*
6	12	7.090	0.289*
7	14	2.124	.3457
8	16	1.771	.4123
9	18	4.452	.1079
10	20	.64781	.7233
11	22	1.181	.5538
12	24	2.722	.2564
13	26	.96160	.6183
14	28	3.749	.1534
15	30	1.298	.5226
16	32	.4984	.7794
17	34	3.543	.1701
18	36	8.343	.0154*
19	38	2.023	.3637
20	40	13.63	.0011*
21	42	1.019	.6008
22	44	3.244	.1974
23	46	2.219	.3297
24	48	7.427	.0244*
25	50	4.373	.1123

* $p \leq .05$, $df = 2$

Table 29 Cross Tabulation of Seniors and Sophomores - Perceptions
Housing Programs and Food Services

DYAD	QUESTION	χ^2	SIGNIFICANCE LEVEL
1	1	4.393	.0758
2	3	1.990	.7375
3	5	1.015	.9075
4	7	9.330	.0533
5	9	8.286	.0816
6	11	10.32	.0353*
7	13	2.706	.6080
8	15	3.908	.4185
9	17	.83768	.9333
10	19	3.401	.4930
11	21	4.615	.3290
12	23	6.621	.1573
13	25	2.385	.6652
14	27	3.486	.4799
15	29	2.270	.6862
16	31	.926	.7494
17	33	5.389	.2496
18	35	7.136	.1289
19	37	1.967	.7417
20	39	2.972	.5624
21	41	3.385	.4956
22	43	3.253	.5163
23	45	.95917	.9159
24	47	2.473	.6494
25	49	3.576	.4664

* $p \leq .05$, $df = 4$

Table 30--Cross Tabulation of Seniors and Sophomores - Experiences
Housing Programs and Food Services

DYAD	QUESTION	χ^2	SIGNIFICANCE LEVEL
1	2	1.894	.3877
2	4	6.361	.0416*
3	6	.00376	.9981
4	8	3.667	.1598
5	10	3.864	.1448
6	12	4.188	.1232
7	14	3.302	.1918
8	16	5.549	.0624
9	18	.68738	.7091
10	20	2.947	.2291
11	22	11.06	.0040*
12	24	3.143	.2077
13	26	1.466	.4803
14	28	.2175	.8969
15	30	4.427	.1093
16	32	.51644	.7724
17	34	.64130	.7257
18	36	3.424	.1805
19	38	4.620	.0993
20	40	2.856	.2398
21	42	4.533	.1037
22	44	6.592	.0370
23	46	3.296	.1924
24	48	.49823	.7795
25	50	2.121	.3463

* $p < .05$, $df = 4$

Table 31 Cross Tabulation of On-Campus and Off-Campus - Perceptions
Housing Programs and Food Services

DYAD	QUESTION	<u>χ^2</u>	SIGNIFICANCE LEVEL
1	1	10.78	.0291*
2	3	5.839	.2115
3	5	1.523	.8225
4	7	1.123	.8905
5	9	4.343	.3615
6	11	2.066	.7236
7	13	1.293	.8625
8	15	4.590	.3320
9	17	4.729	.3162
10	19	4.523	.3397
11	21	5.175	.2698
12	23	8.855	.0648
13	25	3.345	.5018
14	27	.71725	.9492
15	29	2.149	.7083
16	31	3.542	.4714
17	33	7.302	.1207
18	35	5.180	.2693
19	37	5.443	.2447
20	39	7.997	.0917
21	41	3.444	.4864
22	43	12.40	.0146*
23	45	5.323	.2557
24	47	2.868	.5801
25	49	3.252	.5165

*p $\leq$.05, df = 4

Table 32 Cross Tabulation of On-Campus and Off-Campus - Experiences
Housing Programs and Food Services

DYAD	QUESTION	χ^2	SIGNIFICANCE LEVEL
1	2	2.139	.3431
2	4	2.849	.2406
3	6	.55963	.7559
4	8	4.114	.1278
5	10	.74617	.6886
6	12	.95398	.6206
7	14	.60632	.7385
8	16	7.249	.0266*
9	18	2.956	.2281
10	20	.92751	.6289
11	22	2.567	.2770
12	24	4.415	.1099
13	26	.67932	.7120
14	28	.51371	.7735
15	30	.00775	.9961
16	32	1.255	.5339
17	34	.49630	.7802
18	36	11.13	.0038*
19	38	.20234	.9038
20	40	2.424	.2975
21	42	2.303	.3161
22	44	2.047	.3593
23	46	2.783	.2486
24	48	4.133	.1266
25	50	2.404	.3005

* $\underline{p} \leq .05$, $\underline{df} = 2$

Financial Aids

The following results are tabulated based on Black students' experiences and what they perceive the experiences of Black students, overall, to be at MSU regarding financial aids services. As noted in the section on Housing Programs and Food Services, since there are two responses to each numbered question in the survey, the results are presented as dyads. The first response in each dyad represents perceptions while the second response represents experiences. Each dyad in this section shows a significant difference between perceptions and experiences.

DYAD #1. The majority of Black students are on some form of financial aid.

I am on some form of financial aid.

Table 33 on page 111 contains the analysis for Dyad #1.

PERCEPTIONS. Over 82 percent of the students either strongly agreed or agreed that Black students are on some form of financial aid.

EXPERIENCES. Almost 80 percent of the respondents are on some form of financial aid.

DYAD #2. Many Black students receive the maximum Pell Grant (BEOG) of \$1,800.

I receive the maximum Pell Grant (BEOG) of \$1,800.

Table 34 on page 112 presents the results of the total group analysis for Dyad #2.

PERCEPTIONS. The perceptions were somewhat scattered with the

largest percentage, 43.5 percent not knowing if Black students receive the maximum amount.

EXPERIENCES. Of the 193 students who responded, close to 70 percent stated that they do not receive the maximum Pell Grant.

DYAD #3. Black students find it difficult to finance their education at MSU.

I find it difficult to finance my education at MSU.

Table 35 on page 113 presents the results of the total group analysis for Dyad #3.

PERCEPTIONS. It is quite interesting to note that 82 percent of the sample (45 percent strongly agreed and 37 percent agreed) perceived that Black students find it difficult to finance their education.

EXPERIENCES. Over 67 percent of the students reported having difficulties financing their own education.

DYAD #4. Many Black students need a part-time job in order to supplement their funds for college.

I need a part-time job in order to supplement my funds for college.

Table 36 on page 114 presents the results of the total group analysis for Dyad #4.

PERCEPTIONS. It should be noted that 56 percent of the students strongly agreed and 35 percent agreed with this statement. This represents a total agreement of 91 percent.

EXPERIENCES. On the other hand, only 61 percent of the

respondents stated that they need a job in order to finance their education.

DYAD #5. Many students go into debt trying to finance their college education at MSU.

I have gone into debt trying to finance my college education at MSU.

Table 37 on page 115 presents the results of the total group analysis for Dyad #5.

PERCEPTIONS. Of the 196 students who responded, 77.5 percent either strongly agreed or agreed that Black students go into debt. The greater portion strongly agreed.

EXPERIENCES. In reference to experiences, 61 percent of the students reported going into debt while attempting to finance their college education.

DYAD #6. Many Black students drop out of school at MSU due to the inability to find sufficient funds.

I have had to drop out of school due to my inability to find sufficient funds.

Table 38 on page 116 presents the results of the total group analysis for Dyad #6.

PERCEPTIONS. It is interesting to note that 75 percent of the respondents perceived that Black students drop out of school due to insufficient funds.

EXPERIENCES. Of the 197 students who responded, only seventeen of them reported having had to drop out of school due to insufficient funds.

DYAD #7. Black students receive cutbacks in their financial aid packages during the middle of the year.

I received a cutback in my financial aid package during the middle of the year.

Table 39 on page 117 presents the results of the total group analysis for Dyad #7.

PERCEPTIONS. Nearly 50 percent of the respondents said they do not know if Black students receive cutbacks in financial aid packages.

EXPERIENCES. It is important to note that of the 188 students who responded, almost 40 percent reported experiencing of cutbacks in their financial aid packages during the middle of the year.

DYAD #8. Many Black students are on the College Work-Study Program.
I am on the College Work-Study Program.

Table 40 on page 118 presents the results of the total group analysis for Dyad #8.

PERCEPTIONS. It is interesting to note that 77 percent of the respondents believe that Black students are on work-study.

EXPERIENCES. What is even more surprising, given the above response, only 34 percent of the respondents are on work-study.

DYAD #9. Black students have a difficult time finding a work-study job.

I have (had) a difficult time finding a work-study job.

Table 41 on page 119 presents the results of the total group analysis for Dyad #9.

PERCEPTIONS. The responses were very scattered with an equal distribution of agrees, disagrees, and do not knows.

EXPERIENCES. It is interesting to note that 65 percent of the respondents reported not having experienced difficulty finding a work-study job.

DYAD #10. Black students move out of the residence halls because they are unable to afford the room and board (food) contract.

I moved out of the residence hall because I was unable to afford the room and board (food) contract.

Table 42 on page 120 presents the results of the total group analysis for Dyad #10.

PERCEPTIONS. Sixty-two percent of the respondents believed this to be true while 24 percent do not know.

EXPERIENCES. It is very interesting to note that the respondents stated this to be untrue, while 38 percent had moved out of the residence hall because of the above reason.

DYAD #11. Many Black students also receive Guaranteed Student Loans (GSL's) in order to finance their education.

I received Guaranteed Student Loans (GSL's) in order to finance my education.

Table 43 on page 121 presents the results of the total group analysis for Dyad #11.

PERCEPTIONS. It is significantly noted that 78 percent of the respondents believed Black students receive GSL's.

EXPERIENCES. It is very interesting to note that almost 60 percent of the respondents received GSL's.

DYAD #12. Services and information concerning financial aids are available and appropriate for Black students.

Services and information concerning financial aids are available and appropriate for me.

Table 44 on page 122 presents the results of the total group analysis for Dyad #12.

PERCEPTIONS. It is interesting to note that 73 percent of the respondents believed that this service is available to Black students.

EXPERIENCES. The responses were similar for experiences with 70 percent stating this service is available to them.

DYAD #13. Black students prefer a Black financial aid counselor than a white counselor.

I prefer a Black financial aid counselor than a white counselor.

Table 45 on page 123 presents the results of the total group analysis for Dyad #13.

PERCEPTIONS. Responses for perceptions were scattered. Forty-four percent of the respondents strongly agreed or agreed, and 35 percent who responded do not know, regarding preference in financial aid counselors.

EXPERIENCES. In reference to experiences, although 44 percent said they prefer a Black financial counselor, 35 percent stated that they do not.

DYAD #14. Black students feel that white financial aid counselors are insensitive to their needs.

I feel that white financial aid counselors are insensitive to my needs.

Table 46 on page 124 presents the results of the total group analysis for Dyad #14.

PERCEPTIONS. Perceptions were scattered with 44 percent of the respondents either strongly agreeing or agreeing, and 39 percent of the respondents reporting that they do not know if Black students feel that white counselors are insensitive.

EXPERIENCES. On the other hand, 44 percent of the respondents replied no, and 35 percent said yes concerning their own experience in this area.

DYAD #15. Black students feel that white financial aid counselors do not take the time with them as would a Black financial aid counselor.

I feel that white financial aid counselors do not take the time with me as would a Black financial aid counselor.

Table 47 on page 125 presents the results of the total group analysis for Dyad #15.

PERCEPTIONS. Again, perceptions were somewhat scattered in that 44 percent of the respondents either strongly agreed or agreed, and 39 percent of the respondents said they do not know if Black students feel that way.

EXPERIENCES. Of the 198 students who responded, 38 percent

stated they have not had this experience while 35 percent stated that they have. Twenty-six percent responded do not know.

DYAD #16. Many Black students receive MSU scholarships/grants to help subsidize their education.

I receive MSU scholarships/grants to help subsidize my education.

Table 48 on page 126 presents the results of the total group analysis for Dyad #16.

PERCEPTIONS. Over 72 percent of the students perceived that Black students receive these forms of aid to subsidize their education.

EXPERIENCES. Of the 198 students who responded, 62 percent reported that they receive MSU scholarships/grants to subsidize their education.

DYAD #17. Black students have a difficult time financing their personal/miscellaneous needs at MSU.

I have a difficult time financing my personal/miscellaneous needs at MSU.

Table 49 on page 127 presents the results of the total group analysis for Dyad #17.

PERCEPTIONS. It is interesting to note that 70 percent of the respondents perceived that Black students encounter difficulties in this area.

EXPERIENCES. On the other hand, 64 percent of the respondents experience difficulties in this area.

DYAD #18. Black students' parents provide an adequate amount of financial assistance for their education.

My parents provide an adequate amount of financial assistance for my education.

Table 50 on page 128 presents the results of the total group analysis for Dyad #18.

PERCEPTIONS. The responses were almost equally distributed among three categories--agree, disagree, and do not know.

EXPERIENCES. On the other hand, 58 percent of the respondents said that their parents provide an adequate amount of money for their education.

DYAD #19. Overall, Black students' parents are financially able to provide assistance for their son's/daughters's education.

Overall, my parents are financially able to provide assistance for my education.

Table 51 on page 129 presents the results of the total group analysis for Dyad #19.

PERCEPTIONS. It should be noted that over 62 percent of the respondents disagreed with the above statement.

EXPERIENCES. It is quite interesting to note that at least 42 percent of the respondents reported that their parents are financially able to help them.

DYAD #20. Some Black students do poorly in school as a result of worrying about how their education will be financed.

I have done poorly in school as a result of worrying about how my education will be financed.

Table 52 on page 130 presents the results of the total group analysis for Dyad #20.

PERCEPTIONS. Over 70 percent of the respondents either strongly agreed or agreed with this statement.

EXPERIENCES. On the other hand, 56 percent stated that they have not done poorly in school as a result of financial worries, while nearly 40 percent stated that they have.

DYAD #21. Overall, Black students think that their white counterparts also experience financial difficulties at MSU.

Overall, I think that my white counterparts also experience financial difficulties at MSU.

Table 53 on page 131 presents the results of the total group analysis for Dyad #21.

PERCEPTIONS. Over 50 percent either strongly disagreed or disagreed that Black students feel their white counterparts experience similar difficulties.

EXPERIENCES. Close to 50 percent of the respondents agreed that white students encounter financial difficulties as they do. However, close to 40 percent stated white students do not experience similar difficulties.

Analyses of the Results Comparing
Male and Female Perceptions
For Financial Aids

Chi-square test results comparing male and female perceptions for Financial Aids are presented in Table 54 on page 132.

As seen in Table 54, there are no significant differences found between the perceptions by males and females.

Analyses of the Results Comparing
Male and Female Experiences
For Financial Aids

Chi-square test results comparing the responses of male and female student experiences for Financial Aids are presented in Table 55 on page 133.

As shown in Table 55, there are no significant differences found between the experiences of the two groups.

Analysis Comparing Senior and
Sophomore Perceptions for
Financial Aids

The chi-square analysis comparing the responses of senior and sophomore perceptions for Financial Aids is presented in Table 56 on page 134.

Table 56 shows a significant difference in only one dyad (Dyad #16).

In Dyad #16, "Many Black students receive MSU scholarships/grants to help subsidize their education," those students who strongly agreed are all seniors. Also, more sophomores than seniors responded do not know.

Analyses Comparing Senior and
Sophomore Experiences for
Financial Aids

Chi-square analyses comparing the responses of senior and sophomore student experiences for Financial Aids are presented in Table 57 on page 135.

Table 57 shows significant differences in only three dyads (dyads #5, #11, and #21)..

In Dyad #5, "I have gone into debt trying to finance my college education at MSU," the students who responded do not know are sophomores.

In Dyad #11, "I receive Guaranteed Student Loans (GSL's) in order to finance my education," the majority of the students who responded no are sophomores.

In Dyad #21, "Overall, I think that my white counterparts also experience financial difficulties at MSU," the majority of the students who responded do not know are seniors.

Analysess Comparing On-Campus
With Off-Campus Perceptions
For Financial Aids

The results of the chi-square analyses comparing the responses of on-campus and off-campus perceptions for Financial Aids are presented in Table 58 on page 136.

