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AN EXAMINATION OF THE EFFICACY OF MINORITY RECRUITMENT AND
RETENTION PROGRAMS IN MEETING THE ACADEMIC, FINANCIAL AND
SOCIAL NEEDS OF BLACK FRESHMEN AND SOPHOMORES AT MICHIGAN
STATE UNIVERSITY, 1983

Michigan State University

Ph.D. 1985

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AN EXAMINATION OF THE EFFICACY OF MINORITY
RECRUITMENT AND RETENTION PROGRAMS IN MEETING
THE ACADEMIC, FINANCIAL AND SOCIAL NEEDS OF BLACK
FRESHMEN AND SOPHOMORES AT MICHIGAN STATE UNIVERSITY, 1983

By

Leo Cloman

A DISSERTATION

Submitted to
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in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Curriculum

1983

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ABSTRACT

AN EXAMINATION OF THE EFFICACY OF MINORITY
RECRUITMENT AND RETENTION PROGRAMS IN MEETING
THE ACADEMIC, FINANCIAL AND SOCIAL NEEDS OF BLACK
FRESHMEN AND SOPHOMORES AT MICHIGAN STATE UNIVERSITY, 1983

By

Leo Cloman

This study was designed to examine the efficacy of minority support, recruitment and retention programs in meeting the academic, financial and social needs of black Freshmen and Sophomore students at Michigan State University. Nine such programs were identified and a questionnaire was administered to a random sample of black Freshmen and Sophomores to determine their awareness and use of, and benefit from, the programs. In addition, administrators of the nine programs were interviewed to determine their perceptions of black students' awareness, use and benefit of their services. Freshmen and Sophomore responses were also compared to determine any significant differences.

Following a review of pertinent literature on equality of higher education opportunity, affirmative action and MSU's commitment to these goals, the questionnaire responses were analyzed by frequency and percentages. Overall, the study results showed that fewer than 60, 40 and 20 percent

of the subjects, respectively, were aware of, using and benefitting from the entire network of supportive services. However, the percentages varied widely between the services and awareness, use and benefit figures for some services met and significantly exceeded the 60, 40 and 20 percent levels hypothesized by the researcher.

Significant differences were found between the perceptions of awareness, use and benefit held by administrators of the supportive programs and the actual awareness, use and benefit reported by sample subjects, but discrepancies were not concentrated in either direction. There were found to be only minimal differences between Freshmen and Sophomores on the questions of awareness, use and benefit. Differences were apparent in the two groups' degree aspirations and their patterns of membership in extracurricular activities.

DEDICATION

A special thanks to my wife Willie Dell. This thesis is affectionately dedicated to you for your constant support and encouragement. It takes a special maturity to encourage growth in another without being threatened by the changes that development brings in a relationship.

To my son, Mikel and my daughters, Nicole and Torri, for their patience in being without a functioning father for the past year: your cooperation, understanding, and behavior have reflected an understanding far beyond your years. My gratitude and love for a lifetime.

To my mother, Daisy, who spent years preparing her sons and daughters for adult life. She allowed me to explore and experience all the elements of life that have led up to this moment.

In memory of my grandmother, Roxie Cloman, my Aunt Beatrice Cloman, and my cousin Charles Edward Cloman for their warm smiles and undying love.

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CHAPTER ONE

THE PROBLEM

In 1962, James Meredith stood at the gates of the University of Mississippi and was refused admittance by armed men. It took National Guardsmen acting under the orders of then President of the United States, John F. Kennedy, to get that one black man admitted to a public university he was fully qualified to attend. It was an incident that, flashed across the media worldwide, shamed many Americans and forced higher education administrators across the country to examine their own enrollment policies and admission statistics (Franklin, 1980).

In the two decades since Meredith was escorted past the gates in Mississippi and guarded while he attended classes to protect his right to attend them, other blacks have begun attending predominantly white public and private universities in unprecedented numbers. In doing so, all but a relative few, who would have succeeded anyway, have found that once "past the gates", there are academic, financial and social barriers that block their achievement as certainly as restrictive admissions criteria once barred their admittance. The unmet needs of minority students in these areas were part of what the Civil Rights Movements in

the 1960s was about, they formed one thesis of Martin Luther King's, "I have a Dream" speech and they have forced universities to re-evaluate centuries of elitist ideology in the light of more modern concerns of equality of opportunity in the provision of higher education.

Out of the concern for these heretofore unmet needs has come a multiplicity of special minority recruitment and retention programs promulgated at this university and most others, to meet these needs and assure quality of educational opportunity in institutions of higher learning. Whether or not this has been achieved is in doubt. As late as 1980, D.H. Smith found, in examining "Admission and Retention Problems of Black Students at Seven Predominantly White Universities" that,

Black students find themselves in a hostile environment at all of the universities, a perception concurred in by black faculty/administrators and recognized by almost two-thirds of the white respondents. The students suffer from inadequate financial support and are often handicapped by poor secondary school preparation. They are caught in a whirlwind of confusing racial identity and heavy academic stresses. Their academic adjustment is further complicated by a racist environment which tells them that they don't deserve to be at the predominantly white university and which demands that they conform to the cultural norm of the university by denying their black culture. (p.40)

Smith's study included the University of Michigan and two other large public universities (Rutgers and UCLA) but relied, largely, on perceptions and opinions. This researcher takes a look at MSU's minority recruitment and retention programs, from a slightly different viewpoint.

Statement of the Problem

Since the Civil Rights Movements of the late 1960s and early 1970s, MSU has enrolled an increasing number of black and minority students. Over this same period, of twelve to fifteen years, the University has implemented a variety of minority recruitment, retention and support programs to serve the educational, financial and social needs of these minority students. The problem of this study is to determine whether the needs of Freshmen and Sophomore black students, and potential black enrollees at Michigan State University are being met by the existing recruitment, retention and support programs designed to serve them.

To be more specific, the study will be designed to answer several questions pertinent to the recruitment, retention and support of black students.

Recruitment

In the area of recruitment, are MSU's minority recruiting services effectively reaching out to black high

school students to attract them to the University and remove the academic and financial barriers that have historically prevented them from enrolling in higher education in the same percentage as white students? To answer this question, it was important to look at MSU's enrollment figures for blacks, as a percentage of the total University population, over the past twelve to fifteen years. It was also necessary to try to determine whether current black enrollment figures can legitimately be attributed, at least in part, to the University's minority recruiting efforts or whether they have come about as a result of chance factors and other efforts toward equality of educational opportunities.

Retention and Support

With regard to support and retention efforts: (1) to what extent does Michigan State University make available support and retention services to black Freshmen and Sophomore students? (2) to what extent are these used? (3) to what extent do available retention and support programs at Michigan State University effectively meet the needs of black Freshman and Sophomore students?

Need for the Study

Historically, blacks and other minority group members were disproportionately underrepresented in institutions of higher learning. Many of them were poorly prepared in high schools and later refused admission to colleges and universities. The Civil Rights Movements in the 1960s and early 1970s brought new emphasis to the education of minority group members in this country; the last two decades have witnessed more blacks than ever before entering into institutions of higher education. Many of these "new students" have been able, without any assistance from the institutions, to reach their educational goals. Others met frustration and failure, and found that what they had thought was an open door to education was really a revolving door (Green, 1969, p.33-37).

As Green and other scholars (Williams, 1970; D.H. Smith, 1980) have noted, the institutions, upon recognizing the effects of poor academic preparation, inadequate social access and too little financial aid, began constructing and implementing support programs to help minority group members overcome barriers that were barring their achievement in higher education, as effectively as prejudice and "elitist" admission policies had previously blocked their enrollment. Such programs were effected in great variety and numbers,

especially following the shock waves of student militancy that shock the campuses after the assassination of Martin Luther King II. This research has identified nine such programs on the MSU Campus, alone (Appendix B).

There is some evidence to support the suggestion that these programs are not having the intended effect of enhancing admissions and reducing attrition among black students. National dropout rates hover around 30 percent for all students (Pantages and Creedon in Cope, Reducing The Dropout Rate, 1978). In contrast, dropout rates for black students at the University of Michigan, Rutgers and ULCA were found to be almost 43 percent (D.H. Smith, 1980, p.32).

In spite of special programs of academic and financial aid at Rutgers, Michigan and ULCA, attrition is a major problem. Chicago, which provides financial aid but no special academic assistance also has a major attrition problem. (Ibid, p.33).

While this researcher does not imply that all disparities or fluctuations in black enrollment and attrition data can be laid at the door of minority programs, these data do suggest a need to examine these programs in detail. Additionally, the swiftness with which they came into existence to fill what had previously been a void, and their diversity across the nation, suggest that it is time to examine all these programs to find out what is effective, to provide guidance for future programs and restructuring of

those that prove ineffective. To this researcher's knowledge, a study of the actual awareness, use and benefit of these programs, among black Freshmen and Sophomores, has not been done at Michigan State University.

Purpose of the Study

The study intends to provide a modest offering, pertinent to Michigan State University, to a growing body of research in the area of minority recruitment and retention programs in four-year institutions of higher education in the United States. Other recent studies are examined in this regard and an effort is made to provide points of comparison. Additionally, the researcher undertakes to provide useful information for the MSU faculty and staff concerned with minority support programs regarding black Freshmen and Sophomores' actual awareness and use of existing minority support programs and the extent to which they have benefitted from these programs.

Theory and Precedent Research

Institutions of higher education historically kept aloof from the day-to-day problems of lower class or "disadvantaged" persons and groups. Universities existed for scholarly endeavors, dominated by research and strict division between various disciplines. Students were admitted on a

competitive basis that tended to favor wealthy and middle class applicants who had had the advantage of good college preparation in their high school years (Williams, 1969, pp. 173-176).

In those pre-1960s years, academic support programs were limited to remediation courses in some public institutions that were willing to admit that even the elite students they enrolled, who were otherwise "university material," were sometimes deficient in one area or another. Accordingly, "placement tests" during orientation identified individual weaknesses and relatively few entering Freshmen were assigned to attend non-credit remediation classes, such as the Math 082 series offered at MSU, before they could enroll in college credit courses in the area in which they were deficient. Other academic support services, such as individual tutoring, were scarce and, from the experience of this researcher who did his undergraduate work in the early 1970s, existed primarily on a "pay-per-hour" basis for students who could afford them. Informal, unpaid person-to-person tutoring efforts were restricted to fraternity and sorority houses where upper classmen would be designated to help out underclassmen who got "in trouble" academically, to keep up the grade point average of "the house." Theoretically, all students admitted to universities were expected to be prepared and able to cope with the academic, and social requirements of elitist institutions. Financial statements filled out by parents of

applicants were scrutinized to be sure the financial means were available to pay tuition, room and board, books, and incidentals.

As more minority students were admitted to public universities in the mid-1960s, these institutions were still operating on the basis that those students screened and admitted were prepared to cope with the academic work, financial costs and social atmosphere of the universities they entered. When it became apparent that some of them, even most of them, were not, the admissions process was blamed.

The indiscriminate admission of Black students dooms them to early failure. With no provision for counseling, or tutoring, these students are thrust into an environment for which they are not academically and psychologically prepared. Much of this is due to earlier educational experiences and failures. (Staples, 1972, p.48)

It was only later that University personnel, faced with minority students who "flunked out or dropped out" almost as fast as they arrived and influenced by the "dreams" of Martin Luther King, began to recognize that they, "must move away from elitism toward universalism" as recommended by K.R. Washington at the University of Massachusetts (1971, p.60-65).

In his article on special minority programs, "Dupe or New Deal?" (1971), Washington noted that pressures generated by the massive minority and student protest movements

of the 1960s challenged American higher education institutions to examine and come to grips with their most long standing paradox--the pronouncement that through higher education every citizen has an opportunity to achieve upward socioeconomic mobility and the reality that higher education has traditionally served only that fortunate fifteen percent of the population that were most able to succeed, financially, academically and socially, in its institutions.