Table 58 shows a significant difference in only one dyad (#5).

In Dyad #5, "Many Black students go into debt trying to finance their college education at MSU," the majority of respondents who agreed are on-campus residents, and a vast majority of the students who disagreed are off-campus residents.

Analyses Comparing On-Campus with
Off-Campus Experiences
For Financial Aids

Chi-square results comparing the responses of on-campus and off-campus experiences for Financial Aids are presented in Table 59 on page 137.

Table 59 shows a significant difference in two dyads (#5 and #12).

In Dyad #5, "I have gone into debt trying to finance my college education at MSU," all of the students who said no are on-campus residents.

In Dyad #12, "Services and information concerning financial aid are available to and appropriate for me," of the respondents who said yes, the majority are on-campus residents while the majority of respondents who said no are off-campus students.

Summary of Financial Aids

In reference to perceptions and experiences, the majority of Black students are on some form of financial aid; they also find it difficult to finance their education at MSU. Most students do not receive the maximum Pell Grant and are, therefore, forced to increase their dependency on other forms of financial aid. There appears to be a low number of respondents in the College Work-Study Program. A significant number receive Guaranteed Student Loans. The respondents believe that services and information concerning financial aid are available to, and appropriate for Black students. More on-campus respondents feel this to be true than off-campus respondents.

Table 33--Cross Tabulation of Perceptions and Experiences of
Dyad #1 for Financial Aids:

The majority of Black students are on some form of
financial aid.

I am on some form of financial aid.

PERCEPTIONS

DYAD #1

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X
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E
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S

	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(154) 79.4%	(13) 8.4%	(1) 0.6%	(6) 3.9%	(71) 46.1%	(63) 40.9%
NO	(37) 19.1%	(11) 29.7%	(0) 0%	(1) 2.7%	(1) 40.5%	(10) 27.0%
DO NOT KNOW	(3) 1.5%	(0) 0%	(1) 33.3%	(1) 33.3%	(1) 33.3%	(0) 0%
TOTAL	(194) 100%	(24) 12.4%	(2) 1.0%	(8) 4.1%	(87) 44.8%	(73) 37.6%

$$\underline{\chi^2} = 51.64, \underline{df} = 8, \underline{p} \leq .05$$

Table 34--Cross Tabulation of Perceptions and Experience of Dyad #2 for Financial Aids:

Many Black students receive the maximum Pell Grant (BEOG) of \$1,800.

I receive the maximum Pell Grant (BEOG) of \$1,800.

PERCEPTIONS

DYAD #2		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(56) 29.0%	(11) 19.6%	(1) 1.8%	(1) 14.3%	(25) 44.6%	(11) 19.6%
	NO	(133) 68.9%	(69) 51.9%	(10) 7.5%	(33) 24.8%	(19) 14.3%	(2) 1.5%
	DO NOT KNOW	(4) 2.1%	(4) 100%	(0) 0%	(0) 0%	(0) 0%	(0) 0%
	TOTAL	(193) 100%	(84) 43.5%	(17) 5.7%	(53) 21.2%	(69) 22.8%	(12) 6.7%

$$\chi^2 = 54.21, \text{ df} = 8, p < .05$$

Table 35---Cross Tabulation of Perceptions and Experiences of
Dyad #3 for Financial Aids:

Black students find it difficult to finance their
education at MSU.

I find it difficult to finance my education at MSU.

PERCEPTIONS

DYAD #3

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(132) 67.3%	(7) 5.3%	(1) 0.8%	(1) 0.8%	(52) 39.4%	(71) 53.8%
NO	(61) 31.1%	(15) 24.6%	(1) 1.6%	(9) 14.8%	(20) 32.8%	(16) 26.2%
DO NOT KNOW	(3) 1.6%	(0) 0%	(1) 33.3%	(0) 0%	(1) 33.3%	(1) 33.3%
TOTAL	(196) 100%	(22) 11.2%	(3) 1.5%	(10) 5.1%	(73) 37.2%	(88) 44.9%

$$\chi^2 = 58.33, df = 8, p < .05$$

Table 36--Cross Tabulation of Perceptions and Experiences of Dyad #4
for Financial Aids:

Many Black students need a part-time job in order to
supplement their funds for college.

I need a part-time job in order to supplement my funds for
college.

PERCEPTIONS

DYAD #4		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(161) 80.9%	(7) 4.3%		(1) 0.6%	(46) 28.6%	(107) 66.5%
	NO	(34) 17.1%	(6) 17.6%		(2) 5.9%	(22) 64.7%	(4) 11.8%
	DO NOT KNOW	(4) 2.0%	(0) 0%		(2) 50.0%	(1) 25.0%	(1) 25.0%
	TOTAL	(199) 100%	(13) 6.5%		(5) 2.5%	(69) 34.7%	(112) 56.3%

$$\chi^2 = 73.90, \text{ df} = 6, p \leq .05$$

Table 37--Cross Tabulations of Perceptions and Experiences of
Dyad #5 for Financial Aids:

Many Black students go into debt trying to finance their college education at MSU.

I have gone into debt trying to finance my college education at MSU.

PERCEPTIONS

DYAD #5		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(120) 61.2%	(11) 9.2%	(1) 0.8%	(2) 1.7%	(24) 20.0%	(82) 68.3%
	NO	(74) 37.8%	(22) 29.7%	(0) 0%	(0) 0%	(1) 50.0%	(1) 50.0%
	DO NOT KNOW	(2) 1.0%	(0) 0%	(0) 0%	(0) 0%	(1) 50.0%	(1) 50.0%
	TOTAL	(196) 100%	(33) 16.8%	(1) 0.5%	(10) 5.1%	(59) 30.1%	(93) 47.4%

$$\chi^2 = 59.56, \text{ df} = 8, p < .05$$

Table 38--Cross Tabulations of Perceptions and Experiences of
Dyad #6 for Financial Aids:

Many Black students drop out of school at MSU due to the
inability to find sufficient funds.

I have had to drop out of school due to my inability to
find sufficient funds.

PERCEPTIONS

DYAD #6

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(17) 8.6%	(2) 11.8%	(0) 0%	(0) 0%	(5) 29.4%	(10) 58.8%
NO	(177) 69.8%	(27) 15.3%	(1) 0.6%	(17) 9.6%	(79) 44.6%	(53) 33.3%
DO NOT KNOW	(3) 1.5%	(1) 33.3%	(1) 33.3%	(0) 0%	(0) 0%	(1) 33.3%
TOTAL	(197) 100%	(30) 15.2%	(2) 1.0%	(17) 8.6%	(84) 42.6%	(64) 32.5%

$$\chi^2 = 59.56, df = 8, p < .05$$

Table 39--Cross Tabulations of Perceptions and Experiences of
Dyad #7 for Financial Aids:

Black students receive cutbacks in their financial aid
packages during the middle of the year.

I received a cutback in my financial aid package during
the middle of the year.

PERCEPTIONS

DYAD #7

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(73) 38.8%	(17) 23.3%	(0) 0%	(2) 2.7%	(21) 28.8%	(33) 45.2%
NO	(103) 54.8%	(63) 61.2%	(1) 1.0%	(13) 12.6%	(22) 21.4%	(4) 3.9%
DO NOT KNOW	(12) 6.4%	(12) 100%	(0) 0%	(0) 0%	(0) 0%	(0) 0%
TOTAL	(188) 100%	(92) 48.9%	(1) 0.5%	(15) 8.0%	(43) 22.9%	(37) 19.7%

$$\chi^2 = 69.97, df = 8, p < .05$$

Table 40--Cross Tabulation of Perceptions and Experiences of
Dyad #8 for Financial Aids:

Many Black students are on the College Work-Study Program.

I am on the College Work-Study Program.

PERCEPTIONS

DYAD #8		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(67) 34.2%	(6) 9.0%	(0) 0%	(2) 3.0%	(25) 37.3%	(34) 50.7%
	NO	(128) 65.3%	(28) 21.9%	(1) 0.8%	(8) 6.3%	(61) 47.7%	(30) 23.4%
	DO NOT KNOW	(1) 0.5%	(1) 100%	(0) 0%	(0) 0%	(0) 0%	(0) 0%
	TOTAL	(196) 100%	(35) 17.9%	(1) 0.5%	(10) 5.1%	(86) 43.9%	(64) 32.7%

$$\chi^2 = 21.29, \text{ df} = 8, p < .05$$

Table 41--Cross Tabulations of Perceptions and Experiences of
Dyad #9 for Financial Aids:

Black students have a difficult time finding a work-study
job.

I have (had) a difficult time finding a work-study job.

PERCEPTIONS

DYAD #9		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(45) 26.3%	(12) 26.7%	(0) 0%	(3) 6.7%	(16) 35.6%	(14) 31.1%
	NO	(110) 64.3%	(33) 30.0%	(6) 5.5%	(47) 42.7%	(18) 16.4%	(6) 5.5%
	DO NOT KNOW	(16) 9.4%	(10) 62.5%	(1) 6.3%	(3) 18.8%	(2) 12.5%	(0) 0%
	TOTAL	(171) 100%	(55) 32.2%	(7) 4.1%	(53) 31.0%	(36) 21.1%	(20) 11.7%

$$\chi^2 = 48.17, df = 8, p < .05$$

Table 42--Cross Tabulation of Perceptions and Experiences of
Dyad #10 for Financial Aids:

Black students move out of the residence halls because they are unable to afford the room and board (food) contract.

I moved out of the residence halls because I was unable to afford the room and board (food) contract.

PERCEPTIONS

DYAD #10		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(69) 35.9%	(5) 7.2%	(0) 0%	(2) 2.9%	(18) 26.1%	(44) 63.8%
	NO	(111) 57.8%	(37) 33.3%	(5) 4.5%	(18) 16.2%	(37) 33.3%	(14) 12.6%
	DO NOT KNOW	(12) 6.3%	(4) 33.3%	(0) 0%	(2) 16.7%	(5) 41.7%	(1) 8.3%
	TOTAL	(192) 100%	(46) 24.0%	(5) 2.6%	(22) 11.5%	(60) 31.3%	(59) 30.7%

$$\chi^2 = 62.58, \text{ df} = 8, p < .05$$

Table 43--Cross Tabulation of Perceptions and Experiences of
Dyad #11 for Financial Aids:

Many Black students also receive Guaranteed Student Loans (GSL) in order to finance their education.

I received Guaranteed Student Loans (GSL) in order to finance my education.

PERCEPTIONS

DYAD #11

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(105) 57.1%	(11) 10.5%	(2) 1.9%	(1) 1.0%	(34) 37.1%	(52) 49.5%
NO	(76) 41.3%	(22) 28.9%	(1) 1.3%	(2) 2.6%	(36) 47.4%	(15) 19.7%
DO NOT KNOW	(3) 1.6%	(1) 33.3%	(1) 33.3%	(0) 0%	(0) 0%	(1) 33.3%
TOTAL	(184) 100%	(34) 18.5%	(4) 2.2%	(3) 1.6%	(75) 40.8%	(68) 37.0%

$$\chi^2 = 35.98, df = 8, p \leq .05$$

Table 44--Cross Tabulation of Perceptions and Experiences of
Dyad #12 for Financial Aids:

Services and information concerning financial aid are
available to and appropriate for Black students.

Services and information concerning financial aid are
available to and appropriate for me.

PERCEPTIONS

DYAD #12		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(132) 70.2%	(14) 3.0%	(0) 0%	(5) 3.8%	(96) 72.7%	(27) 20.5%
	NO	(43) 22.9%	(6) 14.0%	(5) 11.6%	(21) 48.8%	(10) 23.3%	(1) 2.3%
	DO NOT KNOW	(13) 6.9%	(10) 76.9%	(0) 0%	(0) 0%	(3) 23.0%	(0) 0%
	TOTAL	(188) 100%	(20) 10.6%	(5) 2.7%	(26) 13.8%	(109) 58.0%	(28) 14.9%

$$\chi^2 = 153.57, df = 8, p < .05$$

Table 45--Cross Tabulation of Perceptions and Experiences of
Dyad #13 for Financial Aids:

Black students prefer a Black financial aid counselor
rather than a white counselor.

I prefer a Black financial aid counselor rather than a
white counselor.

PERCEPTIONS

DYAD #13		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(85) 43.6%	(13) 15.3%	(0) 0%	(1) 1.2%	(36) 42.4%	(35) 41.2%
	NO	(67) 34.4%	(26) 38.8%	(7) 10.4%	(27) 40.3%	(5) 7.5%	(2) 3.0%
	DO NOT KNOW	(43) 22.1%	(29) 67.4%	(0) 0%	(5) 11.6%	(9) 20.9%	(0) 0%
	TOTAL	(195) 100%	(58) 34.9%	(7) 3.6%	(33) 16.9%	(50) 25.6%	(37) 19.0%

$$\underline{\chi^2} = 128.42, \underline{df} = 8, p \leq .05$$

Table 46--Cross Tabulation of Perceptions and Experiences of
Dyad #14 for Financial Aids:

Black students feel that white financial aid counselors
are insensitive to their needs.

I feel that white financial aid counselors are insensitive
to my needs.

PERCEPTIONS

DYAD #14		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(70) 35.9%	(6) 8.6%	(1) 1.4%	(1) 1.4%	(29) 41.4%	(33) 47.1%
	NO	(86) 44.1%	(41) 47.7%	(6) 7.0%	(23) 26.7%	(13) 15.1%	(3) 3.5%
	DO NOT KNOW	(39) 20.0%	(29) 74.4%	(2) 5.1%	(0) 0%	(7) 17.9%	(1) 2.6%
	TOTAL	(195) 100%	(76) 39.0%	(9) 4.6%	(24) 12.3%	(49) 25.1%	(37) 19.0%

$$\chi^2 = 116.80, \text{ df} = 8, p < .05$$

Table 47--Cross Tabulation of Perceptions and Experiences of
Dyad #15 for Financial Aids:

Black students feel that white financial aid counselors do not take the time with them as would a Black financial aid counselor.

I feel that white financial aid counselors do not take the time with me as would a Black financial aid counselor.

PERCEPTIONS

DYAD #15

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(70) 35.4%	(8) 11.4%	(0) 0%	(2) 2.9%	(24) 34.3%	(36) 51.4%
NO	(76) 38.4%	(28) 36.8%	(4) 5.3%	(26) 34.2%	(15) 19.7%	(3) 3.9%
DO NOT KNOW	(52) 26.3%	(41) 78.8%	(1) 1.9%	(0) 0%	(9) 17.3%	(1) 1.9%
TOTAL	(198) 100%	(77) 38.9%	(5) 2.5%	(28) 14.1%	(48) 24.2%	(40) 20.2%

$$\chi^2 = 131.31, df = 8, p < .05$$

Table 48--Cross Tabulation of Perceptions and Experiences of
Dyad #16 for Financial Aids:

Many Black students receive MSU scholarships/grants to
help subsidize their education.

I receive MSU scholarships/grants to help subsidize my
education.

PERCEPTIONS

DYAD #16		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(124) 62.6%	(15) 12.1%	(2) 1.6%	(10) 8.1%	(67) 54.0%	(30) 24.2%
	NO	(73) 36.9%	(25) 34.2%	(3) 4.1%	(17) 23.3%	(27) 37.0%	(1) 1.4%
	DO NOT KNOW	(1) 0.5%	(0) 0%	(1) 100%	(0) 0%	(0) 0%	(0) 0%
	TOTAL	(198) 100%	(40) 20.2%	(6) 3.0%	(27) 13.6%	(94) 47.5%	(31) 15.7%

$$\chi^2 = 70.17, \text{ df} = 8, p < .05$$

Table 49--Cross Tabulations of Perceptions and Experiences of
Dyad #17 for Financial Aids:

Black students have a difficult time financing their
personal/miscellaneous needs at MSU.

I have a difficult time financing my
personal/miscellaneous needs at MSU.

PERCEPTIONS

DYAD #17

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(125) 63.8%	(11) 8.8%	(1) 0.8%	(3) 2.4%	(49) 39.2%	(61) 48.8%
NO	(69) 38.4%	(21) 36.8%	(2) 5.3%	(18) 34.2%	(22) 19.7%	(6) 3.9%
DO NOT KNOW	(2) 1.0%	(1) 50.0%	(1) 50.0%	(0) 0%	(0) 0%	(0) 0%
TOTAL	(196) 100%	(33) 16.8%	(4) 2.0%	(21) 10.7%	(71) 36.2%	(67) 34.2%

$$\chi^2 = 83.90, \text{ df} = 8, p \leq .05$$

Table 50--Cross Tabulation of Perceptions and Experiences of
Dyad #18 for Financial Aids:

Black students' parents provide an adequate amount of
financial assistance for their education.

My parents provide an adequate amount of financial
assistance for my education.

PERCEPTIONS

DYAD #18		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(114) 57.9%	(32) 28.1%	(5) 4.4%	(17) 14.9%	(41) 36.0%	(19) 16.7%
	NO	(79) 40.1%	(27) 34.2%	(13) 16.5%	(31) 39.2%	(6) 7.6%	(2) 2.5%
	DO NOT KNOW	(4) 2.0%	(1) 25.0%	(2) 50.0%	(1) 25.0%	(0) 0%	(0) 0%
	TOTAL	(197) 100%	(60) 30.5%	(20) 10.2%	(49) 24.9%	(47) 23.9%	(21) 10.7%

$$\chi^2 = 50.69, \text{ df} = 8, \underline{p} < .05$$

Table 51--Cross Tabulation of Perceptions and Experiences of
Dyad #19 for Financial Aids:

Overall, Black students' parents are financially able to
provide assistance for their son's/daughter's education.

Overall, my parents are financially able to provide
assistance for my education.

PERCEPTIONS

DYAD #19		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(81) 42.2%	(20) 24.7%	(9) 11.1%	(30) 37.0%	(22) 27.2%	
	NO	(104) 54.2%	(22) 21.2%	(33) 31.7%	(44) 42.3%	(5) 4.8%	
	DO NOT KNOW	(7) 3.6%	(3) 42.9%	(0) 0%	(4) 5.1%	(0) 0%	
	TOTAL	(192) 100%	(45) 23.4%	(42) 21.9%	(78) 40.6%	(27) 14.1%	

$$\chi^2 = 29.85, \text{ df} = 6, p \leq .05$$

Table 52--Cross Tabulation of Perceptions and Experiences of
Dyad #20 for Financial Aids:

Some Black students do poorly in school as a result of
worrying about how their education will be financed.

I have done poorly in school as a result of worrying about
how my education will be financed.

PERCEPTIONS

DYAD #20		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(71) 38.6%	(4) 5.6%	(2) 2.8%	(2) 35.2%	(25) 35.2%	(38) 53.5%
	NO	(103) 56.0%	(27) 26.2%	(2) 1.9%	(13) 12.6%	(42) 40.8%	(19) 18.4%
	DO NOT KNOW	(10) 5.4%	(1) 10.0%	(1) 10.0%	(3) 30.0%	(3) 30.0%	(4) 40.0%
	TOTAL	(184) 100%	(32) 17.4%	(5) 2.7%	(16) 8.7%	(70) 38.0%	(61) 33.2%

$$\chi^2 = 33.68, df = 8, p \leq .05$$

Table 53--Cross Tabulation of Perceptions and Experiences of
Dyad #21 for Financial Aids:

Overall, Black students think that their white counterparts also experience financial difficulties at MSU.

Overall, I think that my white counterparts also experience financial difficulties at MSU.

PERCEPTIONS

DYAD #21

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(93) 49.5%	(11) 11.8%	(5) 5.4%	(18) 19.4%	(53) 57.0%	(6) 6.5%
NO	(74) 39.4%	(7) 8.1%	(31) 41.9%	(33) 44.6%	(3) 4.1%	(1) 1.4%
DO NOT KNOW	(21) 11.2%	(7) 33.3%	(2) 9.5%	(9) 42.19	(2) 9.5%	(1) 4.8%
TOTAL	(188) 100%	(24) 12.8%	(38) 20.2%	(60) 31.9%	(58) 30.9%	(8) 4.3%

$$\chi^2 = 89.36, df = 8, p < .05$$

TABLE 54 Cross Tabulation of Males and Females - Perceptions
Financial Aids

DYAD	QUESTION	χ^2	SIGNIFICANCE LEVEL*
1	1	2.892	.5760
2	3	1.309	.8597
3	5	.31185	.9890
4	7	2.402	.4932
5	9	1.209	.8766
6	11	4.229	.3759
7	13	.44897	.3759
8	15	1.273	.9783
9	17	2.556	.6346
10	19	2.613	.6245
11	21	1.967	.7417
12	23	4.555	.3360
13	25	2.456	.6524
14	27	4.350	.3607
15	29	3.939	.4143
16	31	5.049	.2823
17	33	6.802	.1467
18	35	2.196	.6996
19	37	4.254	.2353
20	39	5.774	.2166
21	41	6.496	.1650

*None were significant at the .05 level (df = 4).

Table 55 Cross Tabulation of Males and Females - Experiences
Financial Aids

DYAD	QUESTION	χ^2	SIGNIFICANCE LEVEL*
1	2	.50819	.7756
2	4	2.039	.3606
3	6	.03801	.9812
4	8	.72054	.6975
5	10	1.891	.3884
6	12	4.344	.1189
7	14	1.788	.4089
8	16	4.840	.0889
9	18	1.750	.4168
10	20	2.049	.3590
11	22	1.956	.3759
12	24	.09687	.9527
13	26	1.007	.6044
14	28	2.541	.2806
15	30	3.205	.2013
16	32	.67299	.4120
17	34	1.327	.5148
18	36	.16269	.9219
19	38	2.940	.2299
20	40	.96021	.6187
21	42	3.132	.2088

*None were significant at the .05 level (df = 2).

Table 56 Cross Tabulation of Seniors and Sophomores - Perceptions
Financial Aids

DYAD	QUESTION	χ^2	SIGNIFICANCE LEVEL
1	1	4.083	.3948
2	3	2.237	.6922
3	5	2.069	.7229
4	7	2.060	.5600
5	9	6.504	.1645
6	11	.77436	.9419
7	13	.35530	.9860
8	15	5.905	.2063
9	17	3.437	.4874
10	19	5.208	.2666
11	21	3.664	.4533
12	23	2.718	.6059
13	25	.60536	.9625
14	27	7.454	.1137
15	29	9.581	.0481*
16	31	8.280	.0818
17	33	2.721	.6054
18	35	1.120	.8910
19	37	4.208	.3785

* $\underline{p} \leq .05$, $\underline{df} = 4$

Table 57 Cross Tabulation of Seniors and Sophomores - Experiences
Financial Aids

DYAD	QUESTION	<u>X</u> ²	SIGNIFICANCE LEVEL
1	2	1.891	.3885
2	4	1.936	.3797
3	6	2.351	.3087
4	8	7.128	.0283*
5	10	.86510	.6489
6	12	.60138	.7403
7	14	2.708	.2581
8	16	.18910	.9098
9	18	1.657	.4365
10	20	9.570	.0084*
11	22	.92698	.6291
12	24	.31518	.8542
13	26	.73377	.6929
14	28	.08421	.9588
15	30	1.354	.2445
16	32	2.094	.3510
17	34	1.591	.4513
18	36	.00859	.9957
19	38	2.882	.2367
20	40	7.029	.0298*

p < .05, df = 2

Table 58 Cross Tabulation of On-Campus and Off-Campus - Perceptions
Financial Aids

DYADS	QUESTION	χ^2	SIGNIFICANCE LEVEL
1	1	4.305	.3663
2	3	4.227	.3761
3	5	2.707	.6079
4	7	.23087	.9725
5	9	11.29	.0234*
6	11	4.717	.3179
7	13	5.683	.2240
8	15	.20461	.9951
9	17	.64122	.9584
10	19	5.633	.2282
11	21	5.148	.2724
12	23	8.271	.0821
13	25	2.307	.6794
14	27	3.808	.4326
15	29	1.824	.7679
16	31	4.372	.3579
17	33	6.913	.1405
18	35	2.865	.5806
19	37	3.620	.3054
20	39	3.827	.4299
21	41	4.600	.3308

* $\underline{p} \leq .05$, $\underline{df} = 4$

Table 59 Cross Tabulation of On-Campus and Off-Campus - Experiences
Financial Aids

DYAD	QUESTION	<u>χ^2</u>	SIGNIFICANCE LEVEL
1	2	2.404	.3005
2	4	.22745	.8925
3	6	4.599	.1003
4	8	2.138	.3433
5	10	6.837	.0328*
6	12	.26471	.8760
7	14	.35755	.8363
8	16	1.631	.4424
9	18	.43258	.8055
10	20	1.025	.5988
11	22	3.457	.1775
12	24	13.15	.0014*
13	26	1.401	.4962
14	28	6.638	.0362
15	30	1.209	.5462
16	32	.02997	.8626
17	34	2.915	.2327
18	36	1.812	.4040
19	38	1.556	.4593
20	40	2.434	.2961
21	42	.98221	.6120

*p < .05, df = 2

University Counseling Center

The following results are based on Black students' actual experiences and perceptions of the experiences that the Black student population at MSU have regarding the Counseling Center services. As noted in the sections on Housing Programs and Food Services and Financial Aids, there are two responses to each numbered question or statement in the survey. The first response represents perceptions and the second response represents experiences. The results are presented in dyads. Each of the total group analyses which follows shows significant differences between perceptions and experiences.

DYAD #1. Counselors are available for discussing personal concerns of Black students.

Counselors are available for discussing my concerns.

Table 60 on page 156 presents the results of the total group analysis for Dyad #1.

PERCEPTIONS. Almost 14 percent of the respondents strongly agreed that counselors are available for Black students. Almost 24 percent responded that they do not know.

EXPERIENCES. For experiences, 61 percent stated counselors are available and 23 percent stated they do not know.

DYAD #2. Aptitude, interest, and personality tests are in the Counseling Center to help Black students make career decisions.
Aptitude, interests and personality tests are in the Counseling Center to help me make career decisions.

Table 61 on page 157 presents the results of the total group analysis for Dyad #2.

PERCEPTIONS. It is interesting to note that 14 percent of the respondents strongly agreed that these services are available to Black students. On the other hand, close to 40 percent did not know.

EXPERIENCES. Nearly 54 percent stated these services are available to them. Close to 35 percent did not know.

DYAD #3. The Counseling Center is the place to get help in better understanding yourself and the careers best suited for you as a Black person.

The Counseling Center is the place to get help in better understanding myself and the careers best suited for me as a Black person.

Table 62 on page 158 presents the results of the total group analysis for Dyad #3.

PERCEPTIONS. In reference to perceptions, 43 percent of the respondents agreed that Black students can get help while 37 percent of the respondents did not know.

EXPERIENCES. The responses for experiences were somewhat scattered in that 40 percent of the respondents stated yes, 27 percent stated no, and 33 percent stated do not know.

DYAD #4. If Black students want to learn how to get along better with people of different backgrounds, it would be appropriate to talk with a counselor.

If I want to learn how to get along better with people of different backgrounds, it would be appropriate for me to talk with a counselor.

Table 63 on page 159 presents the results of the total group analysis for Dyad #4.

PERCEPTIONS. The perceptions were somewhat scattered in that 41 percent of the respondents either strongly agreed or agreed, 38 percent strongly disagreed or disagreed, and 20 percent did not know.

EXPERIENCES. For experiences, 55 percent of the respondents stated no.

Dyad #5. Counselors are able to help Black students change personal attitudes or behaviors which interfere with successful school performance.

Counselors are able to help me change my personal attitudes or behaviors which may interfere with successful school performance.

Table 64 on page 160 contains the results of the total group analysis for Dyad #5.

PERCEPTIONS. Over 41 percent of the students agreed, while close to 30 percent did not know if counselors can help Black students in this area.

EXPERIENCES. Forty percent of the respondents indicated no, 34 percent said yes, and 25 percent said do not know.

Dyad #6. Learning how to relax during stressful periods in school

I can learn how to relax during stressful periods in school at the self-management laboratory in the Counseling Center.

Table 65 on page 161 presents the results of the analysis for Dyad #6.

PERCEPTIONS. It is quite remarkable that 50 percent of the respondents did not know this service exists for Black students, but 43 percent of the respondents were aware of the service.

EXPERIENCES. For experiences, close to 48 percent indicated they did not know this service exists for them as students, while 37 percent of the respondents are aware that it does.

DYAD #7. Black students prefer a Black counselor instead of a white counselor.

I prefer a Black counselor instead of a white counselor.

Table 66 on page 162 presents the results of the analysis for Dyad #7.

PERCEPTIONS. Sixty-five percent of the respondents either strongly agreed or agreed that Black students prefer a Black counselor. Close to 30 percent did not know if Black students prefer this option.

EXPERIENCES. It is interesting to note that 60 percent of the same respondents said yes they would prefer a Black counselor while 24 percent said no they would not.

DYAD #8. Black students (will) share personally related concerns with a white counselor.

I (will) share personally related concerns with a white counselor.

Table 67 on page 163 presents the results of the total group analysis for Dyad #8.

PERCEPTIONS. Almost 50 percent of the students either strongly disagreed or disagreed with the statement while 30 percent were not sure Black students share personal concerns with a white counselor.

EXPERIENCES. On the other hand, experiences were somewhat split with 39 percent of the respondents stating yes and 40 percent stating no.

DYAD #9. Black students believe that Counseling Center services are directed toward white students at MSU.

I believe that Counseling Center services are directed toward white students at MSU.

Table 68 on page 164 presents the results of the total group analysis for Dyad #9.

PERCEPTIONS. It is interesting to note that 40 percent of the respondents did not know, while 38 percent agreed that the Counseling Center services are directed toward whites.

EXPERIENCES. Forty-five percent of the respondents said no for personal experiences and 32 percent said yes.

DYAD #10. Black students are aware that vocational/career counseling services are available to them at MSU.

I am aware that vocational/career counseling services are available to me at MSU.

Table 69 on page 165 presents the results of the total group analysis for Dyad #10.

PERCEPTIONS. The perceptions were varied in that 40 percent of the respondents agreed, 32 percent disagreed, and 27.5 percent did not know about vocational/career counseling services.

EXPERIENCES. For experiences, 71 percent of the respondents are personally aware of these services.

DYAD #11. The Counseling Center offers programs to help students develop effective study habits.

The Counseling Center offers programs to help me develop effective study habits.

Table 70 on page 166 presents the results of the total group analysis for Dyad #11.

PERCEPTIONS. It is interesting to note that over 60 percent of the respondents agreed that the Counseling Center offers these programs and close to 30 percent did not know.

EXPERIENCES. Of the students who responded, 45 percent were aware that these services are available to them with 30 percent did not know.

DYAD #12. Black students at MSU receive an orientation to all the available services provided by the Counseling Center.

I have received an orientation to all the available services provided by the Counseling Center.

Table 71 on page 167 presents the results of the total group analysis for Dyad #12.

PERCEPTIONS. The responses for perceptions were somewhat scattered. Forty-five percent of the respondents said they disagree

that Black students receive an orientation to the services while 28 percent agreed, and 27 percent did not know.

EXPERIENCES. On the other hand, close to 60 percent said no they did not personally receive an orientation to the services available.

DYAD #13. White counselors do not understand the needs of Black students.

White counselors do not understand my needs.

Table 72 on page 168 contains the results of the total group analysis for Dyad #13.

PERCEPTIONS. It is quite interesting to note that the perception responses were scattered with 38.7 percent agreeing, 32.8 percent disagreeing, and 29 percent not knowing.

EXPERIENCES. Responses for experiences also show variations with 33 percent saying yes, 29 percent saying no, and the majority (37 percent) stating do not know.

DYAD #14. There are not enough Black counselors to effectively help Black students at MSU.

There are not enough Black counselors to effectively help me at MSU.

Table 73 on page 169 presents the results of the total group analysis for Dyad #14.

PERCEPTIONS. Forty-five percent of the respondents either strongly agreed or agreed that there are not enough Black counselors for Black students, while 30 percent did not know.

EXPERIENCES. In terms of experiences, close to 50 percent of

the students stated no, there are not enough Black counselors to effectively help them personally, and 31 percent did not know.