In this study, the researcher examines, through precedent research, the theoretical constructs of this "elitism" and the events and new theoretical underpinnings, including affirmative action, that produced the minority recruitment, support and retention programs now offered in most public universities in the U.S. It is expected that, by this research and analysis of year-to-year enrollment and attrition data for MSU, that trends leading to the minority support programs at this University can be identified and their mission delineated to provide a scholarly background to be combined with the research at hand in drawing conclusions from the data obtained.

Hypotheses

Several hypotheses are proposed in an effort to determine whether the educational, financial and social needs of Freshmen and Sophomore black students, at Michigan State

University, are being met by the existing recruitment and retention programs designed to serve minority students. Although the study is focused on underclassmen, it is considered useful to examine overall black enrollment and attrition figures, over time, to facilitate comparison of this study with others and to eliminate potential confusion from term-to-term or off-class enrollment data for Freshmen and Sophomore students.

It is anticipated that year-to-year data will show that although black student enrollment will have increased, as a percentage of total University enrollment, since 1970, that the year-to-year rates of increase (academic years 1971/72 to 1981/82) will be found to have slowed--or become static--without having attained the goal of having blacks represented in the student body at the same percentage as they are represented in the age group. It is also anticipated that attrition rates for blacks at MSU from 1971 to 1981 (academic years 1971/72 to 1981/82) have been consistently greater than those for whites in relation to their respective proportions in the total student population.

At this juncture it should be acknowledged that disparities and fluctuations in black enrollment and attrition data, compared to that for whites, may arise for many reasons unrelated to minority recruitment and retention programs (i.e., the attraction of a champion basketball team led by two black stars, the presence or subsequent

absence of a black University president). It is not the intention of the researcher, at this point, to suggest that such disparities be attributed to minority recruitment and retention programs; information arising from examination of these data are used to help determine and define the extent of the problems such programs have faced.

The following hypotheses concern only Freshmen and Sophomore students to limit sampling errors or bias that might arise from including upperclassmen and graduate students who may not have been exposed to MSU's minority service programs in their previous college years and for other reasons detailed in the discussion of the study population. Thus, it is hypothesized that:

1. fewer than 60 percent of black MSU Freshmen and Sophomores are aware of the University's minority recruitment, and retention programs,
2. fewer than 40 percent of black MSU Freshmen and Sophomores have used the University's minority recruitment and retention programs, and
3. fewer than 20 percent of black MSU Freshmen and Sophomores consider themselves benefitted by the University's minority recruitment and retention programs.

The selection of the percentages (60,40,20) in the above three hypothesis are in effect arbitrary in nature, but might be rationalized as follows:

- a. With respect to recruitment and retention programs it would appear reasonable that a given institution might hope that at least 60 percent of the targeted population for them might be aware of them.
- b. With respect to utilization of the programs, it would appear not unreasonable that a number less than half of the group would in fact need to utilize them. . Therefore a figure of 40 percent for Hypothesis 2 is at least not unreasonable.
- c. With respect to benefitting from the programs, again it would appear reasonable that at least 20 percent of a targeted population would perceive benefit if such programs are to be considered justified.

Hence, though the percentage figures used in the above hypotheses are clearly arbitrary, they nevertheless may be rationalized as indicated here. At the same time, it is clear that the selection of these particular percentages has a strong effect on the findings to be reported in Chapter IV.

Using the data generated from examination of Hypotheses 1, 2 and 3, the researcher then compares the black students' responses with similar data derived from interviews with administrators of nine minority recruitment and retention programs at MSU. Administrators were asked how many Freshmen and Sophomore students were aware of, using, and benefitting from the services of the programs they administer. In comparing the responses of black students with those of minority program administrators, it is hypothesized that:

4. differences exist between the two groups, with respect to the students' awareness, use and benefit of MSU minority recruitment and retention services.

In light of the high attrition rates for underclassmen, the responses of the Freshmen and Sophomores were compared. It was hypothesized that:

5. differences exist between Freshmen and Sophomores with respect to their awareness, use and benefit of MSU minority recruitment and retention services.

Population and Sample

Population

In the current 1982-83 academic year, there are 2,349 black students enrolled at Michigan State University, representing 5.70 percent of the total student population of 40,627. For the purposes of this study, the study population has been limited to black Freshmen (790) and Sophomore (453) students who total 1,243, representing 7.8 percent of the total Freshmen (8,585) and Sophomore (7,369) classes numbering 15,954 (MSU Office of Planning and Budget). The study is limited to this group because it is in their first two years of college that black students are most in need of support and retention services; most dropouts occur during the first year. It will also be readily

possible to obtain a representative sampling of this population on campus because they have not yet achieved upper-class status when University regulations permit them to move out of campus living units.

Sample

Of the 1,243 black Freshmen and Sophomore students enrolled at MSU, 100 or 8.0 percent, are asked to complete a written questionnaire concerning their needs as black MSU students and their awareness and use of, and benefit from, the University's minority recruitment and retention services. To obtain a representative sample, 100 sample subjects are chosen at random from all black students living in the Brody Group and South Complex living units. These are the two largest residential complexes on campus and fifty black students from each location are surveyed so that the location of services, nearer one unit or another, does not bias the survey results.

Procedures

In conducting this study the researcher first examined enrollment and attrition data for black students (vis-a-vis the total student body) at MSU over the past 10-15 years to determine the direction(s) and trends, if any, in these figures over time. Acknowledging that such data are

influenced by a multiplicity of factors, the researcher used them to provide an indication of the extent of the problems such programs faced and to prepare himself to talk knowledgeably with their administrators.

The second step was to interview, using an interview schedule (Appendix A) an administrator of each of nine minority recruitment and retention programs at MSU. Through his own experience as a black MSU student, asking questions of friends, acquaintances and faculty members and asking contacts in some programs to advise him of any other programs available, the researcher has identified the nine programs listed in Appendix B and believes them to be the full extent of minority recruitment and retention services officially provided by Michigan State University.

Because of the controversial nature of the subject area and because he is personally acquainted with some staff members in minority programs, the researcher made every effort to control for bias by asking program personnel (receptionist or intake staff) to arrange an appointment for him to interview a program administrator who could serve as a spokesperson for the program.

After completing the interviews, surveys of 100 black Freshmen and Sophomore students (See Population and Sample) are done to obtain data concerning their awareness and use of, and benefit from MSU minority recruitment and retention services using a mailed questionnaire. Study subjects were

selected using an alphabetical list, by dorms, and randomly choosing names of black students from those lists.

Analysis of Data and Design

The study consisted of administering a questionnaire designed by the researcher. The purpose of the questionnaire was to collect background information and identify student awareness, use, and benefit of the nine supportive programs on campus. It should also be noted that the researcher interviewed nine administrators from each of the supportive programs, to show differences in response. The hypotheses in this study were tested using multiple frequencies and percentages to analyze raw data collected.

Definition of Terms

The following terms are defined in relation to the purposes of the study.

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

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

3. Retention--Term used to denote efforts made to insure the success of academically deficient students. (Proposal for Special Programs, 1980-84).

4. Supportive Services--A sub-unit of the Office of Special Programs with specific responsibilities for providing counseling, advising, referral and tutorial service for developmental students. (Proposal for Special Programs, 1980-84).

5. Recruitment--Person-to-person contacts aimed at attracting racial and ethnic minorities. Development of a special minority flier and brochures informing students of education opportunities and services available at Michigan State University. Campus visitation days are designed to involve specific groups of potential students (Annual Report on Affirmative Action, 1983).

6. Academic Support Services--Tutorial assistance to minority students who are admitted to Michigan State University via special admissions to meet the criteria established by the Office of Supportive Services (Annual Report on Affirmative Action, 1983).

7. Social Support Services--Improving the quality of life on campus for students by increasing interrelationships in and out of the classroom through activities sponsored by Michigan State University and/or affiliated individuals or groups (Annual Report on Affirmative Action, 1983).

8. Financial Support Services--Efforts designed to assist economically disadvantaged students to enable them to meet their educational expenses so their stays on campus will be less traumatic (Annual Report on Affirmative Action, 1983).

Limitations of the Study

The study was limited in that the sample was confined to black Freshmen and Sophomore students from only one campus. The data for the research was gathered through the use of a survey questionnaire and like all such data is limited by the veracity and responsiveness of the study subjects.

Plan of Presentation

In Chapter Two the researcher reviews relevant literature. The design of the study is described in Chapter Three and the results of the study findings are presented in Chapter Four. Chapter Five compares a summary of the findings and conclusions derived from the study results and recommendations for action and further research.

CHAPTER TWO

PRECEDENT LITERATURE

In this chapter, it is the intent of the researcher to "place in evidence" what precedent literature contributes to the topic at hand. The theoretical constructs, including equality of educational opportunity and affirmative action, that produced the minority recruitment, support and retention programs are examined, as well as the background from which both arose. In this context, research on minority admissions, attrition and the social, academic and financial needs of minority collegians is reviewed, including related studies of other university programs.

Background

Dr. Alex Poinsett, in his research article titled "Rocky Road For Black Collegians," stated that as late as 1966, blacks were less than five percent (282,000) of the collegiate total. Then, in cataclysmic events which followed Dr. Martin Luther King's April 1968 assassination, militant black student protests brought the civil rights/black consciousness/black power movement to the college campus. Affirmative action and special admissions programs

for blacks sprang up almost overnight, paralleling massive increases in federal student aid. Only months after Dr. King's death, the majority of black students in higher education were--for the first time--enrolled in predominately white colleges and universities. By 1978, college enrollment for blacks had tripled (1980, p.55).

In his article, "Dupe or New Deal?" (1971) K.R. Washington of the University of Massachusetts stated that pressures generated by the massive minority and student protest movements of the 1960s challenged American higher education institutions to examine and come to grips with their most long standing paradox--the fallacy that through higher education every citizen had an opportunity to achieve upward socioeconomic mobility and, "the reality that traditionally higher education had only served the wealthy top fifteen percent of the population." (1977, p.60-65)

Institutions of higher education, it was argued, must move away from elitism, and toward universalism. Clearly, the social activists of the 1960s, by demanding the admission of large numbers of minority and low income students, were in a fundamental sense suggesting a new direction for higher education--that of egalitarianism. It was with subsequent moves toward that egalitarianism that the most important theoretical constructs of the civil rights movement began to affect the ivory towers of academe: equality of educational opportunity and affirmative action.

Equal Access to Higher Education

Dr. James A. Perkins, on December 3, 1968, then President of Cornell University, in a speech before the United Negro College Fund stated:

It seems to me that the problem of higher education for the Negro is clearly a national problem and requires a careful and systematic examination of all the barriers that still exist to achieving our two ultimate objectives. The first must be to have the same percentage of Black students in higher education as there are Black students in the age group.... And the second objective must be that...the educational opportunities available to the talented Black student must be of equivalent quality to those available to the white students.

Dr. Perkins' report stated that although tremendous progress had been made, black student enrollment was not satisfactory if equal educational opportunity was equated with matching black students' aspirations and objectives with performance and outcome.

The concept of equal access to higher education refers to the opportunity of individuals, black or white, to enroll in some college or university. Equal access for blacks is effectively measured by determining the degree of racial balance in the student population in relationship to the larger population potentially available for enrollment.

In providing for equality of educational opportunity, institutions of higher education have had several options. First, an institution could claim that it was the nature of higher education to select those potential students judged most likely to benefit from higher education and consequently graduate. Therefore, the institution could assert its right to select its student body on any criteria, objective or otherwise, judged acceptable and appropriate by its trustees, faculty and administration, as long as it did so, without regard to race, religion, creed or national origin. By so choosing, the institution acknowledged its goal.

Second, the institution, recognizing the ambiguous nature of the educational process in general and the lack of standardization among admission and graduation criteria among institutions of higher education in particular, could choose to use a random method of selecting students. The U.S. Commission on Civil Rights has suggested a third alternative in its November 1981 report, Affirmative Action in the 1980s...,

Admissions to academic and professional schools can be decided not only on the basis of grades, standardized test scores and the prestige of the high school or college from which the applicant graduates, but also on the basis of community service, work experience and letters of recommendation. (p.10)

In moving to not only eradicate blatant racism and elitism, but to reduce the discriminatory effects of

organizational and structural barriers to equality of access to education, universities were taking affirmative action.