DYAD #15. White counselors do not possess the historical, sociological, economical and psychological experiences of Blacks in order to effectively counsel the Black student.

White counselors do not possess the historical, sociological, economical and psychological experience of Blacks in order to effectively counsel me.

Table 74 on page 170 presents the results of the total group analysis for Dyad #15.

PERCEPTIONS. It is quite interesting to note that close to 70 percent either strongly agreed or agreed that white counselors do not possess the background information to effectively counsel Black students.

EXPERIENCES. Of those who responded, 56 percent said white counselors cannot effectively counsel them while 25 percent did not know.

DYAD #16. White counselors are insensitive to the needs of Black students.

White counselors are insensitive to my needs.

Table 75 on page 171 presents the results of the total group analysis for Dyad #16.

PERCEPTIONS. The responses for perceptions were almost evenly distributed with 32 percent agreeing, 35 percent disagreeing, and 33 percent not knowing.

EXPERIENCES. Likewise, for experiences, the responses were scattered in that 38 percent did not know, 33 percent said no, and 28 percent said yes.

DYAD #17. Black students find it difficult to trust white counselors.

I find it difficult to trust white counselors.

Table 76 on page 172 presents the results of the total group analysis for Dyad #17.

PERCEPTIONS. It is very interesting to note that 60 percent of the respondents agreed that Black students find it difficult to trust white counselors. At least 27 percent did not know.

EXPERIENCES. On the other hand, 45 percent of the respondents stated no, they do not find it difficult to trust white counselors, and 38 percent said yes, they do.

DYAD #18. White counselors run into cultural resistance with the Black student.

White counselors (would) run into cultural resistance with me.

Table 77 on page 173 presents the results of the total group analysis for Dyad #18.

PERCEPTIONS. It is interesting to note that 48 percent of the respondents either strongly agreed or agreed that white counselors run into cultural resistance with Black students. What is even more interesting is 42 percent of the respondents did not know.

EXPERIENCES. On the other hand, 47 percent said white

counselors do (would) not run into cultural difficulties while only 27 percent said white counselors do (would).

DYAD #19. Overall, Black students reject the services provided by white counselors.

I (would) reject the services provided by white counselors.

Table 78 on page 174 presents the results of the total group analysis for Dyad #19.

PERCEPTIONS. The responses varied for perceptions with 33 percent agreeing, 32.4 percent disagreeing, and 34.5 percent not knowing.

EXPERIENCES. For experiences, a large percentage (73 percent) of the respondents replied no.

DYAD #20. Overall, Black students reject the services provided by Black counselors.

I (would) reject the services provided by a Black counselor.

Table 79 on page 175 presents the results of the total group analysis for Dyad #20.

PERCEPTIONS. It is quite interesting to note that 63.5 percent of the respondents either strongly disagreed or disagreed, and 26 percent did not know.

EXPERIENCES. In reference to the experiences of the respondents, 88 percent stated they would not reject the services provided by Black counselors.

DYAD #21. Black students underutilize the counseling services

provided at MSU.

I underutilize the counseling services provided at MSU.

Table 80 on page 176 presents the results of the total group analysis for Dyad #21.

PERCEPTIONS. Thirty-five percent of the respondents strongly agreed that Black students underutilize the services provided at the MSU counseling center.

EXPERIENCES. On the other hand, 73 percent said that they personally underutilize these services.

DYAD #22. Black students resist using the services at the Counseling Center because they perceive such services to be mainly oriented toward white middle-class students.

I resist using the services at the Counseling Center because I perceive such services to be mainly oriented toward white, middle-class students.

Table 81 on page 177 presents the results of the total group analysis for Dyad #22.

PERCEPTIONS. It is significant to note that 42 percent of the respondents strongly agreed or agreed that Black students resist using the services because they perceive them to be mainly oriented toward white middle-class students. It is also interesting to note that at least 35 percent of the respondents did not know.

EXPERIENCES. On the other hand, 64 percent stated they do not resist using these services.

DYAD #23. Black students are more likely to take their problems to

a friend than go to the Counseling Center.

I am more likely to take my problem to a friend than go to the Counseling Center.

Table 82 on page 178 presents the results of the total group analysis for Dyad #23.

PERCEPTIONS. Of the 187 respondents, 40 percent strongly agreed and 47.1 percent agreed, representing 87.1 percent of the total responses.

EXPERIENCES. In reference to personal experiences, 85 percent of the respondents said they would go to a friend with their problem before going to the Counseling Center.

DYAD #24. Black students go to MECCA (Multi-Ethnic Counseling Center Alliance) when they need counseling services.

I go to MECCA (Multi-Ethnic Counseling Center Alliance) when I need counseling services.

Table 83 on page 179 presents the results of the total group analysis for Dyad #24.

PERCEPTIONS. It is quite interesting to note that 56 percent of the respondents did not know if Black students go to MECCA.

EXPERIENCES. It is also very remarkable to note that 74 percent of the respondents stated they do not go to MECCA when they need counseling services.

DYAD #25. The majority of Black students use the services offered at the Brody MECCA Counseling Center than the Counseling Center located in the Student Services Building.

I use the services offered at the Brody MECCA Counseling Center than the Counseling Center located in the Student Services Building.

Table 84 on page 180 presents the results of the total group analysis for Dyad #25.

PERCEPTIONS. It is very interesting to note that 61 percent of the respondents did not know.

EXPERIENCES. It is also interesting to note that 70 percent of the respondents said no they would not use the services provided at MECCA over those services located at Student Services.

DYAD #26. Overall, Black students think that the only counseling services offered to them are those services available at the MECCA Counseling Center.

I think that the only counseling services offered to me are those services available at the MECCA Counseling Center.

Table 85 on page 181 presents the results of the total group analysis for Dyad #26.

PERCEPTIONS. Fifty-six percent of the respondents did not know.

EXPERIENCES. On the other hand, 70 percent of the respondents personally said no indicating that they do not think MECCA counseling services are the only services offered to them.

Analyses Comparing Male and Female Perceptions For The Counseling Center

The results of the chi-square analyses comparing the responses of male and female perceptions for the University Counseling Center are presented in Table 86 on page 182.

In Table 86, significant differences are found for four dyads (#3, #15, #23, and #24).

In Dyad #3, "The Counseling Center is the place to get help in better understanding yourself and the careers best suited for you as a Black person," more females disagreed and did not know.

In Dyad #15, "White counselors do not possess the historical, sociological, economical, and psychological experiences of Blacks in order to effectively counsel the Black student," it is interesting to note that significantly more females strongly agreed, and did not know.

In Dyad #23, "Black students are more likely to take their problems to a friend than go to the Counseling Center," more females indicated that they did not know.

In Dyad #24, "Black students go to MECCA when they need counseling services," it is interesting to note that significantly more males either strongly disagreed and disagreed; however, more females did not know.

Analyses Comparing Male And Female Experiences for The Counseling Center

The chi-square analyses comparing the responses of male and female experiences for the University Counseling Center are presented in Table 87 on page 183.

In Table 87, significant differences are found in four dyads (#4, #8, #23, and #26).

For Dyad #4, "If I wanted to learn how to get along better with people of different backgrounds, it would be appropriate for me to

talk with a counselor," significantly more females did not know.

In Dyad #8, "I (will) share personally related concerns with a white counselor," significantly more females said no than males.

In Dyad #23, "I am more likely to take my problem to a friend than go to the Counseling Center," more males said no and more females did not know.

In Dyad #26, "I think that the only counseling services offered to me are those services available at the MECCA Counseling Center," more males said yes and more females did not know.

Analyses Comparing Senior And Sophomore Perceptions for The Counseling Center

The chi-square analyses comparing the responses of total senior and total sophomore student perceptions for the University Counseling Center are presented in Table 88 on page 184.

Table 88 shows a significant difference in only one dyad (#52).

In Dyad #6, "Learning how to relax during stressful periods in school can be done at the self-management laboratory in the Counseling Center", significantly more sophomores disagreed than seniors.

Analyses Comparing Senior and Sophomore Experiences for The Counseling Center

The chi-square results of the comparisons of the responses of senior and sophomore student experiences for the University Counseling Center are presented in Table 89 on page 185.

In Table 89, significant differences are found in only one dyad (Dyad #20).

In Dyad #20, "I (would) reject the services provided by a Black counselor," significantly more seniors answered do not know.

Analyses Comparing On-Campus And
Off-Campus Perceptions For
The Counseling Center

The results comparing the responses of on-campus and off-campus students' perceptions for the University Counseling Center are presented in Table 90 on page 186.

In Table 90, significant differences are found in four dyads (#5, #7, #15, and #16).

In Dyad #5, "Counselors are able to help Black students change personal attitudes or behaviors which may interfere with successful school performance," significantly more on-campus residents either strongly agreed or agreed, more off-campus students disagreed, and more on-campus students did not know.

For Dyad #7, "Black students would prefer a Black counselor instead of a white counselor," more on-campus residents agreed, and did not know compared to off-campus students.

In Dyad #15, "White counselors do not possess the historical, sociological, economical, and psychological experiences of Blacks in order to effectively counsel the Black student," the majority of the students who agreed are on-campus residents.

For Dyad #16, "White counselors are insensitive to the needs of Black students," more on-campus residents agreed. More on-campus residents also disagreed and did not know.

Analyses Comparing On-Campus
With Off-Campus Experiences
For the Counseling Center

The results of the comparisons of the responses between on-campus and off-campus experiences for the University Counseling Center are presented in Table 91 on page 187.

In Table 91, significant differences can be found in three dyads (#1, #5, and #9).

In Dyad #1, "Counselors are available for discussing my concerns," more on-campus residents said yes, while significantly more off-campus residents said no. More on-campus residents did not know.

For Dyad #5, "Counselors are able to help me change my personal attitudes or behaviors which may interfere with successful school performance," significantly more on-campus residents stated yes, and do not know in comparison to off-campus students.

For Dyad #9, "I believe that Counseling Center services are directed toward white students at MSU," significantly more on-campus residents said no and do not know compared to off-campus students.

Summary of the University Counseling Center

Overall, Black students expressed marked uncertainty (do not know) toward the University Counseling Center services. The respondents believe that counselors are available to discuss personal concerns of Black students. At the same time, Black students prefer a Black counselor. The respondents did not necessarily state that white counselors are insensitive or do not understand their needs as Black students; but, the respondents

perceive and believe white counselors do not possess knowledge of the historical, sociological, economical, and psychological experiences of Blacks in order to effectively counsel Black students. They believe there are not enough Black counselors to effectively meet the needs of Black students at MSU.

The respondents strongly believe that Black students underutilized the Counseling Center services. They also believe Black students do not receive a sufficient orientation to all of the services provided. They would not necessarily go to the Multi-Ethnic Counseling Center Alliance (MECCA) branch if they needed counseling, nor would they prefer this branch over the counseling facility located in Student Services. What is extremely important to note is that the respondents strongly perceive and believe Black students are more likely to take their problems to a friend than go to the University Counseling Center.

Table 60--Cross Tabulation of Perceptions and Experiences of Dyad #1
for University Counseling Center:

Counselors are available for discussing personal concerns
of Black students.

Counselors are available for discussing my concerns.

PERCEPTIONS

DYAD #1		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(111) 61.3%	(8) 7.2%	(0) 0%	(2) 1.8%	(77) 69.4%	(24) 21.6%
	NO	(29) 16.0%	(3) 10.3%	(10) 34.5%	(13) 44.8%	(3) 10.3%	(0) 0%
	DO NOT KNOW	(41) 22.7%	(32) 78.0%	(0) 0%	(4) 9.8%	(3) 9.8%	(1) 2.4%
	TOTAL	(181) 100%	(43) 23.8%	(10) 5.5%	(19) 10.5%	(84) 46.4%	(25) 13.8%

$$\chi^2 = 204.20, df = 8, p \leq .05$$

Table 61--Cross Tabulation of Perceptions and Experiences of Dyad #2
for University Counseling Center:

Aptitude, interest, and personality tests are in the
Counseling Center to help Black students make career
decisions.

Aptitude, interests and personality tests are in the
Counseling Center to help me make career decisions.

PERCEPTIONS

DYAD #2

E
X
P
E
R
I
E
N
C
E
S

	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(97) 53.9%	(11) 11.3%	(0) 0%	(3) 3.1%	(59) 60.8%	(24) 24.7%
NO	(19) 10.6%	(5) 26.3%	(1) 5.3%	(9) 47.4%	(4) 21.1%	(0) 0%
DO NOT KNOW	(64) 35.6%	(53) 82.8%	(1) 1.6%	(0) 0%	(8) 12.5%	(2) 3.1%
TOTAL	(180) 100%	(69) 38.3%	(2) 1.1%	(12) 6.7%	(71) 39.4%	(26) 14.4%

$$\chi^2 = 149.86, df = 8, p < .05$$

Table 62--Cross Tabulation of Perceptions and Experiences of Dyad #3 for University Counseling Center:

The Counseling Center is the place to get help in better understanding yourself and the careers best suited for you as a Black person.

The Counseling Center is the place to get help in better understanding myself and the careers best suited for me as a Black person.

PERCEPTIONS

DYAD #3

E
X
P
E
R
I
E
N
C
E
S

	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(75) 40.3%	(4) 5.3%	(1) 1.3%	(1) 1.3%	(54) 72.0%	(15) 20.0%
NO	(50) 26.9%	(9) 18.0%	(5) 10.0%	(31) 62.0%	(4) 8.0%	(1) 2.0%
DO NOT KNOW	(61) 32.8%	(55) 90.2%	(0) 0%	(0) 0%	(5) 8.2%	(1) 1.6%
TOTAL	(186) 100%	(68) 36.6%	(6) 3.2%	(32) 17.2%	(63) 33.9%	(17) 9.1%

$$\chi^2 = 232.53, df = 8, p \leq .05$$

Table 63--Cross Tabulation of Perceptions and Experiences of
Dyad #4 for University Counseling Center:

If Black students wanted to learn how to get along better with people of different backgrounds, it would be appropriate to talk with a counselor.

If I wanted to learn how to get along better with people of different backgrounds, it would be appropriate for me to talk with a counselor.

PERCEPTIONS

DYAD #4		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(59) 30.3%	(3) 5.1%	(0) 0%	(0) 0%	(41) 69.5%	(15) 25.4%
	NO	(107) 54.9%	(12) 11.2%	(18) 16.8%	(55) 51.4%	(21) 19.6%	(1) 0.9%
	DO NOT KNOW	(29) 14.9%	(25) 86.2%	(1) 3.4%	(1) 3.4%	(2) 6.9%	(0) 0%
	TOTAL	(195) 100%	(40) 20.5%	(19) 9.7%	(56) 28.7%	(64) 32.8%	(16) 8.2%

$$\chi^2 = 193.74, \text{ df} = 8, p < .05$$

Table 64--Cross Tabulation of Perceptions and Experiences of
Dyad #5 for University Counseling Center:

Counselors are able to help Black students change
personal attitudes or behaviors which interfere with
successful school performance.

Counselors are able to help me change my personal
attitudes or behaviors which may interfere with
successful school performance.

PERCEPTIONS

DYAD #5

E
X
P
E
R
I
E
N
C
E
S

	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(67) 34.5%	(3) 4.5%	(0) 0%	(3) 4.5%	(53) 79.1%	(8) 11.9%
NO	(78) 40.2%	(12) 15.4%	(14) 17.9%	(39) 50.0%	(13) 16.7%	(0) 0%
DO NOT KNOW	(49) 25.3%	(39) 79.6%	(1) 2.0%	(1) 2.0%	(8) 16.3%	(0) 0%
TOTAL	(194) 100%	(54) 27.8%	(15) 7.7%	(43) 22.2%	(74) 38.1%	(8) 4.1%

$$\chi^2 = 188.25, df = 8, p < .05$$

Table 65--Cross Tabulation of Perceptions and Experiences of
Dyad #6 for University Counseling Center:

Learning how to relax during stressful periods in
school can be done at the self-management laboratory
in the Counseling Center.

I can learn how to relax during stressful periods in
school at the self-management laboratory in the
Counseling Center.