Affirmative Action

Affirmative action means making a special effort to ensure that groups of people previously discriminated against, such as minorities, are fully represented in university communities and that social or systemic barriers that limit their rights, privileges, and performances within higher education are eradicated.

Affirmative action requires special concern for people as individuals and special effort so that all people have an opportunity to achieve to their fullest potential. It became a concept in federal law and higher education regulations because of groups historically subjected to discrimination or exclusion because of their race, sex, or other characteristics, who are now underrepresented in higher education. The overall concept requires that universities take positive and continuous steps to overcome the effects of such past exclusion through special and systematic efforts in the recruitment, employment, retention and promotion of members of such groups. Affirmative action was mandated by Executive Orders 11246 and 11375 for all institutions receiving public funds.

MSU's Commitment to Equal Educational
Opportunity and Affirmative Action

In 1935 the State Board of Agriculture, then governing Michigan State College (MSC), demonstrated its commitment to equal opportunity by adopting the following policy:

The Board wishes hereby to make it clear that it has at no time sanctioned or advocated that there should be any discrimination in any department of the College, and declares its policy, both past and present, to be such as to provide equal opportunity to all students, regardless of race or color (MSU, Human Rights: The University's Commitment, 1981, p.2).

MSU's recognition of its obligations in this regard was further stipulated in the Bylaws of the Board of Trustees, adopted in 1965.

ARTICLE VIII

Board and Student Relations: It shall be the policy of the Board to provide equal educational opportunity to all qualified students from the State of Michigan and, insofar as facilities, faculty, and accommodations permit, a reasonable number from other states and other countries. There shall be no discrimination based on race, color, sex or creed. No discrimination shall be allowed in University housing or in the University-supervised off-campus housing. No fraternity, sorority, student organization or club may exist on any campus of Michigan State University if it operates under a constitution that discriminates against potential members on the basis of race, color, national origin or ancestry. (Ibid, p.2).

In 1978 the Board of Trustees adopted various procedures to enforce the principles previously stated. It established the Anti-Discrimination Judicial Board to monitor compliance with and carry out its policies.

The Board of Trustees of Michigan State University reaffirms its commitment to a policy of no discrimination on the basis of race, creed, ethnic origin or sex and establishes the following procedures to prevent such discrimination in accordance with due process within the University community. In doing so, the Board recognizes that it is not enough to proclaim a policy of non-discrimination. The University must also strive actively to build a community in which opportunity is equalized and to use its facilities and human resources to develop the skills and opportunities through which members of all groups may play responsible and productive roles in society. This policy is relevant to all aspects of the University including the choice of contractors and suppliers of goods and services.

In carrying out this policy, the University also is bound by applicable Federal laws, orders and regulations. Among these are Executive Orders 11246 and 11375 (affirmative action), the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 (sex discrimination). While such laws and orders provide avenues for remedy of complaints of racial, sex, or other prohibited discrimination, the Board also believes that the University must have its own internal machinery for the receipt, consideration and resolution of such complaints.

The Board therefore directs the establishment of the Anti-Discrimination Judicial Board to carry out this policy in the manner outlined herein. The Board also directs all units of the University to take appropriate action immediately to implement this policy and procedures. (Ibid, p.3)

MSU President, Cecil Mackey, has reaffirmed the University's commitment in a forward to Human Rights: The University's Commitment. He says, in part,

Today's challenge of the land-grant institution includes the responsibility to reduce, and ultimately, to eliminate inequity based upon considerations such as race, sex, national origin, age, or physical condition. Michigan State University and other great state universities must take affirmative action, not simply to come into technical compliance with the law, but also to be a positive influence because our special mission, education, is a principal key to greater equity in our society. The University cannot take shelter behind admission standards that would screen out those who have potential for college work, but who, because of circumstances in their community, home, or school, may need special opportunities to demonstrate their abilities. Nor can the University fall back on pressures of enrollment and commitments to research and public service as justifications for a reluctance to assume responsibility for equity and affirmative action. Admittedly, such issues contain the elements of a true dilemma. If the quality of education is diluted by lowering legitimate standards or by compromising the quality of research and public service programs of the University, these actions will have statewide, national, and even international ramifications. Also, we face difficult financial times and must be careful that sufficient resources are available to fulfill our obligations.... The goals of human rights and dignity are difficult to achieve because far more is required than simple invocation of laws or regulations. There must be changes in attitudes, practices, and values which often come painfully and slowly. Michigan State, by its charter, its Board policies, and its mission, is committed to affirmative action in employment, in all academic programs, and in all its activities. Each person within the University community must learn to value other people for their worth and potential and assume responsibility for ensuring that everyone has access to

the full range of advantages of membership in the University community.

I recognize the importance of strong leadership in affirmative action within the University--leadership that must begin with the President. I assure you that I am personally and professionally committed to the goals of equity and the protection of the rights and privileges of everyone within the University community. (pp.ii-iii)

Application

Throughout this study the researcher was concerned with the practical application of the theoretical concepts of affirmative action and equality of access to higher education, particularly at M.S.U. These concepts were codified in the Civil Rights Act of 1964 and Executive Orders 11246 and 11375 (Affirmative Action). Individual states and universities passed enabling legislation or affirmed the federal mandate in their by-laws and trustees' decisions. The mid and late 1960s saw changes favorable to minority and low-income enrollments in higher education admissions practices nationwide.

Minority and black students, when the smoke cleared and the barricades were taken down, began to find entrance into U.S. institutions of higher education in greater numbers. One source optimistically claimed, in 1970, that "...probably more than fifty percent of the institutions for higher education in this country now have special programs for the disadvantaged or high risk students." (Williams,

1970, p.173). A sizeable proportion of such students were black students. These students appeared to be concentrated primarily in public institutions. There were, for example, five times the number of black students in public institutions than there were in private institutions. Of equal significance, however, was the fact that the number of black undergraduates remained proportionately quite small. (Egerton, 1969, p.7, 94).

Although racial equality in higher education has not yet been achieved, colleges and universities have made limited progress toward equal educational opportunity. They have learned that they must provide supportive educational and social programs, as well as financial aids to help "disadvantaged" students to succeed. A publication for the Southern Education Reporting Service stated:

Black students and black parents all over the country are tired of an educational system which is fundamentally racist and which does not speak to their needs. More than being tired, however, they are refusing to accept passively the continuation of an education policy which excludes their legitimate concerns.... (Robinson in Green, 1970, p. 2).

The content of programs constructed to address the needs of black and minority students will be discussed at a later point in this study. For now it is sufficient to know that the supportive programs, designed to aid "disadvantaged" or "high risk" students, arose in response to two imperatives. First, increased enrollment of minority

and low-income students propelled by the 1960s Civil Rights movement that brought many students to college campuses who had had inadequate preparation for college and its social, academic and financial requirements. The second impetus was provided by federal government equal opportunity and affirmative action provisions, backed by federal dollars and the threat of financial reprisals if "good faith efforts" were not made toward equality of educational opportunity.

The M.S.U. enrollment of blacks and other minority students, numerically and as a percentage of total enrollment, is shown for academic years 1972/73 through 1976/77 in Table 2.1a; the same information is provided for the years 1977/78 through 1982/83 in Table 2.1b. It is apparent that any gains made by blacks at M.S.U. in the mid and late 1960s had begun to decline by 1972/73, the first year the University kept such enrollment figures. Total black students dropped numerically from 2,678 in 1972/73 to 2,252 in 1978/79. A slight numerical increase took place in 1975/76 but the downward trend of blacks as a percentage of total enrollment continued unabated from 1972/73 to 1978/79, at which point they had dropped from a high of 6.48 percent to 5.12 percent, respectively. An unequivocal indictment of affirmative action at M.S.U. might seem inevitable except for two phenomena. One was an abrupt reversal of the downward trend; total black enrollment that had dropped from 2,436 to 2,252 in the 1977-79 interval, rose to 2,345 in 1979/80 and 2,392 in 1980/81. Numerically, black students

TABLE 2.1a M.S.U. TOTAL MINORITY AND BLACK ENROLLMENT BY NUMBER AND PERCENTAGE,
1972-1976

Student Classification	1972/73	1973/74	1974/75	1975/76	1976/77
Black Enrollment	2,678	2,573	2,567	2,587	2,451
Black Enrollment as a Percentage of Total Enrollment	6.48%	6.18%	5.91%	5.80%	5.60%
Minority Enrollment	3,254	3,204	3,241	3,304	3,150
Black Enrollment as a Percentage of Minority Enrollment	82.30%	80.30%	79.20%	78.30%	77.80%
Total Enrollment	41,378	41,649	43,459	44,580	43,720
Minority Enrollment as a Percentage of Total Enrollment	7.86%	7.69%	7.46%	7.41%	7.20%

TABLE 2.1b: M.S.U. TOTAL, MINORITY AND BLACK ENROLLMENT BY NUMBER AND PERCENTAGE, 1977-1982

Student Classification	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83
Black Enrollment	2,436	2,252	2,345	2,392	2,361	2,349
Black Enrollment as a Percentage of Total Enrollment	5.51%	5.12%	5.24%	5.32%	5.61%	5.78%
Minority Enrollment	3,206	2,983	3,165	3,223	3,224	3,323
Blacks as a Percen- tage of Total Minor- ity Enrollment	75.98%	75.50%	74.09%	74.21%	73.23%	70.69%
Total Enrollment	44,211	43,744	44,756	44,940	42,094	40,627
Minority Enrollment as a Percentage of Total Enrollment	7.25%	6.81%	7.07%	7.17%	7.66%	8.18%

declined again in 1981/82 but so did overall University enrollment, as the last of the "baby boom" undergraduates flowed into and out of higher education. In this situation, blacks not only held their own, but increased steadily in relation to total enrollment from a low of 5.12 percent in 1978/79 to 5.78 percent in 1982/83. Although not back to the 6.48 percent black enrollment achieved in 1972/73, the percentage recovery has trended upward since 1978/79.

The second phenomenon noted in this comparative examination of enrollment data were the numerical and percentage relations between black enrollment and total minority enrollment. From 1972/73 to 1982/83 blacks declined steadily in proportion to total minority enrollment. Whereas in 1972/73 they represented 82.3 percent of minority students at M.S.U., by 1978/79 they represented 75.50 percent and by 1982/83 only 70.69 percent. Since blacks made up a decreasing but still predominant portion of minority students over the 1972/73 to 1982/83 decade, it is possible that the gains made by blacks in the late 1960s and early 1970s were made later by other minority students who lacked the high visibility blacks gained during the 1960s civil rights struggles.

Comparing the data for 1972/73 (Table 2.1a) with that for 1982/83 (Table 2.1b) demonstrates how seemingly contradictory interpretations of M.S.U. affirmative action compliance

can arise. In 1982/83, minority enrollment as a percentage of total enrollment surpassed (8.18 percent) its previous high (7.86 percent) of ten years before (1972/73), for the first time. Actual minority enrollment (3,323) was also higher than it had been in 10 years. At the same time, actual numbers of blacks declined to 2,349, the lowest they'd been since 1978/79, representing the lowest percentage of total minority enrollment (70.69 percent) seen in the eleven year period for which data are provided.

At M.S.U., minority enrollment comprises four protected racial/ethnic groups: Hispanics, Native Americans, Asian Americans and blacks. Although blacks still form the largest proportion among the minority students at M.S.U., their share of the total has declined over the years. Further complicating M.S.U.'s minority enrollment statistics have been general enrollment declines that became marked in the 1981/82 academic year.

Although the total student enrollment in Fall 1982 decreased 3.5 percent (1,467 students) from Fall 1981, the total minority student population increased slightly--from 3,224 students (7.7 percent) in 1981 to 3,323 students (8.2 percent) in Fall 1982. This increase continued the trend of slow but steady increases in both the numbers and proportions of minority students seen since 1978. Furthermore, both the number and percentage of minority students in 1982 were at the highest levels since the collection of racial and ethnic statistics began in 1970.

Each of the four racial/ethnic groups for which data are collected increased its percentage representation among the student body from 1981 to 1982. Within the Hispanic group, the proportion of Chicanos remained constant at 0.4 percent of the total student body, while other Hispanics increased from 0.52 percent to 0.63 percent. Some of the increases in percentage, however, occurred in spite of declines in the actual number of minority students enrolled. Black enrollment fell to 2,349 students, from 2,361 in Fall 1981 and 2,392 in 1980, though their proportion continued a steady rise from 5.2 percent in Fall 1977 to 5.8 percent in Fall 1982. The number of Hispanic students rose by 30 to 421, the highest number ever; 165 of these students were Chicano, which continued a decrease in this group observed since at least 1976. The proportion of Hispanics rose from 0.9 percent to 1.0 percent of the student body. The enrollment of Native American students reversed the pattern of declines seen the two previous years, rising to 113 students in Fall 1982; the proportional representation, 0.28, percent equaled the previous high percentage attained in 1977. Asian American students continued to increase in both numerical and proportional representation, and comprised 1.1 percent of total Fall 1982 enrollment (Annual Report on Affirmative Action, 1983, pp. VII-3).

To sum up M.S.U.'s progress on the commitment to equal opportunity and affirmative action made in the Trustee's By-laws and reaffirmed by President Cecil Mackey, enrollment data show that minorities as a group have been recruited and admitted in increasingly larger numbers, at least since 1978, and are becoming a larger percentage of the total University population. Looking only at black enrollments, however, assessment must be more guarded. Black enrollment declined numerically from a high of 2,678 in 1972/73 to fluctuate since the low of 2,252 in 1978/79, ending at 2,349 in 1982/83. As a percentage of total enrollment, blacks decreased overall for the ten year period, gaining slowly in recent years but standing at 5.78 percent in the Fall of 1982, from 6.48 percent in Fall 1972. As a percentage of minority enrollment, though, blacks have declined steadily from 82.3 percent in 1972/73 to 70.69 percent in 1982/83. There was no reversal of this trend in 1979/80, when minority representation hit its low point for the decade and began increasing. Thus we find in the data in Table 2.1b (derived from M.S.U.'s Annual Report on Affirmative Action) that in the last three academic years blacks have declined (2,392 in 1980/81 to 2,349 in 1982/83) along with total enrollment (44,940 to 40,627) but total minority enrollment has bucked this trend and risen by 100 (3,223 to 3,323).

The total enrollment decreases at M.S.U. reflect the first serious declines in college enrollments since before

the Civil Rights movements in the 1960s and considerable efforts are being expended by colleges and universities nationwide in recruitment of students. These figures would seem to indicate that minority students have been the beneficiaries of M.S.U.'s recruitment efforts, except for black students, whose numbers are declining along with overall enrollment. There is no explanation for this phenomena of which this researcher is aware. Since investigation of the trend is beyond the scope of this research, it can only be noted here and left for future research by others in the field.

Comparison With Other Universities

In the space of ten years from 1966/67 to 1976/77, black enrollments in higher education of all types, nationwide, grew from 6.1 percent of all college students to 9.3 percent. By 1974, however, the proportion had reached 9.2 percent and grew only .1 percent in the next two years, as the increases nationwide that had been fueled by the Civil Rights Movements of the 1960s began to stagnate (Institute for the Study of Educational Policy [ISEP], 1977).

In Table 2.2, the enrollment figures for blacks at M.S.U. are compared with those for several other large, predominantly white, schools. These data show that only Rutgers surpasses the nationwide figures (which included data from Negro colleges). The University of Chicago, like M.S.U.,

TABLE 2.2: BLACK ENROLLMENT AT FIVE PREDOMINANTLY WHITE UNIVERSITIES 1972-1978
(BY PERCENTAGE)

Institution	1972	1973	1974	1975	1976	1977	1978
Michigan State	6.48	6.18	5.91	5.80	5.60	5.51	5.12
University of Michigan	5.7	6.6	6.2	6.0	6.4	6.3	6.2
Chicago	5.5	6.6	4.2	4.5	4.4	2.2	3.2
Stanford	4.5	4.6	4.6	5.0	5.0	5.2	5.4
Rutgers	--	--	10.9	10.4	11.0	12.0	14.1

SOURCES: Compiled by the researcher from Donald H. Smith "Admission and Retention Problems of Black Students at Seven Predominantly White Universities" (Department of H.E.W.: U.S. Office of Education, 1980), p.30.

Also, the M.S.U. Annual Report on Affirmative Action (M.S.U.: Department of Human Relations, 1983).

declined in black enrollment beginning in 1974; the University of Michigan (U.of M.) fluctuated and Stanford experienced a steady rise from 1972 to 1978.

Racial equality in higher education, everyone understands, has not yet arrived, but the current difference of opinion relating to limits of the progress that blacks have already experienced is over whether equality will arrive at all, assuming that higher education simply follows its current practices. The largest difference of opinion in 1974 was over how much had to be, or should be, done to speed up progress towards racial equality. Increasingly, since 1977, education policymakers have been speaking and acting as if nothing at all should be done, at least nothing new. While educators in the public eye continue frequently to express regret that inequalities still exist, they are no longer as ready to accept the responsibility for rectifying those inequalities. Today's racial inequality, some now seem to think, no longer needs to be subject to the attention of public policy. (ISEP, p.xix)

The trend at M.S.U., until 1978, mirrored to a large extent the decline in black enrollment increases disparaged by ISEP. The 1978/79 academic year was a turning point for M.S.U., however, and represented the low point of 5.12 percent for blacks as a percentage of total enrollment (Table 2.1b). By 1982/83, that figure rose to 5.78 percent but data is not yet available to determine whether the rise at M.S.U. reflects a nationwide trend in recent years, or whether the increase is peculiar to M.S.U. There is some evidence to suggest that the M.S.U. figures may have turned around at that point because the University was the focus of

nationwide attention with a championship basketball team led by two black stars and a well respected black University President, Clifton Wharton.

Attrition and Retention

The enrollment level of an institution is affected directly by its retention rate. Reducing the number of students who drop out for the "wrong" reasons may be the most appropriate and quickest way to increase enrollment. It should be emphasized immediately, however, that retention or enrollment maintenance should not be the goals of an institution--they represent by-products. Increased retention rates will result if programs and services for students are improved.

College student retention begins with the admission process. Many students drop out because they make a bad college choice: there is not a "good fit" between what the campus offers and what the student expects or wants. A well-managed admissions program will target its recruiting efforts on the prospective students that the institution is best equipped to serve. Effective admissions programs recruit "graduates-to-be" instead of "freshmen-to-be."

The serious problems evolving from the effort to integrate the black, Mexican American, other economically disadvantaged groups often reveals that institutions are

unprepared to fulfill their obligations to these students. Three main areas of concern with respect to this regard are: financial, academic and social. However, it should be safe to say that whatever factors are determining the majority and overall percentage of dropout will most likely also be influencing black student dropout, though black students may have additional difficulties and enter with a greater need for and desire to complete a degree than white students.

Attrition Rates for All Students

Dr. Robert Cope reports in the monograph, Reducing the Dropout Rate, (Jossey Bass, 1978), that more than 15 million men and women will enter nearly 3,000 colleges and universities during this decade. Evidence from national retention studies suggest that five or six million of these students will never earn degrees. It is significant to note that about 30 percent of entering freshmen in baccalaureate-granting institutions never achieve a degree.

National dropout rates reported by Pantagis and Creedon (1978) indicate that:

40 percent graduate from college entered in four years.

10 percent graduate from college entered after four years.

20 percent transfer and graduate.

10 percent drop out of higher education.

20 percent transfer and never graduate.

Attrition Rates for Black Students

Within the last decade educational researchers and institutions of higher education have taken an increased interest in black students. Murray Melnick, in his research titled, "Higher Education for the Disadvantaged", 1971, stated that in the past few years, as black enrollment had increased at colleges and universities, the dropout rate of blacks had become a particular concern.

Although only incomplete attrition data are available, they suggest an alarming rate of failure for black students, essentially making the "open door" policy in many universities a revolving door for black students. Some of the most recent research in this area has been done by Donald H. Smith who examined the admission and retention problems of blacks at seven predominantly white universities (1980). Smith found that at Chicago and Michigan (See Table 2.3) the failure rate for blacks was about 43 percent, 13 percent above the 30 percent reported for all students nationwide. His table is reproduced below.

Minority Attrition At M.S.U.

According to a report by M.S.U.'s Department of Human Relations, "black enrollment fell to 2,349 in 1982 from 2,361 in 1981...of a total of 1,233 withdrawals during the 1981 academic year, 7.6 percent were minorities." (Bridgett

TABLE 2.3: ATTRITION RATES FOR BLACKS IN HIGHER EDUCATION
1979/80

University	Percent
Chicago	43%
Duke	20%
Harvard	No Data ^a
Michigan	42.7%
Rutgers	Incomplete Data ^b
Stanford	No Data
UCLA	26% ^c

^aA special assistant to Harvard's president indicated that due to Harvard's selectivity, attrition was negligible, almost nonexistent.

^bThe university could provide attrition data for only the Equal Opportunity Program of Rutgers College, which is one of four undergraduate colleges. The EOP, which is not limited to black students, has an attrition rate of 28% for the Class of '78. Students believe the attrition rate is at least twice as much.

^cThis figure does not present a true picture. It is based on the only data provided by the university. Data for attrition of entering freshmen reveals an average attrition of 31%; for entering juniors the figure is 21%. Overall for new black freshmen and new black juniors the combined attrition rate is 26%. Obviously this figure does not account for students who drop out at other levels, namely, second term freshmen, sophomores, second term juniors and seniors.

SOURCE: Donald H. Smith, Dr. "Admission and Retention Problems of Black Students at Seven Predominantly White Universities." (Commissioned by: The National Advisory College and Universities Department of HEW: U.S. Office of Education, 1979). p.32.

Thurman in M.S.U. Focal Point, 1983, p.6). Given the percentage at which minorities were represented in the total enrollment that year (7.66 percent), this withdrawal rate is commensurate with overall minority enrollment.

In a 1981 M.S.U. survey of non-returning students, minorities comprised 9.9 percent of the respondents. Lack of finances was the reason most often cited by minority students for not returning, while racial and ethnic tension were the least reported (Ibid, p. 6).

It is worthy of note that the reasons cited in the M.S.U. Focal Point article, published after this research was begun, reiterate the areas of concern cited earlier in this study which provide the focus for minority support services. Namely, financial, academic and social concerns.

The financial aid is not adequate, particularly at this time with a lot of parents laid off," said Stacia McKnight, a developmental guidance counselor from the Office of Supportive Services. "The parents are not in a position to help the students financially."

M.S.U. provides an academic challenge for all of its students, yet many of the minority students are not prepared for the challenge they face. Some observers say that a large number of these students do not have adequate study habits; therefore, they experience difficulty with their classes.

"A lot of these students experience academic difficulty the first year because of the unusual amount of freedom they have on their hands." said Ralph Bonner, director of M.S.U.'s Department of Human Relations.

Some observers also feel that many of these minority students are not used to being in an environment where the majority of the students are white and that they tend to isolate themselves from the whole community and concentrate on the minority community.

Carmen Gear, a counselor for the Multi-Ethnic Counseling Center Alliance, says the environment of M.S.U. may not fit all of these student's needs.

"Many of these students experience some form of culture shock." (Ibid, p.6)

Support Services

Information to this point in this research has provided the background and rationale for minority support services. The success or lack of some of these services at M.S.U. forms the major focus of the balance of this report.

In 1976, Astin conducted a longitudinal study of the attrition of minorities in higher education. The study found that most important factors affecting retention among minorities are: (1) financial aid; (2) residence and campus environment; (3) employment; and (4) characteristics of the college. Sidney E. Brown and Leroy Ervin in their article, "Relationship of Special Studies to Dropout Rates of Black and White College Students" (1979), explain that blacks participating in the regular school programs had significantly higher dropout frequencies than did blacks in a developmental studies program.