PERCEPTIONS

DYAD #6

E
X
P
E
R
I
E
N
C
E
S

	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(72) 36.7%	(3) 4.2%	(0) 0%	(1) 1.4%	(55) 76.4%	(13) 18.1%
NO	(31) 15.8%	(11) 35.5%	(4) 12.9%	(7) 22.6%	(9) 29.0%	(0) 0%
DO NOT KNOW	(93) 47.4%	(84) 90.3%	(0) 0%	(1) 1.1%	(6) 6.5%	(2) 2.2%
TOTAL	(196) 100%	(98) 50.1%	(4) 2.0%	(9) 4.6%	(70) 35.7%	(15) 7.7%

$$\chi^2 = 181.31, df = 8, p < .05$$

Table 66--Cross Tabulation of Perceptions and Experiences of
Dyad #7 for University Counseling Center

Black students prefer a Black counselor instead of
a white counselor.

I prefer a Black counselor instead of a white
counselor.

PERCEPTIONS

DYAD #7

E
X
P
E
R
I
E
N
C
E
S

	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(118) 59.9%	(16) 13.6%	(2) 1.7%	(0) 0%	(46) 39.9%	(54) 45.8%
NO	(47) 23.9%	(22) 46.8%	(3) 6.4%	(7) 14.9%	(12) 25.5%	(3) 6.4%
DO NOT KNOW	(32) 16.2%	(17) 53.1%	(0) 0%	(2) 6.3%	(11) 34.4%	(2) 6.3%
TOTAL	(197) 100%	(55) 27.9%	(5) 2.5%	(9) 4.6%	(69) 35.0%	(59) 29.9%

$$\chi^2 = 68.75, df = 8, p < .05$$

Table 67--Cross Tabulation of Perceptions and Experiences of
Dyad #8 for University Counseling Center:

Black students will share personal related concerns
with a white counselor.

I (will) share personal related concerns with a white
counselor.

PERCEPTIONS

DYAD #8

E
X
P
E
R
I
E
N
C
E
S

	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(76) 38.4%	(20) 26.3%	(0) 0%	(17) 22.4%	(36) 47.4%	(3) 3.9%
NO	(79) 39.9%	(17) 21.5%	(23) 29.1%	(34) 43.0%	(4) 5.1%	(1) 1.3%
DO NOT KNOW	(43) 21.7%	(22) 51.2%	(5) 11.6%	(15) 34.9%	(1) 2.3%	(0) 0%
TOTAL	(198) 100%	(59) 29.8%	(28) 14.1%	(66) 33.3%	(41) 20.7%	(4) 2.0%

$$\chi^2 = 82.11, df = 8, p < .05$$

Table 68--Cross Tabulation of Perceptions and Experiences of
Dyad #9 for University Counseling Center:

Black students believe that Counseling Center
services are directed toward white students at MSU.

I believe that Counseling Center services are directed
toward white students at MSU.

PERCEPTIONS

DYAD #9		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(62) 32.0%	(9) 14.5%	(1) 1.6%	(0) 0%	(33) 53.2%	(19) 30.6%
	NO	(86) 44.32%	(34) 39.5%	(6) 7.0%	(32) 37.2%	(12) 14.0%	(2) 2.3%
	DO NOT KNOW	(46) 23.7%	(36) 78.3%	(1) 2.2%	(1) 2.2%	(8) 17.4%	(0) 0%
	TOTAL	(194) 100%	(79) 40.7%	(8) 4.1%	(33) 17.0%	(53) 27.3%	(21) 10.8%

$$\chi^2 = 122.33, df = 8, p < .05$$

Table 69--Cross Tabulation of Perceptions and Experiences of
Dyad #10 for University Counseling Center:

Black students are aware that vocational/career
counseling services are available to them at MSU.

I am aware that vocational/career counseling services
are available to me at MSU.

PERCEPTIONS

DYAD #10

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(137) 71.0%	(28) 20.4%	(7) 5.1%	(27) 19.7%	(66) 48.2%	(9) 6.6%
NO	(46) 23.8%	(18) 39.1%	(9) 19.6%	(18) 39.1%	(1) 2.2%	(0) 0%
DO NOT KNOW	(10) 5.2%	(7) 70.0%	(1) 10.0%	(1) 10.0%	(1) 10.0%	(0) 0%
TOTAL	(192) 100%	(53) 27.5%	(17) 8.8%	(46) 23.8%	(68) 35.2%	(9) 4.7%

$$\chi^2 = 52.08, df = 8, p < .05$$

Table 70--Cross Tabulation of Perceptions and Experiences of
Dyad #11 for University Counseling Center:

The Counseling Center offer programs to help students
develop effective study habits.

The Counseling Center offer programs to help me
develop effective study habits.

PERCEPTIONS

DYAD #11		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(102) 54.0%	(0) 0%	(0) 0%	(0) 0%	(73) 71.6%	(28) 27.5%
	NO	(33) 17.5%	(9) 27.3%	(1) 3.0%	(9) 27.3%	(12) 36.4%	(2) 6.1%
	DO NOT KNOW	(54) 28.6%	(46) 85.2%	(0) 0%	(3) 5.6%	(5) 9.3%	(0) 0%
	TOTAL	(189) 100%	(55) 29.1%	(1) 0.5%	(13) 6.9%	(90) 47.6%	(30) 15.9%

$$\chi^2 = 167.10, df = 8, p \leq .05$$

Table 71--Cross Tabulation of Perceptions and Experiences of
Dyad #12 for University Counseling Center:

Black students at MSU receive an orientation to all
the available services provided by the Counseling
Center.

I have received an orientation to all the available
services provided by the Counseling Center.

PERCEPTIONS

DYAD #12		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(67) 34.5%	(9) 13.4%	(4) 6.0%	(12) 17.9%	(38) 56.7%	(4) 6.0%
	NO	(114) 58.8%	(33) 28.9%	(28) 24.6%	(42) 36.8%	(11) 9.6%	(0) 0%
	DO NOT KNOW	(13) 6.7%	(10) 76.9%	(0) 0%	(2) 15.4%	(1) 7.7%	(0) 0%
	TOTAL	(194) 100%	(52) 26.8%	(32) 16.5%	(56) 28.9%	(50) 25.8%	(4) 2.1%

$$\chi^2 = 79.72, df = 8, p < .05$$

Table 72--Cross Tabulation of Perceptions and Experiences of
Dyad #13 for University Counseling Center:

White counselors do not understand the needs of Black students.

White counselors do not understand my needs.

PERCEPTIONS

DYAD #13		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(62) 33.3%	(2) 3.2%	(2) 3.2%	(5) 8.1%	(32) 51.6%	(21) 33.9%
	NO	(55) 29.6%	(5) 9.1%	(11) 20.0%	(30) 54.5%	(8) 14.5%	(1) 1.8%
	DO NOT KNOW	(69) 37.1%	(46) 66.7%	(0) 0%	(13) 18.8%	(9) 13.0%	(1) 1.4%
	TOTAL	(186) 100%	(53) 28.5%	(13) 7.0%	(48) 25.8%	(49) 26.3%	(23) 12.4%

$$\chi^2 = 159.66, df = 8, p < .05$$

Table 73--Cross Tabulation of Perceptions and Experiences of
Dyad #14 for University Counseling Center:

There are not enough Black counselors to effectively
help Black students at MSU.

There are not enough Black counselors to effectively help
me at MSU.

PERCEPTIONS

DYAD #14

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(89) 48.4%	(2) 2.2%	(1) 1.1%	(6) 6.7%	(29) 32.6%	(51) 57.3%
NO	(37) 20.1%	(8) 21.6%	(5) 13.5%	(11) 29.7%	(7) 18.9%	(6) 16.2%
DO NOT KNOW	(58) 31.5%	(46) 79.3%	(1) 1.7%	(3) 5.2%	(6) 10.3%	(2) 3.4%
TOTAL	(184) 100%	(56) 30.4%	(7) 3.8%	(20) 10.9%	(42) 22.8%	(59) 32.1%

$$\chi^2 = 139.75, df = 8, p < .05$$

Table 74--Cross Tabulation of Perceptions and Experiences of
Dyad #15 for University Counseling Center:

White counselors do not possess the historical, sociological, economical, and psychological experiences of Blacks in order to effectively counsel the Black student.

White counselors do not possess the historical, sociological, economical, and psychological experiences of Blacks in order to effectively counsel me.

PERCEPTIONS

DYAD #15

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(105) 55.9%	(1) 1.0%	(1) 1.0%	(0) 0%	(47) 44.8%	(56) 55.3%
NO	(36) 19.1%	(2) 5.6%	(7) 19.4%	(12) 33.3%	(9) 25.0%	(6) 16.7%
DO NOT KNOW	(47) 25.0%	(34) 72.3%	(1) 2.1%	(3) 6.4%	(8) 17.0%	(1) 2.1%
TOTAL	(188) 100%	(37) 19.7%	(9) 4.8%	(15) 8.0%	(64) 34.0%	(63) 33.5%

$$\chi^2 = 183.77, df = 8, p \leq .05$$

Table 75--Cross Tabulation of Perceptions and Experiences of
Dyad #16 for University Counseling Center:

White counselors are insensitive to the needs
of Black students.

White counselors are insensitive to my needs.

PERCEPTIONS

DYAD #16		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(55) 28.4%	(3) 5.5%	(1) 1.8%	(3) 5.5%	(27) 49.1%	(21) 38.2%
	NO	(65) 33.5%	(5) 7.7%	(8) 12.3%	(44) 67.7%	(8) 12.3%	(0) 0%
	DO NOT KNOW	(74) 38.1%	(56) 75.7%	(1) 1.4%	(11) 14.9%	(5) 6.8%	(1) 1.4%
	TOTAL	(194) 100%	(64) 33.0%	(10) 5.2%	(58) 29.9%	(40) 20.6%	(22) 11.3%

$$\chi^2 = 203.00, \text{ df} = 8, p \leq .05$$

Table 76--Cross Tabulation of Perceptions and Experiences of
Dyad #17 for University Counseling Center:

Black students find it difficult to trust
white counselors.

I find it difficult to trust white counselors.

PERCEPTIONS

DYAD #17

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(74) 38.1%	(7) 9.5%	(0) 0%	(3) 4.1%	(28) 37.8%	(36) 48.6%
NO	(88) 45.4%	(30) 34.1%	(4) 4.5%	(18) 20.5%	(30) 34.1%	(6) 6.8%
DO NOT KNOW	(32) 16.5%	(16) 50.0%	(0) 0%	(0) 0%	(11) 34.4%	(5) 15.6%
TOTAL	(194) 100%	(53) 27.3%	(4) 2.1%	(21) 10.8%	(69) 35.6%	(47) 24.2%

$$\chi^2 = 65.47, df = 8, p \leq .05$$

Table 77--Cross Tabulation of Perceptions and Experiences of
Dyad #18 for University Counseling Center:

White counselors run into cultural resistance with the
Black student.

White counselors (would) run into cultural resistance
with me.

PERCEPTIONS

DYAD #18

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(53) 27.3%	(7) 13.2%	(0) 0%	(0) 0%	(24) 45.3%	(22) 41.5%
NO	(91) 46.9%	(38) 41.8%	(2) 2.2%	(16) 17.6%	(26) 28.6%	(9) 9.9%
DO NOT KNOW	(50) 25.8%	(37) 74.0%	(1) 2.0%	(0) 0%	(9) 18.0%	(3) 6.0%
TOTAL	(194) 100%	(82) 42.3%	(3) 1.5%	(16) 8.2%	(59) 30.4%	(34) 17.5%

$$\chi^2 = 72.45, df = 8, p \leq .05$$

Table 78--Cross Tabulation of Perceptions and Experiences of
Dyad #19 for University Counseling Center:

Overall, Black students reject the services
provided by white counselors.

I (would) reject the services provided by
white counselors.

PERCEPTIONS

DYAD #19

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(23) 11.9%	(2) 8.7%	(1) 4.3%	(0) 0%	(8) 34.8%	(12) 52.2%
NO	(142) 73.2%	(49) 34.5%	(7) 4.9%	(54) 38.0%	(26) 18.3%	(6) 4.2%
DO NOT KNOW	(29) 14.9%	(16) 55.2%	(1) 3.4%	(0) 0%	(10) 34.5%	(2) 6.9%
TOTAL	(194) 100%	(67) 34.5%	(9) 4.6%	(54) 27.8%	(44) 22.7%	(20) 10.3%

$$\chi^2 = 76.90, df = 8, p \leq .05$$

Table 79--Cross Tabulation of Perceptions and Experiences of
Dyad #20 for University Counseling Center:

Overall Black students reject the services
provided by Black counselors.

I (would) reject the services provided by a
Black counselor.

PERCEPTIONS

DYAD #20

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(6) 3.1%	(0) 0%	(2) 33.3%	(1) 16.7%	(1) 16.7%	(2) 33.3%
NO	(171) 8.8%	(38) 70.6%	(38) 11.8%	(87) 17.6%	(7) 0%	(1) 0%
DO NOT KNOW	(17) 8.8%	(12) 70.6%	(2) 11.8%	(3) 17.6%	(0) 0%	(0) 0%
TOTAL	(194) 100%	(50) 25.8%	(42) 21.6%	(91) 46.9%	(8) 4.1%	(3) 1.5%

$$\chi^2 = 65.12, df = 8, p < .05$$

Table 80--Cross Tabulation of Perceptions and Experiences of
Dyad #21 for University Counseling Center:

Black students underutilize the counseling
services provided at MSU.

I underutilize the counseling services provided
at MSU.

PERCEPTIONS

DYAD #21		TOTAL	DO NOT KNOW	SD	D	A	SA
E X P E R I E N C E S	YES	(142) 73.2%	(20) 14.1%	(3) 2.1%	(2) 1.4%	(63) 44.4%	(54) 38.0%
	NO	(41) 21.1%	(14) 34.1%	(2) 4.9%	(2) 4.9%	(11) 26.8%	(12) 29.3%
	DO NOT KNOW	(11) 5.7%	(9) 81.8%	(0) 0%	(0) 0%	(0) 0%	(2) 18.2%
	TOTAL	(194) 100%	(43) 22.2%	(5) 2.6%	(4) 2.1%	(74) 38.1%	(68) 35.1%

$$\chi^2 = 36.49, df = 8, p \leq .05$$

Table 81--Cross Tabulation of Perceptions and Experiences of
Dyad #22 for University Counseling Center:

Black students resist using the services at the
Counseling Center because they perceive such
services to be mainly oriented toward white,
middle-class students.

I resist using the services at the Counseling Center
because I perceive such services to be mainly
oriented toward white, middle-class students.

PERCEPTIONS

DYAD #22

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(58) 29.7%	(9) 15.5%	(1) 1.7%	(3) 5.2%	(31) 53.4%	(14) 24.1%
NO	(125) 64.1%	(49) 39.2%	(4) 3.2%	(36) 28.8%	(29) 23.2%	(7) 5.6%
DO NOT KNOW	(12) 6.2%	(11) 91.7%	(0) 0%	(0) 0%	(0) 0%	(1) 8.3%
TOTAL	(195) 100%	(69) 35.4%	(5) 2.6%	(39) 20.0%	(60) 30.8%	(22) 11.3%

$$\chi^2 = 59.88, df = 8, p < .05$$

Table 82--Cross Tabulation of Perceptions and Experiences of
Dyad #23 for University Counseling Center:

Black students are more likely to take their
problems to a friend than go to the Counseling
Center.

I am more likely to take my problem to a friend
than go to the Counseling Center.

PERCEPTIONS

DYAD #23

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(159) 85.0%	(13) 8.2%	(1) 0.6%	(1) 0.6%	(76) 47.8%	(68) 42.8%
NO	(19) 10.2%	(2) 10.5%	(0) 0%	(3) 15.8%	(10) 52.6%	(4) 21.1%
DO NOT KNOW	(9) 4.8%	(4) 44.4%	(0) 0%	(0) 0%	(2) 22.2%	(3) 33.3%
TOTAL	(187) 100%	(19) 10.2%	(1) 0.5%	(4) 2.1%	(88) 47.1%	(75) 40.1%

$$\chi^2 = 33.07, \text{ df} = 8, p < .05$$

Table 83--Cross Tabulation of Perceptions and Experiences of
Dyad #24 for University Counseling Center:

Black students go to MECCA (Multi-Ethnic Counseling
Center Alliance) when they need counseling services.

I go to MECCA (Multi-Ethnic Counseling Center Alliance)
when I need counseling services.

PERCEPTIONS

DYAD #24

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(36) 19.0%	(4) 11.0%	(2) 5.6%	(1) 2.8%	(19) 52.8%	(10) 27.8%
NO	(140) 74.1%	(89) 63.6%	(6) 4.3%	(17) 12.1%	(25) 17.9%	(3) 2.1%
DO NOT KNOW	(13) 6.9%	(13) 100%	(0) 0%	(0) 0%	(0) 0%	(0) 0%
TOTAL	(189) 100%	(106) 56.1%	(8) 4.2%	(18) 9.5%	(44) 23.3%	(13) 6.9%

$$\chi^2 = 70.08, df = 8, p \leq .05$$

Table 84--Cross Tabulation of Perceptions and Experiences of
Dyad #25 for University Counseling Center:

The majority of Black students use the services offered at the Brody MECCA Counseling Center rather than the Counseling Center located in the Student Services Building.

I use the services offered at the Brody MECCA Counseling Center rather than the Counseling Center located in the Student Services Building.

PERCEPTIONS

DYAD #25

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(35) 17.9%	(8) 22.9%	(0) 0%	(5) 14.3%	(13) 37.1%	(9) 25.7%
NO	(138) 70.4%	(93) 67.4%	(4) 2.9%	(19) 13.8%	(20) 14.5%	(2) 1.4%
DO NOT KNOW	(23) 11.7%	(18) 60.7%	(0) 2.0%	(1) 4.3%	(4) 17.4%	(0) 0%
TOTAL	(196) 100%	(119) 60.7%	(4) 2.0%	(25) 12.8%	(37) 18.9%	(11) 5.6%

$$\chi^2 = 51.94, df = 8, p \leq .05$$

Table 85--Cross Tabulation of Perceptions and Experiences of
Dyad #26 for University Counseling Center:

Overall, Black students think that the only
counseling services offered to them are those
serviices available at the MECCA Counselinc Center.

I think that the only counseling services offered
to me are those services available at the MECCA
Counseling Center.

PERCEPTIONS

DYAD #26

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	TOTAL	DO NOT KNOW	SD	D	A	SA
YES	(21) 11.1%	(2) 9.5%	(0) 0%	(1) 4.8%	(13) 61.9%	(5) 23.8%
NO	(133) 70.0%	(72) 54.1%	(8) 6.0%	(33) 24.8%	(15) 11.3%	(5) 3.8%
DO NOT KNOW	(36) 18.9%	(33) 19.7%	(0) 0%	(2) 5.6%	(1) 2.8%	(0) 0%
TOTAL	(190) 100%	(107) 56.3%	(8) 4.2%	(36) 18.9%	(29) 15.3%	(10) 5.3%

$$\chi^2 = 78.92, df = 8, p < .05$$

Table 86

Cross Tabulation of Males and Females - Perceptions
The University Counseling Center

DYAD	QUESTION	χ^2	SIGNIFICANCE LEVEL
1	1	3.317	.5061
2	3	1.997	.7362
3	5	10.533	.0323*
4	7	9.120	.0582
5	9	5.296	.2582
6	11	5.769	.2171
7	13	2.611	.6248
8	15	3.687	.4500
9	17	3.311	.5071
10	19	6.841	.1445
11	21	4.999	.2874
12	23	6.714	.1518
13	25	3.3101	.5073
14	27	3.177	.5286
15	29	10.03	.0399*
16	31	3.995	.4067
17	33	5.854	.2099
18	35	5.367	.2516
19	37	2.869	.5799
20	39	6.795	.1471
21	41	2.646	.6185
22	43	6.795	.7025
23	45	10.73	.0297*
24	47	9.628	.0412
25	49	9.232	.0556
26	51	3.691	.4494

* $\underline{p} \leq .05$, $\underline{df} = 4$

Table 87 Cross Tabulation of Males and Females - Experiences
The University Counseling Center

DYAD	QUESTION	χ^2	SIGNIFICANCE LEVEL
1	2	.91346	.6334
2	4	.67588	.7132
3	6	3.934	.1399
4	8	9.175	.0102*
5	10	2.150	.3412
6	12	2.169	.3380
7	14	.61519	.7352
8	16	7.548	.0229*
9	18	.41150	.8140
10	20	1.088	.5803
11	22	1.581	.4535
12	24	5.073	.0791
13	26	.34674	.8408
14	28	1.451	.4840
15	30	4.334	.1145
16	32	.08069	.9605
17	34	.87198	.6466
18	36	.19000	.9094
19	38	1.219	.4535
20	40	.09085	.9556
21	42	2.598	.2728
22	44	.97711	.6135
23	46	13.31	.0013*
24	48	.11477	.9442
25	50	.46648	.7920
26	52	7.434	.0243*

* $p < .05$, $df = 2$

Table 88 Cross Tabulation of Seniors and Sophomores - Perceptions
The University Counseling Center

DYAD	QUESTION	χ^2	SIGNIFICANCE LEVEL
1	1	6.176	.1863
2	3	2.885	.5772
3	5	1.544	.8187
4	7	3.908	.4185
5	9	3.431	.4884
6	11	10.22	.0369*
7	13	3.175	.5289
8	15	8.578	.0726
9	17	6.211	.1839
10	19	4.695	.3200
11	21	5.657	.2262
12	23	5.717	.2212
13	25	3.916	.4175
14	27	1.885	.7568
15	29	2.097	.7178
16	31	1.581	.8234
17	33	3.788	.4353
18	35	1.801	.7721
19	37	1.157	.8850
20	39	3.543	.4713
21	41	1.317	.8585
22	43	1.212	.8760
23	45	3.010	.5561
24	47	3.125	.5370
25	49	2.069	.7229
26	51	2.307	.6794

* $p \leq .05$, $df = 4$

Table 89 Cross Tabulation of Seniors and Sophomores - Experiences
The University Counseling Center

DYAD	QUESTION	χ^2	SIGNIFICANCE LEVEL
1	2	3.664	.1600
2	4	.83916	.6573
3	6	3.245	.19733
4	8	1.207	.5469
5	10	1.271	.5294
6	12	1.323	.5160
7	14	.08681	.9575
8	16	1.762	.4143
9	18	4.711	.0948
10	20	1.377	.5023
11	22	.05677	.9720
12	24	.92810	.6287
13	26	1.889	.3888
14	28	.89422	.6395
15	30	.71357	.6999
16	32	.04150	.9795
17	34	1.865	.3935
18	36	.89952	.6378
19	38	3.513	.1726
20	40	8.145	.0170*
21	42	.11361	.9448
22	44	.33437	.8460
23	46	3.294	.1926
24	48	2.011	.3658
25	50	1.091	.5793
26	52	2.466	.2913

* $\underline{p} \leq .05$, $\underline{df} = 4$

Table 90 Cross Tabulation of On-campus and Off-Campus - Perceptions
The University Counseling Center

DYAD	QUESTION	χ^2	SIGNIFICANCE LEVEL
1	1	3.872	.4235
2	3	5.921	.2051
3	5	2.680	.6126
4	7	5.034	.2838
5	9	12.47	.0142*
6	11	.68455	.9532
7	13	10.37	.0346*
8	15	2.382	.6657
9	17	4.025	.4026
10	19	3.480	.4809
11	21	5.024	.2847
12	23	6.031	.1968
13	25	5.965	.2017
14	27	7.348	.1186
15	29	12.48	.0141*
16	31	11.94	.0178*
17	33	4.200	.3796
18	35	6.853	.1438
19	37	5.663	.2257
20	39	5.269	.2607
21	41	1.298	.8624
22	43	3.140	.5347
23	45	2.917	.5717
24	47	2.924	.5705
25	49	2.262	.6876
26	51	1.958	.7433

* $p \leq .05$, $df = 2$

Table 91 Cross Tabulation of On-Campus and Off-Campus - Experiences
The University Counseling Center

DYAD	QUESTION	χ^2	SIGNIFICANCE LEVEL
1	2	6.891	.0319*
2	4	1.060	.5884
3	6	2.233	.3273
4	8	3.639	.1621
5	10	7.944	.0188*
6	12	.27858	.8699
7	14	2.123	.3458
8	16	3.125	.2095
9	18	7.303	.0260*
10	20	.22222	.8948*
11	22	2.067	.3557
12	24	.03612	.9821
13	26	3.936	.1397
14	28	2.376	.3047
15	30	.80920	.6672
16	32	4.138	.1263
17	34	1.435	.4877
18	36	1.065	.5870
19	38	1.104	.5756
20	40	1.197	.5496
21	42	.48132	.7861
22	44	1.225	.5418
23	46	.46050	.7943
24	48	.99037	.6095
25	50	3.900	.1423
26	52	.79832	.6709

* $p < .05$, $df = 2$

Summary of Part II of the Questionnaire

The following is a general summary of the open-ended questions found in Part II of the questionnaire. The summary contains a synopsis of students' comments about the following student services functions: 1) Housing Programs and Food Services; 2) Financial Aids; 3) The University Counseling Center. Respondents' verbatim comments and recommendations are found in Appendix C.

Housing Programs and Food Services

Many Black students said they would like to see more programming and meals provided which promote Black ethnic awareness. Some respondents expressed concern (objection) about the attention (programs) that minority students receive only once or twice a year, i.e., February--Black History Month. Black students expressed concern about more involvement in hall governments and the residence hall Black Caucus. The residence hall environment was another area where a significant amount of concern was expressed. That is, some students revealed that the residence hall environment has given them a better understanding of students' needs. On the other hand, the residence hall environment is stressful to many Black students due to the "poor" race relations. Some stated that there are not enough Black, residence hall, staff members. Some stated that the housing services are too expensive and too rule-oriented. Some of the respondents stated that Spartan Village is less expensive than residence halls, and provides them with "personal" space.

The students expressed many concerns about the food services. The most frequently noted was that the cafeteria should offer a wider variety of menu selections. They also prefer that the food be prepared with more seasonings.

Financial Aids

The most commented upon issue in regard to Financial Aids was the respondents' feelings about the office clerks. Black students feel that the office clerks are not personable and sensitive to minority students' needs. Some respondents said they would like to see more Black staff members. Another common concern dealt with processing financial aid information. Some respondents thought more information must be made available to them about other types of aid offered in addition to loans and work-study; others expressed concern about changing financial aid packages in the middle of the school term.

University Counseling Center

It is amazing that a large number of respondents commented that they did not know much about the services and that they have not utilized the University Counseling Center services. They believe the services the provide should be advertised such that students know what is available. Another concern centers around the need for more Black counselors.

CHAPTER V

THE PROBLEM, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to obtain Black students' opinions of their personal experiences compared with what they believe the experiences of other Black students to be regarding the services provided by Housing Programs and Food Services, Financial Aids, and the University Counseling Center at Michigan State University. A further purpose was to determine if any significant differences existed between the opinions of Black males and females, seniors and sophomores, and on-campus and off-campus students. The research was completed in an effort to make available to the selected services studied the issues and concerns that Black students have regarding these particular services.

In order to accomplish these tasks, a questionnaire was developed containing 144 items (72 dyads) specifically designed to examine the issues discussed above. This questionnaire was then sent to a random sample of 400 Black students. Equally represented in the sample were seniors and sophomores, males and females and on-campus and off-campus students. A total of 199 students responded representing a cross-section of the above categories. The data was then analyzed by means of the SPSS Cross-Tabulation and Chi-Square Program. The questions addressed in this study are as follows:

1. Are there significant differences between Black students' perceptions of services provided to Black students in Housing Programs and Food Services compared to what they personally experience and/or believe?
2. Are there significant differences between Black students' perceptions of Black students dependency on financial aids (including work-study) compared to what they personally experience and/or believe?
3. Are there significant differences between Black students' perceptions of services provided by the Counseling Center compared to what they personally experience and/or believe are provided?

The summary question is:

What recommendations and/or comments do Black students have regarding the selected student services?

SUMMARY AND INTERPRETATION OF FINDINGS

It should be noted that all of the total group analyses by selected services are found to be statistically significant. Only a few of the analyses by subgroups are significant.

The analysis of the hypotheses resulted in the following conclusions and discussion:

Housing Programs and Food Services

Findings resulting from the testing of Hypothesis 1 indicate that there are significant differences between Black students' perceptions of services received by others compared to what they personally experience and/or believe.

This finding is congruent with the discussion in the literature review. For example, studies completed by Scott (1978) and Remsik

(1979) support the theory that cultural and psycho-social conflicts relate to the "cultural shock" Black students experience in the housing environment, the food, and the extra-curricular activities provided for Black students on predominantly white campuses.

In reference to Black students' perceptions and experiences, overall, the findings indicate that Black students prefer to live in University Apartments/Spartan Village, instead of the residence halls. In addition, over half believe that the residence hall environment has enhanced their lives, while at the same time they do not believe their ethnic, cultural needs are met through the social, educational, and recreational programs provided. Significantly more females than males do not think their needs are met. Among those students who believe that their needs are being met, most are on-campus sophomores.

The above findings regarding females' preference to live outside of the residence hall environment may support the contention made by Gibbs (1973) that Black females on a predominantly white campus feel more socially deprived and isolated than the Black male.

Although Greenleaf (1969) and Butler (1964) have stated that programs should be designed and initiated through hall staff members to facilitate peer learning of different student backgrounds and interests, the final analysis of the findings of this study indicate that students are not satisfied in this area. Black students' perceptions and experiences are almost divided in half in reference to residence hall staffs' concern about their needs as Black

students, while the majority of the respondents do not believe residence hall staffs help to create better racial understanding between all students. More seniors are unsure and also do not know. This may be attributed to the fact that most senior Black students do not choose to live in the residence halls. The respondents also do not believe hall staffs plan programs and activities that help to create Black awareness in the residence hall environment.

Black students believe that the presence of the Minority Aide helps them to adjust to the residence hall environment. This finding gains support in the literature by Westbrook and Smith (1976).

Close to half of the respondents perceive that Black students participate in hall government, but not hall committees (i.e., judiciaries, damage committees), which could provide them the opportunity to express their needs and concerns within the residence hall environment. A significant number of the students do not think that either hall governments or white students in the halls are concerned about their needs or support them. However, a majority of the students believe Black students participate in the halls' Black Caucus, and among the respondents, over 70 percent indicated that they do participate.

It is interesting to note that nearly half of the students do not perceive that Black students object to living with a white roommate, however, over half of the students stated they prefer not to live with a white roommate.

In reference to leadership roles or job opportunities in the residence hall, a significant number of the respondents said that Black students are interested in becoming Resident Assistants. More on-campus residents than off-campus campus residents believe this to be true. This finding may be attributed to the fact that on-campus residents, by remaining in the halls, have allowed themselves the opportunity to learn more about Resident Assistant positions. Another point of interest is that while over half of the students (more females than males) said that residence halls provide them with job opportunities, they do not believe they have as much opportunity for positions as white students.

Financial Aids

Findings resulting from the testing of Hypothesis 2 indicate that there are significant differences between perceptions of dependency on financial aids (including work-study) compared to personal experiences and/or beliefs.

While the majority of the findings are consistent with the literature, there are some findings which are not. For example, consistent with the findings of this study, Penn and Vejil (1976) have noted that the financial aid typically provided to Black students is already insufficient in amount and is often not the kind needed. While the majority of Black students at Michigan State University are on some form of financial aid, most of them do not receive the maximum amount in the Pell Grant and, therefore, depend on other forms of aid, particularly the Guaranteed Student Loan. A

significant number of respondents in this study stated that they need a part-time job in order to supplement their educational expenses. Clark and Plotkins (1963) noted that Black students are more likely to work part-time or full-time jobs which, as a result, affect their academic and social lives. Overall, the respondents perceived that Black students do poorly in school as a result of worrying about how their educations will be financed. Astin (1972) stated that if Black students are fortunate enough to have more grant money, which would decrease their dependency on loans, they would more likely be satisfied in college and less likely to drop out. Moreover, Turner (1980) agreed by stating that loans have become a negative incentive for Black students to stay in college, because the longer they stay, the more debts they accumulate. This observation is supported by the finding in this study that more seniors receive Guaranteed Student Loans than sophomores. On the other hand, more on-campus residents perceived that Black students go into debt trying to finance their education at MSU than off-campus residents. This factor can be explained by the tendency of Black students that live off-campus to pool together and share their off-campus/University Apartment expenses which they believe are less expensive than the residence halls. The respondents also expressed a concern that Black students' financial aid packages are changed, usually decreased, during the middle of the year. Turner (1980) stated on this issue that the failure of predominantly white institutions to supply needed amounts of financial assistance beyond the sophomore year attributes to the

drop-out rate of Black students.