Unfortunately, predominantly white institutions of higher learning have tended to reflect the values of other white institutions, which have historically excluded black and other minority Americans. Thus, these institutions (in the past) generally failed to provide supportive programs to assure minority students a solid opportunity for success (R. Green, 1970).

Such support programs, now offered at many institutions with the aid of the federal government, are an effort to fulfill the commitment to affirmative action--to redress the historical wrongs perpetrated against a group(s) in the society and bring them into parity with the rest of society. Such programs are financial, academic and social.

Financial Assistance

There is a need to reassess and articulate the problems related to the financial needs of blacks and other minority students (Pitts, 1977, p.83). Education is more costly; federal student aid funds have seemingly reached a premature plateau; there has been a rapid growth in inflation and interest rates have risen. Thus, compliance with the Higher Education Act of 1972 is still tenuous. The financial aids offices dealing with black students should be allowed flexibility within the guidelines in adjusting financial awards. It is, further, strongly

recommended that the student's financial status be reassessed quarterly and that additional financial assistance be given as grants rather than loans in these instances.

Academic Assistance

While higher education is a vital key to employment opportunities and economic independence, most colleges and universities have denied black students total access to this key.

Crosby (1968) stresses that course work should be relevant so that the student can adequately relate his role in society to his own identity. Crosby further asserts that when blacks are allowed to take non-credit courses, the implication is that they, rather than the institution, have failed.

Social Assistance

Dr. Anne S. Pruitt (1970) explained that few authorities believe that the primary goals of programs for the culturally different are simply to assist the student in achieving academic success per se. Most emphasize that mental health and personal growth is concomitant with and inseparable from scholastic achievement.

The climate, environment, and the social needs of culturally different students are closely linked with their other needs. Many emergencies, including racial conflict, occur

late at night. There should be established on campus some place where one could touch base in case of need at any hour. The Dean of Students' Office must work with black students in making activities more relevant (i.e., hay rides organized by Sigma Chi often do not appeal to blacks and other culturally different students). A designated staff person out of the student advisors should be responsible for organizing specific activities of interest to culturally different students.

There is a need for a formal structure or place where blacks and other culturally different students can congregate or feel ultimately that they "belong". Blacks must be able to fulfill their desire to have their own black culture centers. There is a need for places where blacks and other culturally different students can sit down and talk over common solutions. It is not uncommon for students with similar social or religious or political interests to form groups and develop regular meeting places, "the Amani" ('House of Peace'), a hangout on one major college campus which caters to soul music fans on the weekends, is built on similar ground as that underlying the black cultural center demanded by black students.

Summary

It has been the emphasis in this chapter to present a discussion of equality of educational access, affirmative action, a historical background, and related research. To this end, the concepts of equality of educational opportunity and affirmative action have been defined and M.S.U.'s commitment to putting these concepts into action has been detailed. A ten-year history of enrollment of minorities and blacks at M.S.U. has been examined, as have the academic, social and financial problems that lead to attrition. Research by experts in the field has detailed the larger picture of minority and black access to other U.S. universities.

CHAPTER THREE

DESIGN OF THE STUDY

In this Chapter the researcher describes the procedures and methods used in this study. These include (1) the population and sample, (2) the instrument, (3) data collection procedures, and (4) the analysis of the data.

Generalizability

This study was conducted using black Freshmen and Sophomore students at Michigan State University in the 1982/83 academic year. M.S.U. is a land grant, state supported, public institution located in East Lansing, Michigan.

In the 1982-83 academic year, Michigan State University had a total on-campus enrollment of 40,627 students. Of this number 15,954 were Freshmen and Sophomores. There were 790 black Freshmen and 453 black Sophomores. The University has a representative population of students from all areas of Michigan, as well as more than 40 other states, the District of Columbia and Puerto Rico. Nearly 93 countries are represented in the student population although their racial and ethnic characteristics are not reflected in affirmation action report data which specifically excludes

foreign students. Minority students, most of whom are black, make up 5.7 percent of M.S.U.'s current student body.

M.S.U., like other regional, state-supported institutions, is accredited by the North Central Association of Colleges and Secondary Schools. Undergraduate admissions to M.S.U. are based on high school grade point average and Scholastic Aptitude Test (SAT) and/or American College Test (ACT) scores (Description of Academic Programs at M.S.U. for 1980).

Size, accreditation, admission standards, tuition and fees, academic offerings and student body composition, including minority representation, are similar to other public state-supported regional universities (Scott, 1978). Therefore, generalizations and implications from this research may appropriately be applied to other similar regional institutions.

Population

In the 1982-83 academic year, there were 2,349 black students enrolled at Michigan State University, representing 5.70 percent of the total student population of 40,627. For the purposes of this study, the study population was limited to black Freshmen (790) and Sophomore (453) students who totalled 1,243, representing 7.8 percent of the total Freshmen (8,585) and Sophomore (7,369) classes that numbered 15,954 (M.S.U. Office of Planning and Budget).

The study was limited to this group because it is in their first two years of college that black students are in need of support and retention services; most dropouts occur during the first year. It was also readily possible to obtain a representative sampling of this population on campus because they had not yet achieved upperclass status when University regulations permit them to move out of campus living units.

Sample

Of the 1,243 black Freshmen and Sophomore students enrolled at M.S.U., 100 or 8.0 percent, were asked to complete a written questionnaire concerning their needs as black M.S.U. students and their awareness and use of, and benefit from, the University's minority recruitment and retention services. To obtain a representative sample, the 100 sample subjects were chosen at random from all Freshmen and Sophomore black students in the Brody Group and South Complex living units. These are the two largest residential complexes on campus. Fifty black students from each location were surveyed so that the location of services, nearer one unit or another, did not bias the survey results.

The sample consisted of the participants shown in Table 3.1.

TABLE 3.1: DISTRIBUTION OF BLACK FRESHMEN AND SOPHOMORE STUDENTS WHO RESPONDED TO THE QUESTIONNAIRE

		Percent
Freshmen	47	57.3
Sophomores	35	42.7

The Instrument

The questionnaire used for this study (shown in Appendix D) was developed from one designed for a study done by Smith in 1980. It was revised to measure the awareness and use of and benefit from M.S.U.'s support services by black Freshmen and Sophomore students. Also, demographic information and the students' assessment of their unmet needs at Michigan State University were solicited.

Questions were revised from the original instrument (of Smith, 1980) and included in the survey in two sections: Part I dealt with demographic information and Part II dealt with students' awareness and use of and benefit from minority support programs and requested information on unmet needs.

The demographic part of the instrument asked for the following information: sex, age, career goal, high school grade point average, M.S.U. grade point average, the highest

academic degree the students intended to obtain, and how long it would take them to complete their education. They were also asked if, since enrolling at M.S.U., they had considered leaving the University before completing their degree program.

The second part of the instrument was designed to elicit information concerning the students' awareness and use of and benefit from support programs. A grid was provided in which the researcher presented the nine University support services listed in a vertical column, and the variables of awareness, use and benefit listed horizontally. Students were asked to respond to each of the services according to their own experience. A fourth row, "approximate location of service," was included because some services may be available in more than one location, on an outreach basis, but mostly to encourage clarity in reporting (some program names tend to be confusing) and veracity on the part of those who might be overeager to show "support" for support services they may not have used. Subjects were instructed that an approximate location for the services they had used would be sufficient (i.e., in Student Services, across from Berkey Hall). Subjects merely indicating "awareness" of a service were not asked to provide location since they need not ever have been to where it was rendered to have been aware of it.

The second section was also intended to elicit recruitment and social information, as well as students' opinions about unmet needs. Such questions were asked as: Were you recruited to M.S.U.? Are you receiving financial aid (i.e., scholarship, loan, grant) or part-time work through the University? Are you satisfied with your grades at M.S.U.? Do you belong to or participate in any campus social, fraternal, political or athletic organizations at Michigan State University?

Data Collection Procedure

The instrument was administered to black Freshmen and Sophomore students selected to participate in the study during March 1983. The questionnaire was mailed to the subjects in their residence halls and a return envelope was provided for their response.

A cover letter was attached to each questionnaire giving the participants a brief explanation of the purpose of the research and soliciting their cooperation. Questionnaires were color-coded by class level (green for Freshmen, white for Sophomores).

Of the 100 black Freshmen and Sophomore students selected to participate in the study, 82 students returned completed instruments by March 18, 1983. This return provided a response rate of 82 percent (See Table 3.1).

Analysis of Data

Data obtained from responses to the survey questionnaire were analyzed using multiple frequencies and percentages to determine differences; and acceptance or rejection of the hypotheses below were made in terms of actual frequencies obtained. The hypotheses that were tested are restated below.

1. fewer than 60 percent of black MSU Freshmen and Sophomores will be found to be aware of the University's minority recruitment and retention programs.
2. fewer than 40 percent of black MSU Freshmen and Sophomores will be found to have used the University's minority recruitment and retention programs.
3. fewer than 20 percent of black MSU Freshmen and Sophomores will be found to consider themselves benefitted by the University's minority recruitment and retention programs.
4. differences will be found between the two groups, with respect to the students' awareness, use and benefit of MSU minority recruitment and retention services.
5. differences exist between Freshmen and Sophomores with respect to their awareness, use and benefit of MSU minority recruitment and retention services.

Summary

In this chapter the methods and procedures used in this study, including sample selection, instrumentation,

data collection procedures and data analysis have been described. The sample was randomly drawn from a population of black Freshmen and Sophomore students in the Brody and South Complex residence halls at Michigan State University.

Data were collected by administering a questionnaire to black Freshmen and Sophomore students. The instrument was used to measure black Freshmen and Sophomore students' awareness and use of and benefit from supportive programs. The tests used to analyze the data were multiple frequencies and percentages.

CHAPTER FOUR

ANALYSIS OF DATA

The major purpose of this study was to investigate the efficacy of Michigan State University's support services and retention programs in meeting the academic, financial and social needs of black Freshmen and Sophomore students. The study focused on these undergraduate students' awareness and use of and benefit from the nine supportive programs, and any differences between the perceptions of the programs held by administrators and students.

The results of the data analysis in this chapter are presented in the following sequence: (1) demographic information about the student sample, (2) the extent to which MSU makes black Freshmen and Sophomore students aware of support and retention services, (3) the extent to which these programs are used by these students, and (4) the extent to which these students benefit from retention and support programs at MSU. Further investigation will reveal (5) differences when comparing the responses of black students with those of minority program administrators and (6) any differences that exist between Freshmen and Sophomores.

Multiple frequencies and percentages were utilized in this study to examine responses to the questionnaires which were administered to the subjects. In some presentations of data the percentages do not total 100 percent because of rounding or one or more participants' lack of response to an item. It should be noted that the student sample mentioned in each of the hypotheses refers to black Freshmen and Sophomore subjects who are currently enrolled at MSU.

It is observed differences in percentages that are the foundation of this chapter. For the purposes of this study the researcher will present those variables found to differ from rationalized criteria adopted for hypotheses 1-3, and differences observed between groups for hypotheses 4-5. A discussion of these differences is also presented.

Demographic Data

The demographic section of the questionnaire completed by the subjects was designed to gather a wide range of information from the sample population. The participants' sex, age and career goals are reported in Tables 4.1, 4.2, 4.3. A breakdown of the participants by sex is displayed in Table 4.1 and shows that 48.8 percent of the sample subjects who responded were males, 51.2 percent of this population were females. It should also be noted that 18 percent of the sample selected did not respond to the questionnaire.

TABLE 4.1: SEX OF PARTICIPANTS (FREQUENCY/PERCENT)

Participants N=100	Number	Percent
Male	40	48.8
Female	42	51.2
No Response	18	----
Total	100	100.0

TABLE 4.2: AGE OF PARTICIPANTS (FREQUENCY/PERCENT)

Age of Participants	Total Respondents	Percent
18 years	37	45.1
19 years	34	41.5
20 years	11	13.4

Table 4.2 reveals the age responses of the study participants. There were 43.1 percent of the respondents who were 18 years of age. The researcher found that 41.5 percent of respondents were 19 years old. The balance of the respondents (13.4 percent) were 20 years of age.

Table 4.3 presents the future career goals of the participants in the sample.

An examination of Table 4.3 indicates that 4.9 percent of the participants picked the "other" category which included food services, nutrition, computer science and no preference. Engineering was the most popular career choice of the participants in the sample. The next most popular choices were medicine, business and communication.

In this context, it is of interest to note that the career choices of the sample are consistent with the 1982 enrollment of black students by colleges shown in Table 4.4. Although Table 4.4 includes black upperclassmen and graduate students, it is apparent that engineering, business, and communications have attracted a preponderance of black MSU enrollees. Freshman and Sophomores attracted to medicine are included in the College of Natural Science at this point in their academic preparation, as Human, Osteopathic and Veterinary Medicine enrollments are limited to enrollees at the graduate-professional level. Looking over the ten year totals by college, it is evident that the heavy concentration of black students in Education, Social Science,

TABLE 4.3: FUTURE CAREER GOALS OF PARTICIPANTS (FREQUENCY/
PERCENT)

Career Goal	No. of Participants	Percent
Medicine	11	13.4
Social Science	3	3.7
Business	11	13.4
Education	5	6.1
Engineering	22	26.8
Law	7	8.5
Sales	4	4.9
Communications	11	13.4
Agriculture	4	4.9
Other	4	4.9

TABLE 4.4: TOTAL ENROLLMENT OF BLACK STUDENTS BY COLLEGE OVER THE PAST TEN YEARS

	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982
Ag & Natural Resources	45	59	68	75	65	67	66	75	116	128	128
Arts and Letters	184	180	156	153	123	109	105	89	97	92	85
Business	193	221	240	235	211	254	251	332	336	332	303
Comm. Arts and Sciences	130	150	179	196	206	273	238	242	248	260	284
Education	474	425	432	444	386	313	248	204	174	175	141
Engineering	101	91	99	142	157	194	214	246	252	292	308
Human Ecology	112	126	146	138	131	129	105	93	90	90	94
Human Medicine	60	73	70	81	88	92	94	80	90	81	32
James Madison	47	47	49	40	26	29	20	26	36	48	53
Justin Morrill	30	22	23	19	15	12	10	--	--	--	--
Lyman Briggs	40	47	40	39	42	32	35	49	48	51	--
Natural Science	276	285	254	266	254	243	207	226	165	159	278
Nursing	--	--	--	--	--	--	--	--	76	68	70
Osteopathic Medicine	11	11	24	25	31	27	32	35	33	27	36
Social Science	556	513	465	436	384	355	346	352	358	348	326
Urban Development	--	6	65	74	79	79	65	74	71	40	9
Veterinary Medicine	16	15	13	10	28	15	17	28	28	31	33
No Preference	403	302	244	214	225	213	198	186	160	138	157
Unclassified-LLE	--	--	--	--	--	--	--	8	14	11	12
TOTAL	2678	2573	2567	2587	2451	2436	2252	2345	2392	2361	2349

*Excludes foreign students. Includes undergraduate, graduate and graduate-professional.

SOURCE: MSU, Annual Report on Affirmative Action, January 27, 1983, p. vii-5.

and "No Preference", seen in 1972-1975, has been considerably ameliorated as blacks have found greater acceptance in a variety of professional fields over the decade.

Tables 4.5 and 4.6 show that there was considerable discrepancy between the participants' high school grade point averages and their current MSU grade point averages.

An examination of Table 4.5 shows that the high school grade point averages of participants were all above 2.0 with the largest number falling in the range 2.53 to 3.0. Thirteen respondents had grades of 3.75 or above.

Table 4.6 shows that at MSU there was a significant decline in the participants' grade point averages based on the number of participants in proportion to the sample. Here again the largest number fell in the range 2.53 to 3.0 but there were fewer above that range and twenty-five students (as opposed to nine in high school) below that range. Only five had grades of 3.6 or above.

The participants were asked the highest degree they intended to obtain. Table 4.7 presents these findings. A review of Table 4.7 indicates that 26.8 percent of the participants opted for a bachelors degree, while 41.5 percent chose the masters degree as the degree they seek. The doctoral degree was chosen by 9.8 percent and 22.0 percent chose professional/technical degrees.

Table 4.8 shows how participants responded to the question about the number of years it would take them to

TABLE 4.5: HIGH SCHOOL GRADE POINT AVERAGE (NUMBER/PERCENT)

Grade Point Average	Number	Percentage
2.0 - 2.5	9	11.0
2.53 - 3.0	26	32.5
3.10 - 3.5	22	27.5
3.53 - 3.73	10	12.5
3.75 - 4.0	13	16.0

TABLE 4.6: MSU GRADE POINT AVERAGE (NUMBER/PERCENT)

Grade Point Average	Number	Percentage
1.5 - 2.0	10	12.0
2.06 - 2.50	15	18.5
2.53 - 3.0	29	35.8
3.10 - 3.5	22	27.0
3.6 - 4.0	5	6.0

TABLE 4.7: HIGHEST DEGREE SOUGHT BY PARTICIPANTS

Degree	Participants	Percent
Bachelors	22	26.8
Masters	34	41.5
Doctoral	8	9.8
Professional/Technical	18	22.0

TABLE 4.8: YEARS TO ACHIEVE EDUCATIONAL GOALS

Completion Years	Number of Participants	Percent
4 years	16	19.5
5-6 years	41	50.0
7-8 years	16	19.5
9 years	9	12.0

complete their educations. Fifty percent of the participants said it would take five to six years, 19.5 percent said it would take four years or more. It was found that almost 20 percent of the participants planned on seven to eight years of education and 12 percent intended to go on for added years of specialized studies and training to obtain a professional degree.

Table 4.9 presents the percentage of participants who had considered leaving the university before completing their degree. It indicates that 63.4 percent of the participants said they had never considered leaving the university, 36.6 percent of the participants indicated that they had considered leaving the University prior to completing their degree.

Table 4.10 presents the reasons cited for considering leaving the university prior to completion of degree. An examination of Table 4.10 shows that of the sample population, 31.3 percent of the participants who considered leaving the university prior to degree completion reported that there was "too much emotional strain", 27.1 percent reported "lack of finances" as the main reason for considering leaving the university.

TABLE 4.9: PARTICIPANTS WHO CONSIDERED LEAVING UNIVERSITY
PRIOR TO DEGREE COMPLETION

Considered Leaving	Total Participants	Percent
Yes	30	36.6
No	52	63.4

TABLE 4.10: REASONS FOR LEAVING PRIOR TO DEGREE COMPLETION

Reason	Total Participants	Percent
Lack of Interest	8	16.7
A Job Offer	1	2.1
Emotional Strain	15	31.3
Lack of Finances	13	27.1
Unable to Cope With Academic Workload	5	10.4
Other	6	12.5

Discussion of Hypotheses

Awareness

Hypothesis I: Fewer than 60 percent of black MSU Freshmen and Sophomores will be found to be aware of the university's minority recruitment, and retention programs.

The first hypothesis was rejected for the support services as a total group. Table 4.11 shows that more than 60 percent of the participants, proportionally, were aware of the combined support services at M.S.U. Additionally, over 60 percent of the subjects were found to be aware of four of the services, individually. Those were the Financial Aids Office at 90.2 percent, the Office of Support Services at 73.2 percent, Admissions and Scholarship Office at 72.0 percent, and Human Relations Office at 68.3 percent.

As the data indicated that over 60 percent of the participants were aware of the combined support programs on campus, the hypothesis was rejected for the nine services combined. The hypothesis was not rejected for the following individual support programs: the Center for Urban Affairs (34.1 percent), the Urban Counseling program (at 35.4 percent), the Upward Bound Program (at 36.6 percent), the Counseling Center (at 52.4 percent) and the Student Affairs Office (at 53.7 percent).

TABLE 4.11: BLACK FRESHMEN AND SOPHOMORES' AWARENESS,
USE AND BENEFIT OF MINORITY SUPPORT PROGRAMS.
BY FREQUENCY/PERCENTAGE

Support Program	Awareness	Use	Benefit
Financial Aids Office	74/90.2	68/87.2	54/78.3
Office of Support Services	60/73.2	40/51.3	32/46.4
Admissions and Scholarship Office	59/72.0	28/35.9	18/26.1
Human Relations Office	56/68.3	8/10.3	6/ 8.7
Student Affairs Office	44/53.7	7/ 9.0	5/ 7.2
Counseling Center	43/52.4	21/26.9	13/18.8
Upward Bound Program	30/36.6	3/ 3.8	7/10.1
Urban Counseling	29/35.4	0/ 0	2/ 2.9
Center for Urban Affairs	28/34.1	2/ 2.6	3/ 4.3

Use

Hypothesis II: Fewer than 40 percent of black M.S.U. Freshmen and Sophomores will be found to have used the University's minority recruitment and retention programs.

This hypothesis was rejected for two services. Table 4.11 presents the frequencies and percentages for the combined services and for each program. The two supportive services shown to be used significantly more in proportion to the other services were the Financial Aids Office at 87.2 percent and the Office of Support Services at 51.3 percent. Therefore, the hypothesis was rejected for these support programs.

However, the data shown in Table 4.11 indicate that the use of other support services was enough less than 40 percent so that the hypothesis was not rejected for seven of the services. The following support programs were used by fewer than 40 percent of the subjects: the Admissions and Scholarship Office at 35.9 percent, the Counseling Center at 26.9 percent, the Student Affairs Office at 9.0 percent, Human Relations Office at 10.3 percent, the Upward Bound program at 3.8 percent, the Center for Urban Affairs at 2.6 percent and the Urban Counseling program at 0 percent. From the data, it was found that none of the participants indicated use of this program. On the other hand it should be noted that the research showed (through

administrator interviews) that this service provides direct services to black graduate students who indirectly serve undergraduates by counseling minority engineering students who are underclassmen. As this service is provided through the College of Engineering, some lower classmen served may be unaware that the ultimate source of services provided to them in the Urban Counseling program.

Overall, the data revealed such differences in the use of the university's supportive programs that, at the cut off level for use of 40 percent, the hypothesis was accepted for the combined service programs.

Benefit

Hypothesis III: Fewer than 20 percent of black M.S.U. Freshmen and Sophomores will be found to consider themselves benefitted by the University's minority recruitment and retention program.

The hypothesis was rejected for three of the support programs. Responses provided by participants indicated that more than 20 percent had benefitted from these three services. The services from which more than 20 percent had benefitted were the Financial Aids Office at 78.3 percent, the Office of Support Services at 46.1 percent, and the Admissions and Scholarship Office at 26.1 percent.

Accordingly, the data support rejection of the hypothesis for these support services.

However, the data, as presented in Table 4.11, indicated that fewer than 20 percent of the subjects had benefitted from six of the support services. Therefore, the hypothesis is accepted for these programs. The six support programs benefitting fewer than 20 percent of the sample population were the Counseling Center (18.8 percent), the Upward Bound Program (10.1 percent), the Human Relations Office (8.7 percent), the Student Affairs Office (7.2 percent), The Center for Urban Affairs (4.3 percent), and Urban Counseling (2.9 percent).

It should be noted that even if fewer than 20 percent of the participants had benefitted from the support programs there were some benefit to those participants using the programs. After a review of the data on awareness, use and benefit of minority support programs, it was found that the hypotheses were rejected for all three.

Hypothesis IV: Differences will be found between the perceptions of administrators and students, with respect to the students' awareness, use and benefit of M.S.U. minority recruitment and retention services.

The fourth hypothesis was accepted. Differences were found to exist between the perception of administrators and students. When asked how many (or what percentage) of the 1,243 black M.S.U. Freshmen and Sophomores were aware of, using and benefitting from the supportive services, program administrators' perceptions failed to reflect the actual awareness, use and benefit data derived from students' responses to the questionnaire in this study.