A finding that is not necessarily supported by the literature concerns the financial status of the Black students' family. Preer (1981) and others have stated that the families of Black students who attend predominantly white institutions tend to be overly concentrated at low income levels. Yet, close to 60 percent of the respondents in this study said their parents provide an adequate amount of money for their education, and 42 percent stated that their parents can afford to provide assistance. While 62 percent of the respondents agreed that the majority of Black students' parents cannot afford to provide financial assistance, this percentage is less than the literature would lead one to expect.

An incongruency exists among respondents' perceptions and experiences in reference to white students' financial difficulties at MSU. The respondents perceived that, overall, Black students do not believe white students encounter similar financial difficulties; but close to 50 percent said they personally believe white students encounter financial difficulties.

The respondents had a difficult time responding to what they perceive to be the needs of Black students in reference to the racial preference of the financial aid counselor. For example, between 35 percent and 40 percent of the respondents did not know if: 1) they prefer a Black financial aid counselor, 2) if white financial aid counselors are insensitive to their needs, and 3) whether white financial aid counselors take the time with them as would a Black financial aid counselor. Overall, the respondents did not voice any major concerns regarding the race of the counselor.

The University Counseling Center

Findings resulting from the testing of the Hypothesis 3 concerning the Counseling Center indicate that there are significant differences between Black students' perceptions of services provided to Black students compared to what they personally experience or believe are provided.

These findings are consistent with the review of the literature. Specifically, they lend support and reinforce the postulation that counselors in predominantly white colleges and universities must be aware of the historical, sociological, economic, and psychological dynamics of the Black student (Harper, 1979; Henderson, 1979). This is specifically supported by the finding that one of the major concerns the respondents of this study have with the University Counseling Center is that they do not believe white counselors possess the knowledge and experiences of their historical, sociological, economical, and psychological situation in order to effectively counsel them according to their needs.

More females strongly agreed with the above assertion than males. This may be explained by the fact that Black females are often recognized as the group of lowest status in predominantly white settings, particularly in regard to interpersonal relationships (Hedegard and Brown, 1969; Stewart, 1971). In fact, of the respondents who stated that they do not share personally related concerns with white counselors, more females said no than males. It is quite interesting to note that the respondents did not

necessarily state that white counselors are insensitive or do not understand their needs as Black students. Ausubel and Ausubel (1963) stated that Blacks, in general, disclose less about themselves than do whites in the university environment. Westbrook and Smith (1963) further stated that Black students often feel they cannot work effectively with white counselors who comprise the majority of such centers and, as a result, they frequently do not use such services. Perhaps the above explains 1) why so many respondents expressed indecisiveness (do not know) about the University Counseling Center, 2) why Black students prefer a Black counselor and, overall, do not trust white counselors, 3) why a vast majority of the respondents prefer talking to a friend about concerns rather than going to the Counseling Center, and 4) why the respondents underutilize the Counseling Center services.

A crucial area of concern for Black students on predominantly white campuses is the race of the counselor. Black students do not believe there are enough Black counselors to effectively meet the needs of Black students at Michigan State University. But, on the other hand, the respondents do not necessarily go to the Multi-Ethnic Counseling Center Alliance (MECCA) branch when they need counseling, or do they prefer this branch over the one located in the Student Services Building. What is interesting to note is that more males either strongly disagreed and disagreed in reference to going to MECCA when they need counseling services. Presently in the MECCA Counseling Branch, there are only two Black females and no Black males. This finding can be explained by the contention in the

literature that certain beliefs and values of Black female counselors might influence the counseling relationship with Black male clients. Historically, Black females in this country have played an important role in the growth and development of Black males (Bryson, Bardo, and Johnson, 1975) and have helped to serve as a deterrent to the Black male in the work force (Murray, 1973). Therefore, males may reject the services provided by the Black female counselor due to historical and sociological factors. However, such a speculation requires further investigation.

The respondents said they did not believe Black students receive satisfactory orientation to all of the services provided at the University Counseling Center. The literature supports the importance of teaching Black students to utilize their support systems in an effort to survive, regardless of the barriers they face (Gunnings, 1982).

CONCLUSIONS

As a result of this study, the following conclusions are presented:

1. The respondents in all three areas did not express overall negative concerns about white staff members, but more of a concern that these staff members do not possess the "how to's" in effectively meeting the needs of Black students.
2. Overall, Black students did not express dissatisfaction with

the environment at MSU; instead they see it as a situation which enhances their lives.

3. Black students expressed the most dissatisfaction with the Housing Programs and Food Services.
4. Black students expressed the most uncertainty (do not know) about the University Counseling Center.

This finding is not surprising and is consistent with the related literature which suggests that Black students do not utilize Counseling Centers on predominantly white campuses.

This may be a result of the inadequate number of Black counselors and the perception by respondents of the lack of skills which white counselors possess.

Also, an interesting phenomenon found for Black students in reference to counseling, is that they choose to rely heavily upon a close friend to assist them with their personal concerns.

5. The on-campus residents seemed to possess more knowledge about the student services than the off-campus residents. The on-campus residents also expressed the most dissatisfaction with two of the services--Housing Programs and Food Services, and Financial Aids.
6. Very few differences exist when comparisons are made by sex, classification, and place of residence.

RECOMMENDATIONS

The findings have far reaching implications for administrators in Housing Programs and Food Services, Financial Aids, and the University Counseling Center. Furthermore, they provide administrators with useful information which could enhance their knowledge of the Black student experience at Michigan State University. Hopefully, these findings will stimulate further research concerning the Black students experience with the above selected student services in a large, predominantly white, institutional setting.

Recommendations Based on Responses to Part I
of the Questionnaire--Perceptions
and Experiences of Services

The set of recommendations that follow is based on the findings from the responses to the seventy-two dyads (Appendix B).

1. Information regarding the services provided by the Counseling Center must be made available to Black students through special outreach techniques.
2. Staff members in the residence halls must become more aware of the programmatic needs of Black students, and serve as initiators of such programs instead of relying on the Black Caucus to meet Black students' needs.
3. At least one Black male counselor must be provided immediately in MECCA or Student Services to help meet the identification needs of the Black male student. Also, there must be more Black counselors, overall, to provide outreach counseling to Black students on campus.

4. Because Black students are not totally satisfied with the food provided in the cafeterias, there must exist more Black ethnic dinners throughout the year and not just on special holidays, i.e., Martin Luther King Jr.'s birthday, Black History Month, etc.
5. Black students' needs must be assessed in the residence halls after the sophomore year. To assist in this area, the opinions of Black students who live off-campus should be assessed to find out why they choose to live off-campus rather than in the residence halls.
6. Financial Aids should make Black students more aware of the different forms of aid which may be available to them.
7. An ongoing evaluation program must be instituted for all of these services to assure that the needs of Black students are being met.

Recommendations Based on Responses to
Part II of the Questionnaire
--Open-Ended Questions

The recommendations which follow are based on responses to open-ended questions contained in Appendix C.

1. The Office of Financial Aids must be more efficient in processing financial aid applications. Also, the office must extend the financial distribution to meet the needs of more students. More Black staff members are needed and the office clerks must be trained to be more sensitive to the needs of Black students. Also, financial aid packages must not be changed in the middle of the year, or term.

2. More programs by hall staffs which increase Black awareness are needed. Also, Blacks must become more involved in hall governments and the Black Caucus. The hall cafeterias need to increase their menu selections, and offer foods which suit the tastes of Black students more frequently throughout the year.
3. Because a majority of the Black students do not know much about the Counseling Center, the center must advertise such that Black students are better informed about the services offered. Also, more Black counselors must be hired.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. The study should be replicated with a sample of junior students because they are at the midpoint in their higher education.
2. A similar study should be done in order to assess Black students' perceptions and experiences in other student services functions, such as Placement Services, Student Activities, and Judicial Affairs.
3. A comparative study should be done to assess both Black and white students' perceptions and experiences of student services.
4. A study should be done assessing the perceptions and experiences of other ethnic minorities (Hispanics, Native Americans and Asia-Pacific).
5. A study should be done to determine the relationship between expressed levels of dissatisfaction with Student Services

functions and their affect on the retention of Black students.

6. A follow-up study should be repeated for the students in this study who are currently sophomores when they become seniors.
7. This study should be replicated at a small, private, predominantly white institution, and/or a small private Black institution.
8. A study should be done to assess the intra-racial conflicts of Black students at predominantly white institutions.
9. A study should be done that assesses both the perceptions of students and their actual utilization of Student Services.

APPENDIX A

COVER LETTER

January 1984

Dear Black Michigan State Student:

My name is Lynette Findley and I am a Black, graduate student of the College of Education at Michigan State University. I am presently working on my dissertation for the Ph.D. degree. I have chosen as my thesis, to obtain Black, undergraduate opinions on the following student affairs services: 1) Housing Programs and Food Services; 2) Financial Aids; and 3) University Counseling Center. Being a Black student myself, I find that there exists a need to obtain Black students' opinions concerning the services mentioned above.

I am writing this letter to invite you to participate in the research by completing the enclosed questionnaire. This form should take only 15-20 minutes to complete. Please complete the survey and return it as soon as possible. I cannot stress the importance of your returning the survey, being one of the few Black students selected to participate in this research project. More importantly, the overall information and results will be shared with the respective department directors regarding the services they offer to Black students.

Please answer ALL questions using the appropriate scale. Recognize that each question has two parts: the first part ranks according to the effectiveness scale at the top of each page; and the second part according to yes, no, and do not know. Also, please complete the personal data on the last page. Please do not write your name on the questionnaire. All results will be treated with the strictest of confidence to assure respondent anonymity.

Thank you, in advance, for your cooperation and I look forward to receiving the questionnaire back from you in the very near future. Your help is crucial for the future of Black students, and will be deeply appreciated.

Please return completed questionnaire by Wednesday, February 15, 1984.

Sincerely,

Lynette Findley

Enclosure: Questionnaire

APPENDIX B

BLACK STUDENT ASSESSMENT TOOL OF THE EFFECTIVENESS OF SELECTED STUDENT SERVICES

PART I

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

HOUSING PROGRAMS AND FOOD SERVICES

1. Provisions exist for the involvement of _____
Black students in setting rules and
regulations in student housing.

I have been involved in setting rules and regulations in student housing. Yes _____ No _____ Do Not Know _____

2. A choice of foods is provided in campus _____
cafeteria/dining halls which suit Black
students' tastes.

A choice of foods is provided in campus cafeteria/dining halls which suit my taste. Yes _____ No _____ Do Not Know _____

3. Residence hall living enhances the _____
overall educational experiences of Black
under-graduate students.

Residence hall living has enhanced my overall educational experiences as a Black student. Yes _____ No _____ Do Not Know _____

4. Residence halls provide Black students _____
with a wide variety of social programs
which promote their ethnic cultural
heritage.

Residence halls provide me with a wide variety of social programs which promote my ethnic cultural heritage. Yes _____ No _____ Do Not Know _____

5. Residence halls provide Black students with _____
a wide variety of educational programs which
promote their ethnic cultural heritage.

GO TO NEXT PAGE

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

Residence halls provide me with a wide variety of educational programs which promote my ethnic cultural heritage.

Yes__ No__ Do Not
Know__

6. Residence halls provide Black students with a wide variety of recreational programs which promote their ethnic cultural heritage.

Residence halls provide me with a wide variety of recreational programs which promote my ethnic cultural heritage.

Yes__ No__ Do Not
Know__

7. Residence hall staffs are responsive to and concerned with Black students' needs and interests.

Residence hall staffs have been responsive to and concerned with my needs and interests.

Yes__ No__ Do Not
Know__

8. Students' rooms (i.e., satisfaction with roommate placement) and social/recreational facilities (i.e., Black magazines) in residence halls are provided for me in an appropriate and satisfactory manner.

Students' rooms (i.e., satisfaction with roommate placement) and social/recreational facilities (i.e., Black magazines) in residence halls are provided for me in an appropriate and satisfactory manner.

Yes__ No__ Do Not
Know__

9. The residence halls provide Black students with an ongoing orientation to university life.

GO TO NEXT PAGE

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

The residence hall provides me with an ongoing orientation to university life. Yes___ No___ Do Not Know___

10. Residence halls' "Welcome Week" activities provide a satisfactory orientation for Black students to university life. ___ ___ ___ ___ ___

Residence halls' "Welcome Week" activities provide a satisfactory orientation for me to university life. Yes___ No___ Do Not Know___

11. Residence hall staffs help to create better racial understanding for residents. ___ ___ ___ ___ ___

Residence hall staffs help create better racial understanding for residents. Yes___ No___ Do Not Know___

12. Residence hall staffs plan programs and activities which build Black identity and awareness. ___ ___ ___ ___ ___

Residence hall staffs plan programs and activities which help build my Black identity and awareness. Yes___ No___ Do Not Know___

13. The presence of the Black Aide enables Black students to adjust more easily to residence hall living. ___ ___ ___ ___ ___

The presence of the Black Aide enables me to adjust more easily to residence hall living. Yes___ No___ Do Not Know___

14. Overall, Black students have no objections to living with a white roommate. ___ ___ ___ ___ ___

GO TO NEXT PAGE

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

- Overall, I have no objections to living with a white roommate. Yes___ No___ Do Not Know___
15. Black students participate in hall governments. _____
I (have) participate(d) in hall governments. Yes___ No___ Do Not Know___
16. Black students believe that hall governments support their interests. _____
I believe that hall governments support Black students' interests. Yes___ No___ Do Not Know___
17. Black students serve on hall judiciaries and hall damage committees. _____
I (have) serve(d) on hall judiciaries and hall damage committees. Yes___ No___ Do Not Know___
18. The majority of Black students, after their freshman or sophomore year, move out of the residence halls. _____
After my freshman or sophomore year, I (will) move(d) out of the residence halls. Yes___ No___ Do Not Know___
19. The majority of Black students living in residence halls participate in the Black Caucus. _____
I participate(d) in the residence hall Black Caucus. Yes___ No___ Do Not Know___

GO TO NEXT PAGE

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

20. The majority of Black students prefer _____
to live in University Apartments/Spartan
Village rather than the residence halls.
- I prefer to live in University _____
Apartments/Spartan Village rather than
the residence halls. Yes___ No___ Do Not
Know___
21. Black students believe that white _____
students in the residence halls are
concerned about them.
- I believe that white students in the _____
residence halls are concerned about the
needs of Black students. Yes___ No___ Do Not
Know___
22. Black students are interested in _____
becoming Resident Assistants (RA).
- I am (was) interested in becoming a _____
Resident Assistant (RA). Yes___ No___ Do Not
Know___
23. Black students prefer being a Minority _____
Aide rather than a Resident Assistant.
- I prefer being a Minority Aide rather _____
than a Resident Assistant. Yes___ No___ Do Not
Know___
24. Residence halls provide job _____
opportunities (i.e., desk receptionists,
night receptionists) for Black students.
- Residence halls provide job opportunities Yes___ No___ Do Not
(i.e., desk receptionists, night Know___
receptionists) for me as a Black student.