For example, the Financial Aids Office administrator felt that 80 percent of the black Freshmen and Sophomore students were aware of Financial Aids services. Of that population, the administrator estimated that 50 percent would be found to be receiving and benefitting from some form of financial aid (See Table 4.12). In comparison, responses from the 82 sample subjects in this study indicated that 90.2 percent were aware of the Financial Aids Office, 87.2 percent used their services and 78.3 percent felt they benefitted from the Financial Aids Program.

The administrator of the Office of Support Services stated that 90 percent of the black Freshmen and Sophomores were aware of the services provided by their office and that 40 percent utilized these services (Table 4.12). In contrast, the 82 study subjects indicated 73.2 percent were aware of the Office of Support Services, that 51.3 percent used those services and 46.4 percent have benefitted from them.

TABLE 4.12: STUDENTS' AWARENESS AND USE VS. ADMINISTRATORS' PERCEPTIONS OF AWARENESS AND USE OF SUPPORTIVE SERVICES BY THE SUBJECT POPULATION (IN PERCENTAGES)

Program	Administrators' Perceptions of		Students'	
	Awareness %	Use %	Awareness %	Use %
Financial Aids	80	50	90.2	87.2
Office of Supportive Services	90	40	73.2	51.3
Admissions and Scholarships	100	25	72.0	35.9
Human Relations Office	100	100	68.3	10.3
Student Affairs Office	100	30	53.7	9.0
Counseling Center	50	30	52.4	26.9
Upward Bound	5.0	less than 5.0	36.6	3.8
Urban Counseling	1.0	1.0	35.4	0.0
Center for Urban Affairs	no current undergraduate programs		--	--

The administrator of the Admissions and Scholarship Office stated that 100 percent of the 1,243 black Freshmen and Sophomore students were aware of the services provided by their office. Of this population it was estimated that 25 percent were using scholarships made available to them through this office. The 82 students in the sample population who responded to the questionnaire indicated 72.0 percent were aware of the program and 35.9 percent used services from the Admissions and Scholarship Office.

The administrator of the Human Relations Office stated that all 1,243 black Freshmen and Sophomores were aware of the services provided by their office. The administrator also said 100 percent of these students were using their services. The study respondents indicated that 68.3 percent of them were aware of the Human Relations Office and its services, that 10.3 percent used the services, and 8.7 percent benefitted from these services.

The administrator from the Student Affairs Office also estimated that 100 percent of black Freshmen and Sophomores were aware of the services provided by the Student Affairs Office. Of these students, it was estimated that 30 percent used these services. Of the 82 black Freshmen and Sophomore sample subjects responding to the questionnaire, 53.7 percent said they were aware of and 9.0 percent used services provided by this office.

The administrator from the Counseling Center stated that 50 percent of black Freshmen and Sophomores were aware of services from this program. The administrator also estimated that 30 percent of the total 1,243 black Freshmen and Sophomore students used the services of the Counseling Center. The study subjects indicated on the questionnaires that these estimates were very close to the actual situation. Their responses revealed that 52.4 percent were aware and 26.9 percent used the Counseling Center services.

The administrators of the Upward Bound Program stated that only 5 percent of the total black Freshmen and Sophomore population was aware of that program. Due to the federal guidelines the program works under, it was indicated that only 70 students receive specific services. Of the 82 respondents to the questionnaire, however, 36.6 percent said they were aware of this program and 3.8 percent had used it. Since 10.1 percent said they had benefitted from the program, it is suggested that some "halo" effect is operating to cause more students to want to "support" the program by claiming "benefit" than have actually used its services (3.8 percent). Considering this discrepancy, these figures should be treated with extra caution.

The administrator of the Urban Counseling program stated that this program works in conjunction with the Engineering department and that only about one percent of

of black Freshmen and Sophomore students are aware of and use these services. The 82 students responding to the questionnaire indicated that 35.4 percent of them were aware of the program, although none had used the services.

The Center for Urban Affairs no longer has an undergraduate program but refers Freshmen and Sophomore students to other support programs. Services are provided for minority graduate students only.

In general, with the exception of the Counseling Center, administrators of the eight supportive programs serving black undergraduates were inaccurate in their perceptions of the students' awareness and use of their programs. Their estimates diverged in both direction from actual awareness and use percentages.

Awareness was most greatly overestimated by the program administrators, although as many underestimated awareness (4) as overestimated it (4). The three program administrators whose services were most frequently used by the study subjects (Financial Aids, Supportive Services, and Admissions and Scholarships) all underestimated the extent to which their services were used by the population of this study.

Table 4.13 represents the participants' responses to a question about whether they were recruited to the University. Of the participants 31.9 percent said they had been recruited by relatives, 23.4 percent were recruited by other M.S.U. students and high school teachers. Seven students or 14.9 percent were recruited by M.S.U. staff or faculty members.

Table 4.14 presents the participants' means of paying University fees, showing that 71.8 percent of the participants received financial aid in the form of loans. Grants, as a source of financial aid, were received by 64.1 percent. Of the others in this sample population, 11.5 percent said their source of income for school was their families.

TABLE 4.13: RECRUITMENT OF PARTICIPANTS TO THE UNIVERSITY

Recruited By	Number	Percent
M.S.U. Student	11	23.4
High School Teacher	11	23.4
M.S.U. Staff/Faculty	7	14.9
Relative	15	31.9
Other	3	6.4
No Response	1	--

TABLE 4.14: FINANCIAL AID AVAILABLE TO PARTICIPANTS

Source of Aid	Number	Percent of Responses	Total Percent
Scholarship	23	14.9	29.5
Grant	50	32.5	64.1
Loan	56	36.4	71.8
Co-op or Paid (Internship)	2	1.3	2.6
Employed By M.S.U.	11	7.1	14.1
Job Obtained (W/Faculty Help)	3	1.9	3.8
Other	9	5.8	11.5

Table 4.15 presents participants' participation in campus organizations. Table 4.15 indicates that 43.2 percent of the participants had membership in the Black Caucus, 24.3 percent of the participants participated in intramural sports. It was also found that a large percentage of the participants did not elect to participate in any campus organizations or activities. The organizations and/or activities identified by the most participants have a significant black membership.

TABLE 4.15: MEMBERSHIPS WITHIN CAMPUS ORGANIZATIONS BY PARTICIPANTS (FREQUENCY/PERCENT)

Organization	Total Respondents	Percent
Intramural Sports	9	24.3
Student Government	6	16.2
Black Caucus	16	43.2
Society of Women Engineers	3	8.1
Black Orpheus Choir	1	2.7
No Time	2	5.4
No Response	63	--

Participants were asked in the questionnaire to indicate the needs and concerns they felt should be addressed by minority service and support programs and what kind of programs and services they would like to see made available by the university. Table 4.16 summarizes the participants' responses.

An examination of Table 4.16 indicates that 41.9 percent of the participants felt they needed more black awareness meetings, 16.3 percent said there was a need for more black students at all levels, while 14.0 percent said in order to improve relationships on campus between students and faculty there should be more black and white interaction on campus.

TABLE 4.16: NEEDS AND CONCERNS OF PARTICIPANTS

Needs and Concerns	Participants N=43	Percent
Black awareness meetings	18	41.9
Black and white inter- action	6	14.0
More black students	7	16.3
Help blacks assimilate	4	9.3
More financial aid	1	2.3
More publicizing of black organizations	1	2.3
More input into curriculum	1	2.3
Awareness of black culture	5	11.6

In comparing the questionnaire responses of black Freshmen with those of black Sophomores, some differences were apparent in their aspirations. In terms of career goals, 33.3 percent of Freshmen, compared with 23.3 percent of Sophomores sought to become engineers. Second and third choices for the first group were business and communications, medicine and law for the second. Even greater differences appeared in responses to the question about the highest degree subjects intended to obtain. Among the Freshmen, 61.1 percent aspired to a Master's degree while only 19.4 percent felt they would be satisfied with a Bachelor's degree and only 11.1 percent with a professional-technical degree. Among the sophomores, a more realistic

25.6 percent aspired to the Master's degree, 32.6 percent to a Bachelor's degree and 30.2 percent to a professional-technical degree. Potential Doctoral candidates were 8.3 percent of Freshmen, 11.6 percent of Sophomores (Table 4.17).

TABLE 4.17: COMPARISON OF FRESHMEN AND SOPHOMORE SUBJECTS' ASPIRATIONS (HIGHEST DEGREE SOUGHT), IN PERCENTAGES

Degree Sought	Freshmen	Sophomores
Bachelors	19.4	32.6
Masters	61.1	25.6
Professional-Technical	11.1	30.2
Doctorate	8.3	11.6

Some differences were found in mean GPAs. Freshmen had a mean GPA of 3.1 in high school, Sophomore's mean was 3.2 on the same measure. Freshmen's mean GPA at MSU was 2.8, Sophomores' was 2.9.

When awareness, use and benefit of support programs were compared, there was found to be a general similarity of responses (Table 4.18); Sophomores indicated a greater awareness of the Office of Support Services (15.8 vs. 12.0 percent) but not greater use (21.2 vs. 23.5 percent) or benefit (22.0 vs. 24.1 percent). Freshmen were more aware

TABLE 4.18: COMPARISON OF FRESHMEN (F) AND SOPHOMORE (S)
RESPONSES REGARDING AWARENESS, USE, AND BENEFIT
OF SUPPORT PROGRAMS

Program	Awareness		Use		Benefit	
	F	S	F	S	F	S
Financial Aids Office	17.4	17.6	39.7	38.5	35.2	41.5
Admissions and Scholarships	14.7	13.1	14.7	16.3	11.1	14.6
Human Relations	13.6	13.6	2.9	5.8	3.7	4.9
Office of Support Services	12.0	15.8	23.5	21.2	24.1	22.0
Student Affairs	10.9	10.4	2.9	4.8	5.6	2.4
Counseling Center	10.3	9.5	11.8	11.5	7.4	9.8
Upward Bound	7.6	6.3	2.9	1.0	9.3	1.2
Center for Urban Affairs	6.5	6.8	1.5	1.0	1.9	2.4
Urban Counseling	----	6.8	---	---	1.9	1.2

of the Admissions and Scholarship program (14.7 vs. 13.1 percent) than Sophomores, but reported less use (14.7 vs. 16.3 percent) and benefit (11.1 vs. 14.6 percent) from that program. Otherwise, differences were minimal.

When students were asked who recruited them to MSU, 19.4 percent of Freshmen but only 9.3 percent of Sophomores indicated a high school teacher. Those recruited by an MSU student (or employee) were 8.3 (8.3) and 18.6 (9.3) percent, respectively (See Table 4.19).

TABLE 4.19: SOURCE OF RECRUITMENT TO MSU, FRESHMEN VS. SOPHOMORES, IN PERCENTAGES

Recruited By	Freshmen	Sophomores
High School Teacher	19.4	9.3
Relative	16.7	18.6
MSU Student	8.3	18.6
MSU Staff or Faculty	8.3	9.3
Other	8.3	2.3

Slightly more Freshmen (44.4 percent) than Sophomores (41.9 percent) belonged to (or participated in) campus organizations, but patterns of membership and/or activity were different for the two groups of subjects. Freshmen claiming membership in the Black Caucus were 64.7 percent, while only 29.4 percent of Sophomores were thus affiliated.

Intramural Sports had 17.6 percent Freshmen participation, 23.5 percent of Sophomores. Many more of the latter (23.5 percent) than the former (11.8 percent) were involved in student government, while 17.6 percent of Sophomores but no Freshmen participated in the Society of Women Engineers (Table 4.20).

Their needs and concerns in terms of minority programs were similar with more than a third (38.9 and 39.1 percent) of both groups expressing a need for more Black Awareness meetings. The next concern for both groups (16.7 and 17.4 percent) was to have more black students on campus. Third highest was an interest in more black/white interaction (16.7 and 13.0 percent). Among Freshmen, 5.6 percent expressed a need for more financial aid. No Sophomores did so.