GO TO NEXT PAGE

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

25. In proportion to their numbers, Black students have as much opportunity to get positions in residence halls as white students. _____

I have as much of an opportunity to get a position in residence halls as white students. Yes___ No___ Do Not Know___

FINANCIAL AIDS

1. The majority of Black students are on some form of financial aid. _____

I am on some form of financial aid. Yes___ No___ Do Not Know___

2. Many Black students receive the maximum Pell Grant (BEOG) of \$1,800. _____

I receive the maximum Pell Grant (BEOG) of \$1,800. Yes___ No___ Do Not Know___

3. Black students find it difficult to finance their education at MSU. _____

I find it difficult to finance my education at MSU. Yes___ No___ Do Not Know___

4. Many Black students need a part-time job in order to supplement their funds for college. _____

I need a part-time job in order to supplement my funds for college. Yes___ No___ Do Not Know___

GO TO NEXT PAGE

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

5. Many Black students go into debt trying to finance their college education at MSU. _____
- I have gone into debt trying to finance my college education at MSU. Yes _____ No _____ Do Not Know _____
6. Many Black students drop out of school at MSU due to the inability to find sufficient funds. _____
- I have had to drop out of school due to my inability to find sufficient funds. Yes _____ No _____ Do Not Know _____
7. Black students receive cutbacks in their financial aid packages during the middle of the year. _____
- I have received a cutback in my financial aid package during the middle of the year. Yes _____ No _____ Do Not Know _____
8. Many Black students are on the College Work-Study Program. _____
- I am on the College Work-Study Program. Yes _____ No _____ Do Not Know _____
9. Black students have a difficult time finding a work-study job. _____
- I have (had) a difficult time finding a work-study job. Yes _____ No _____ Do Not Know _____
10. Black students move out of the residence halls because they are unable to afford the room and board (food) contract. _____

GO TO NEXT PAGE

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

- I moved out of the residence hall because I was unable to afford the room and board (food) contract. Yes ___ No ___ Do Not Know ___
11. Many Black students also receive Guaranteed Student Loans (GSL) in order to finance their education. ___
- I receive Guaranteed Student Loans (GSL) in order to finance my education. Yes ___ No ___ Do Not Know ___
12. Services and information concerning financial aid are available to and appropriate for Black students. ___
- Services and information concerning financial aid are available to and appropriate for me. Yes ___ No ___ Do Not Know ___
13. Black students prefer a Black financial aid counselor rather than a white counselor. ___
- I prefer a Black financial aid counselor rather than a white counselor. Yes ___ No ___ Do Not Know ___
14. Black students feel that white financial aid counselors are insensitive to their needs. ___
- I feel that white financial aid counselors are insensitive to my needs. Yes ___ No ___ Do Not Know ___
15. Black students feel that white financial aid counselors do not take the time with them as would a Black financial aid counselor. ___

GO TO NEXT PAGE

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

I feel that white financial aid counselors do not take the time with me as would a Black financial aid counseleor. Yes ___ No ___ Do Not Know ___

16. Many Black students receive MSU scholarships/grants to help subsidize their education. ___ ___ ___ ___ ___

I receive MSU scholarsships/grants to help subsidize my education. Yes ___ No ___ Do Not Know ___

17. Black students have a difficult time financing their personal/miscellaneous needs at MSU. ___ ___ ___ ___ ___

I have a difficult time financing my personal/miscellaneous needs at MSU. Yes ___ No ___ Do Not Know ___

18. Black students' parents provide an adequate amount of financial assistance for their education. ___ ___ ___ ___ ___

My parents provide an adequate amount of financial assistanace for my education. Yes ___ No ___ Do Not Know ___

19. Overall, Black students' parents are financially able to provide assistance for their son's/daughter's education. ___ ___ ___ ___ ___

Overall, my parents are financially able to provide assistance for my education. Yes ___ No ___ Do Not Know ___

20. Some Black students do poorly in school as a result of worrying about how their education will be financed. ___ ___ ___ ___ ___

GO TO NEXT PAGE

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

I have done poorly in school as a result of worrying about how my education will be financed. Yes ___ No ___ Do Not Know ___

21. Overall, Black students think that their white counterparts also experience financial difficulties at MSU. ___

Overall, I think that my white counterparts also experience financial difficulties at MSU. Yes ___ No ___ Do Not Know ___

UNIVERSITY COUNSELING CENTER

1. Counselors are available for discussing personal concerns of Black students. ___

Counselors are available for discussing my concerns. Yes ___ No ___ Do Not Know ___

2. Aptitude, interest, and personality tests are in the Counseling Center to help Black students make career decisions. ___

Aptitude, interest, and personality tests are in the Counseling Center to help me make career decisions. Yes ___ No ___ Do Not Know ___

3. The Counseling Center is the place to get help in better understanding yourself and the careers best suited for you as a Black person. ___

GO TO NEXT PAGE

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

The Counseling Center is the place to get help in better understanding yourself and the careers best suited for me as a Black person. Yes ___ No ___ Do Not Know ___

4. If Black students wanted to learn how to get along better with people of different backgrounds, it would be appropriate to talk with a counselor. ___

If I wanted to learn how to get along better with people of different backgrounds, it would be appropriate for me to talk with a counselor. Yes ___ No ___ Do Not Know ___

5. Counselors are able to help Black students change personal attitudes, or behaviors which may interfere with successful school performance. ___

Counselors are able to help me change my personal attitudes, or behaviors which may interfere with successful school performance. Yes ___ No ___ Do Not Know ___

6. Learning how to relax during stressful periods in school can be done at the self-management laboratory in the Counseling Center. ___

I can learn how to relax during stressful periods in school at the self-management laboratory in the Counseling Center. Yes ___ No ___ Do Not Know ___

7. Black students prefer a Black counselor instead of a white counselor. ___

GO TO NEXT PAGE

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

- I prefer a Black counselor instead of a white counselor. Yes ___ No ___ Do Not Know ___
8. Black students will share personal related concerns with a white counselor. ___
- I (will) share personal related concerns with a white counselor. Yes ___ No ___ Do Not Know ___
9. Black students believe that Counseling Center services are directed toward white students at MSU. ___
- I believe that Counseling Center services are directed toward white students at MSU. Yes ___ No ___ Do Not Know ___
10. Black students are aware that vocational/career counseling services are available to them at MSU. ___
- I am aware that vocational/career counseling services are available to me at MSU. Yes ___ No ___ Do Not Know ___
11. The Counseling Center offers programs to help students develop effective study habits. ___
- The Counseling Center offers programs to help me develop effective study habits. Yes ___ No ___ Do Not Know ___
12. Black students at MSU receive an orientation to all the available services provided by the Counseling Center. ___

GO TO NEXT PAGE

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

I have received an orientation to all the available services provided by the Counseling Center. Yes ___ No ___ Do Not Know ___

13. White counselors do not understand the needs of Black students. ___

White counselors do not understand my needs. Yes ___ No ___ Do Not Know ___

14. There are not enough Black counselors to effectively help Black students at MSU. ___

There are not enough Black counselors to effectively help me at MSU. Yes ___ No ___ Do Not Know ___

15. White counselors do not possess the historical, sociological, economical, and psychological experiences of Blacks in order to effectively counsel the Black student. ___

White counselors do not possess the historical, sociological, economical, and psychological experiences of Blacks in order to effectively counsel me. Yes ___ No ___ Do Not Know ___

16. White counselors are insensitive to the needs of Black students. ___

White counselors are insensitive to my needs. Yes ___ No ___ Do Not Know ___

17. Black students find it difficult to trust white counselors. ___

I find it difficult to trust white counselors. Yes ___ No ___ Do Not Know ___

GO TO NEXT PAGE

EFFECTIVENESS AT MSU				
Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know

18. White counselors run into cultural resistance with the Black student. _____
 White counselors (would) run into cultural resistance with me. Yes____ No____ Do Not Know____
19. Overall, Black students reject the services provided by white counselors. _____
 I (would) reject the services provided by a white counselor. Yes____ No____ Do Not Know____
20. Overall, Black students reject the services provided by Black counselors. _____
 I (would) reject the services provided by a Black counselor. Yes____ No____ Do Not Know____
21. Black students underutilize the counseling services provided at MSU. _____
 I underutilize the counseling services provided at MSU. Yes____ No____ Do Not Know____
22. Black students resist using the services at the Counseling Center because they perceive such services to be mainly oriented toward white, middle-class students. _____
 I resist using the services at the Counseling Center because I perceive such services to be mainly oriented toward white, middle-class students. Yes____ No____ Do Not Know____

GO TO NEXT PAGE

EFFECTIVENESS AT MSU

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23. Black students are more likely to take _____
their problem to a friend than go to the
Counseling Center.

I am more likely to take my problem to a friend than go to the Counseling Center. Yes___ No___ Do Not Know___

24. Black students go to MECCA
Multi-Ethnic Counseling Center Alliance) _____
when they need counseling services.

I go go MECCA (Multi-Ethnic Counseling Center Alliance) when I need counseling services. Yes___ No___ Do Not Know___

25. The majority of Black students use the _____
services offered at the Brody MECCA
Counseling Center rather than the
Counseling Center located in the
Student Services Building.

I use the services offered at the Brody MECCA Counseling Center rather than the Counseling Center located in the Student Services Building. Yes___ No___ Do Not Know___

26. Overall, Black students think that the _____
only counseling services which are offered
to them are those services available at the
MECCA Counseling Center.

I think that the only counseling services which are offered to me are those services available at the MECCA Counseling Center. Yes___ No___ Do Not Know___

GO TO NEXT PAGE

PART II

A. Personal Data: (Check the appropriate blank.)

1. Male_____ Female_____

2. Class Standing:

Senior_____ Sophomore_____

3. Place of Residence:

On-Campus_____ (location)
(Includes residence halls, Spartan Village, University
Apartments.)Off-Campus_____ (location)
(Includes apartments, commuters.)

B. Please comment and/or make recommendations below on any area covered by the questionnaire:

1. Housing Programs and Food Services

2. Financial Aids

3. University Counseling Center

C. Please place a check (✓) if you have personally used the services:

Housing_____

Financial Aids_____

University Counseling Center_____

THANK YOU FOR YOUR COOPERATION!

APPENDIX C

STUDENT RESPONSES TO THE OPEN-ENDED SECTION OF THE QUESTIONNAIRE

Housing Programs and Food Services

Fair; the university is too large to make sure that everyone's needs are satisfied, even though they try.

Food is not prepared to suit "Black" tastes and residence halls don't consider caucuses as organizations, but as clubs. (2)

Housing is not what it should be for the money expended. The food services aren't balanced or nutritious enough for students. (3)

They need to learn how to season food properly. (5)

I have no complaints. If Black students would become more involved it would make them understand the system much better. I have been involved, and it has helped me. (3)

Housing is okay, food is not good. (2)

I dislike the idea of having a "soul night," soul food is stereotypical and Blacks would rather not be stereotyped.

Stop serving two week old leftovers and season the food a little more. (2)

The housing program has given me a better understanding of students' needs. (3)

The food services could use some improving.

Change some of the housing policies.

Average. (2)

Cafeterias need a wider menu selection; more variety. (8)

Thoroughly covered. (2)

Needs improvement and student input. (7)

More: A) Ethnic awareness in programming and meals.
B) Black involvement in hall government.
C) Support at Caucus meetings. (13)

I believe that the residence halls do provide beneficial services for all races and ethnic groups. (2)

*The numbers in parantheses indicate the number of respondents who stated the same concern.

Housing Programs and Food Services (Cont'd)

Spartan Village Apartments need a lot of maintenance work, but otherwise, it is a good housing option available to students.

I found the residence hall conditions personally satisfying, however, the dormitory living can be stressful to many, due to the poor race relations between residents as well as staff members. (2)

Okay. (2)

Housing services are too expensive. (6)

Questionnaires concerning the dorm menu should be distributed throughout the residence halls.

I enjoy living in Spartan Village; University Apartments Office has answered my complaints quickly, also, Spartan Village is cheaper than the dorm and gives me personal space.

There is a need to integrate students rather than separate them with racially oriented programs within the dorm. (2)

In the housing programs there are insufficient RA's from inner city backgrounds; the RA's are only used to dealing with a certain type of people and they don't understand why some Blacks isolate themselves. (2)

Housing services are too rule-oriented. (3)

Housing is unsatisfactory to me and I find too much prejudice among residents.

Minorities only receive attention (programs) maybe once or twice, i.e., February--Black History Month; also, the staff isn't racially integrated. (4)

The minority aid program was a benefit to the dorm life by serving as a center for Black students to organize around, I would strongly recommend its continuance.

Increase funds for the Black Caucus so they are able to do more things.

Very effective! You covered areas that I thought no one cared about.

Spartan Village is basically inhabited by minorities and is in very poor condition.

*The numbers in parantheses indicate the number of respondents who stated the same concern.

Housing Programs and Food Services (Cont'd)

Residence halls offer an educational experience for both Blacks and whites.

In the dorm, I was overcrowded in a two man room with three students; now, I live in Spartan Village, the student ghetto, which needs a lot of maintenance.

Minority Aids should be required to get involved more personally with Black students.

Caucuses should become more involved with the dorm as a whole, so that whites can understand how Blacks have to adjust when they come to MSU.

Blacks are not informed of the opportunities available to them.

The three university villages' standards are falling while rent increases; tenants' requests are not met promptly and the atmosphere is unhealthy for parents/kids.

Housing needs to work harder at appointing MA's and desk receptionists.

*The numbers in parantheses indicate the number of respondents who stated the same concern.

Financial Aids

More effective means of processing necessary. (6)

They do the best they can with what they've got. (2)

Thoroughly covered. (2)

Very mixed up. (2)

Extend financial distribution to meet the needs of more students. (6)

Hire a new staff; include more Black staff. (6)

Overall, it's pretty adequate considering the cutbacks. (2)

The financial aid program has been very beneficial to me as a Black student.

Office clerks should be more personable; sensitive to minority student needs. (11)

Don't know much about the aid program.

Aid should be provided throughout a student's education, not just for the first two years. (2)

I'm pleased with my financial aid package this year. (2)

Aid should be provided for the middle class, also.

Too many Black students get aid that don't need it as badly as other Black students do.

Blacks receive adequate aid then misuse it; in this area, Blacks need to become more budget conscious and responsible and stop blaming the system.

More information should be made available concerning types of aid offered, besides loans and work-study. (3)

Stop changing a person's financial aid in the middle of the term; they seem not to care whether or not students pay their fees. (5)

Questionnaire should ask if aid advisors are perceived as trying to be problem solvers for Black students or problem creators.

*The numbers in parantheses indicate the number of respondents who stated the same concern.

Financial Aids (Cont'd)

When I come in contact with a white counselor, I always ask for someone Black.

Should be easier to get than it is now. (2)

There is a "tough luck" atmosphere in the financial aid office.

More Black counselors should be hired.

Cutbacks are killing me.

Without financial aid, many Blacks wouldn't be here at MSU.

Need to design a better way for freshmen to make sure they're getting all their aid at registration.

Lack of sufficient funds to cover yearly tuition and room and board, not to mention books.

*The numbers in parantheses indicate the number of respondents who stated the same concern.

University Counseling Center

Thoroughly covered.

I don't know much about it; haven't utilized its services.
(24)

More Blacks needed as counselors. (4)

Making Blacks more aware of its services would help. (2)

There should be more Black psychologists both male and female who make themselves available and known among Black students; the dorm staff should also inform students about MECCA. (2)

Doesn't personally meet the needs of Black students; counselors provide "textbook answers" to minority's problems. (2)

The counseling centers on campus provide excellent service for students in need of help; it would be even better if students would seek counseling on a regular basis.

The counseling center should provide designated counselors to students instead of whoever is available, thus, establishing a rapport between student and counselor.

Should advertise more so students know what they're about. (5)

The counseling center should be geared to fit the overall needs of college students; I don't see a need to have special counseling for Black students.

Although white counselors may be sincere in helping Black students, I just don't think they possess the cultural abilities to do the job.

Educate white counselors concerning different cultures and backgrounds.

Counselors are judgemental and unsupportive; the career information they offer is readily available and common sense, therefore, one could have found it without their help; the front desk receptionist is loud and embarrassing; counselors try to encourage lower status/pay careers.

The counseling center has really extended itself to help me deal with many problems.

*The numbers in parantheses indicate the number of respondents who stated the same concern.

University Counseling Center (Cont'd)

The Office of Supportive Services is a very helpful and informative place; the counselors are great.

There needs to be more information at freshman orientation about university counseling centers.

*The numbers in parantheses indicate the number of respondents who stated the same concern.

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