TABLE 4.20: MEMBERSHIP AND ACTIVITY AFFILIATIONS, FRESHMEN
VS. SOPHOMORES, IN PERCENTAGES

Activity	Freshmen	Sophomores
Black Caucus	64.7	29.4
Intramural Sports	17.6	23.5
Student Government	11.8	23.5
Soc. of Women Engineers	----	17.6
No Time	5.9	5.9

This focus was reflected in the responses given when those who had considered dropping out of MSU were asked the reason they had considered this option. Freshmen reported a lack of finances (35.0 percent) most frequently, with emotional strain (20.0 percent) the second most frequent response. Among Sophomores, the trend was reversed with 38.5 percent of those who had considered quitting attributing it to emotional strain and 23.1 percent citing financial need.

Summary

Multiple frequencies and percentages were employed to analyze the data presented in this study. Resulting from this study there were several outcomes.

Awareness of Supportive Services

1. It was found that a large number of participants (74 or 90.2 percent of the cases) were aware of the services of the Financial Aids Office.

2. It was also found that a large number of participants (60 or 73.2 percent of the cases) were aware of the Office of Support Service.

3. It was found that fewer than 60 percent of the participants were aware of the other supportive services.

4. The supportive services that participants were least aware were the Counseling Center, the Student Affairs Office and the Human Relations Office.

Use of Supportive Services

1. It was found that 68 participants or 87.2 percent of the cases had used the Financial Aids Office.

2. It was found that a sizeable number of participants, 40 or 51.3 percent of the cases, had used the Office of Support Service.

3. Fewer than 40 percent of the participants had used the other supportive services.

4. It was also found that only one of the nine supportive services, the Center for Urban Affairs was never used by the participants.

Students Benefitting From The Supportive Services

1. It was found that 54 participants, or 78.3 percent of the cases, had benefitted from the services of the Financial Aids Office.

2. It was found that 32 participants or 46.4 percent of the cases had benefitted from services from the Office of Supportive Services.

3. Fewer than 20 percent of the participants had benefitted from the other supportive services available at M.S.U.

Differences Between Students and Administrators

It was found that a number of administrators of supportive programs incorrectly estimated student awareness and use of their services. Some underestimated, other administrators overestimated the students' awareness and/or use of their services.

Differences Between Freshmen and Sophomores

Freshmen and Sophomore responses concerning awareness, use and benefit of support programs were strikingly similar. The only major differences between the two groups were found in their levels of aspiration for the highest degree they would achieve and their patterns of group or activity participation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to obtain information regarding the efficacy of minority recruitment and retention programs in meeting the academic, financial and social needs of black Freshmen and Sophomore students at Michigan State University. The areas which were investigated were as follows: (1) to what extent are black Freshmen and Sophomore students aware of supportive services at M.S.U., (2) to what extent are black Freshmen and Sophomore students using the supportive services at M.S.U., and (3) to what extent are black Freshmen and Sophomore students benefitting from supportive services at M.S.U.? A further purpose was to determine whether differences existed between the responses of black students and those of minority program administrators regarding the students' awareness, use and benefit of the programs.

Summary and Discussion of Findings

Five hypotheses guided this study. That,

(1) Fewer than 60 percent of black M.S.U. Freshmen and Sophomore students would be found to be aware of

the University's minority recruitment and retention programs, that (2) fewer than 40 percent of black M.S.U. Freshmen and Sophomore students would be found to have used the University's minority recruitment and retention programs, and that (3) fewer than 20 percent of black M.S.U. Freshmen and Sophomore students would be found to consider themselves benefitted by the University's minority recruitment and retention programs. Also, that (4) differences would be found between the perceptions of administrators and students with respect to awareness, use and benefit of M.S.U.'s minority recruitment and support programs. An additional hypothesis was included to determine whether (5) differences would be found between the response of Freshmen and Sophomores with respect to awareness, use and benefit of M.S.U. support programs.

Awareness, Use and Benefit

Overall, the study results showed that fewer than 60, 40 and 20 percent of the subjects, respectively, were aware of, using and benefitting from the entire network of supportive services. However, the percentages varied widely between the services and awareness, use and benefit figures for some services met and significantly exceeded the 60, 40 and 20 percent levels hypothesized by the researcher.

As for the fourth hypothesis, differences were found between the perceptions of awareness, use and benefit held by administrators of the supportive programs and the actual awareness, use and benefit reported by sample subjects. Discrepancies were not concentrated in either direction, that is, neither awareness nor use was consistently overestimated or consistently underestimated by program administrators.

When differences between Freshmen and Sophomores were examined, their awareness, use and benefit of support programs were similar. Differences were found only in their aspirations and extracurricular activities.

Recruitment Services

Results of the study further showed that efforts are being expended to recruit black students to M.S.U. Almost 15 percent of the sample indicated they had been recruited directly by University faculty or staff. Of the others, 31.9 percent had been influenced by relatives to attend M.S.U. Another 23.4 percent reported being recruited by other M.S.U. students or high school faculty. Since M.S.U. provides extensive recruitment material to inner-city as well as suburban high schools, and conducts a program in which students enrolled in the University personally contact potential enrollees, it is felt that M.S.U. minority recruitment efforts are largely, if not

directly, responsible for recruiting the 23.4 percent attributed to "other M.S.U. students" and "high school faculty." Since no subjects listed intercollegiate athletics among their campus activities, it is apparent that, contrary to popular opinion, University staff and faculty are making direct efforts to recruit undergraduate scholars, as well as football and basketball players in black communities.

Retention and Support Services

Retention efforts are considered as important or even more important than recruitment of black students because of the devastating effects involuntary and even voluntary college-leaving may have. As was apparent from the review of the literature, attrition is higher among black than white students and most of the support services investigated here were conceived and implemented in an effort to combat the "revolving door" phenomena that followed increased black admissions and enrollment.

In the context of retention and support, responses to questions about grade point average (GPA), satisfaction with grades, use of academic and financial support services, and whether students have previously considered leaving the University before graduation were examined.

It has already been noted that subjects' reported college GPAs generally were lower than those they earned in high school. At the low end of the college GPAs, there were four of the subjects at risk of flunking out, that is not being permitted to enroll for subsequent terms because of unsatisfactory performance (cumulative GPA below 2.00). Of the subjects at risk of eventually being dropped for poor grades, four or 4.9 percent, were aware of the Office of Supportive Services, two had used its services, and two felt they were benefitting from such services.

Of those who indicated they were not satisfied with their college grades, awareness, use and benefit of the Office of Supportive Services were 23, 20, and 17, respectively.

Study results on voluntary college-leaving showed that the majority of the participants (63.4 percent) had not considered leaving the University prior to the completion of their degrees. The participations who had considered leaving (36.6 percent) listed six different reasons. Lack of finances and emotional strain were the major reasons. Those who indicated the former were predominantly Freshmen, Sophomores most frequently cited "emotional strain." The researcher notes here that lack of finances means not enough for the essentials of tuition, books, transportation, and room/board. It is of interest to note that, on a separate question, eight of the nine subjects who had

considered dropping out for financial reasons indicated they were already receiving financial aid through M.S.U. Only one was not. It must be concluded that aid given was considered inadequate in these cases.

Study results indicated that a large majority of the students in this population require financial aid for college attendance, frequently putting together a patchwork of grants, loans, part-time work and/or parental assistance to make up a total sufficient for enrollment. Of the study participants, 71.8 percent reported that some of their financial support came from loans, 64.1 percent received some sort of grant. The data indicated that another 29.3 percent held summer or part-time jobs. Of all the supportive services, financial aid seemed to be the most widely used and most essential for affording this population the opportunity for equal access to higher education at M.S.U. Similarly, the lack of adequacy of financial aid appeared to be a substantial factor in students' contemplations of dropping out of college before they had completed a degree.

Those who had considered leaving M.S.U. before completing their degrees cited "emotional strain" as a reason even more frequently than lack of finances. In a separate, open-ended questionnaire item, the subjects attributed the "emotional strain" to: the rapid pace of the academic quarter, too many class assignments, lack of free time, and

pressure from outside sources (friends/relatives) to spend less time on studies.

It is worthwhile to note that, of the participants citing "emotional strain" as a reason they had considered leaving M.S.U., none attributed the strain to racial tensions, discrimination, or other race or ethnically-related origins.

Conversely, other study results tended to indicate that black Freshmen and Sophomores felt they had significant unmet social needs and experienced particular social pressures as black students in a predominantly white university. Evidence that the study participants felt less than socially at ease at M.S.U. was provided in questionnaire responses indicating that the black Freshmen students, particularly, did not tend to socialize with white students outside the classroom as members of campus organizations. The organizations in which subjects had membership or participated were intramural sports, student government, the Black Caucus, Society of Women Engineers, and the Black Orpheus choir. The majority of the respondents (65) indicated no activities or membership. Among those mentioning any social/athletic/fraternal/religious or political activities, 43.2 percent of the students belonged to the Black Caucus and 23.4 percent participated in intramural sports. Freshmen differed from Sophomores in that 64.7 percent (vs. 29.4 percent) were involved in the Black

Caucus. Sophomores tended to be involved in activities and organizations with more racial diversity.

Social needs and concerns expressed by the students in this sample were entirely voluntary responses to open-ended questionnaire items that were worded so that subjects could feel free to leave them blank. The responses that were offered included many duplications but generally called for: more black awareness meetings, more black and white interaction, more black students helping blacks to assimilate, more publicizing of black organizations, more input into curriculum, and added awareness of black culture. Of the total population, 41.9 percent said there should be more black awareness meetings, 16.3 percent noted a need for more black students at all levels and 14.0 percent said that in order to improve relationships on campus between students and faculty there should be more black and white interaction.

Conclusions

Findings derived from the study data make it possible to draw several conclusions regarding the efficacy of recruitment, retention and support services in meeting the academic, financial and social needs of black Freshmen and Sophomore students at Michigan State University. Taken together, the conclusions and study evidence can be compared with M.S.U.'s stated policies of affirmative action

and equal educational opportunity (see Literature Review, Chapter Two) to determine whether the University is succeeding in its commitments to black students.

A large number of the students in this sample were not aware of, had not used and had not benefitted from supportive services after being at Michigan State University from two to six terms. Differences between Freshmen and Sophomores were minimal and showed no specific trends. Considering the percentage of dropouts among minority underclassmen, it is likely that many of these students will not be enrolling for the Fall Term in the 1983-84 academic year. Indeed, it was evident that over a third of the subjects had already considered dropping out.

Drawing on data from this study, it must be concluded that some minority support programs have not been made optimally available to black Freshmen and Sophomores at M.S.U. and that failure to maximize awareness and use of such services has probably contributed to attrition among black underclassmen. Putting aside, for a moment, academic and financial reasons for attrition, "emotional strain" was the reason cited most frequently by the one-third of study subjects who had already considered leaving M.S.U. before completing their degree programs (Tables 4.9 and 4.10). Despite this and other evidence of the need for counseling services, the administration at the M.S.U. Counseling Center estimated that only 50 percent of black

underclassmen were even aware of counseling services available to them through that program, an estimate confirmed by questionnaire data revealing an actual awareness percentage of 52.4 for participants of this study (Table 4.12).

The Counseling Center at M.S.U. is not a new service; it has existed in a central location on campus for decades. There is no reason black Freshmen and Sophomores should be any less aware of it than the Administration Building or the Office of Support Services, unless it is perceived as a service for whites or the program has failed to extend itself visibly and audibly to blacks, make them aware of special minority services, the availability of black counselors and take an affirmative, aggressive stance toward providing services to black students and reducing attrition.

It is apparent that unmet needs exist among black Freshmen and Sophomores for Counseling Center services. Administrators and staff need to examine, in more depth than is possible here, why their minority support programs to meet those needs are not as visible and well used as those of the Financial Aids Office or the Office of Support Services in the area of academic needs.

With the exception of the three programs of the most awareness, use and benefit to black Freshmen and Sophomores, and the Center for Urban Affairs Office that limits its services to graduate services, other programs also need to

examine the discrepancies between their administrators' perceptions of blacks' awareness and use of their programs and the actual awareness and use and benefit demonstrated by the sample population in the study.

In terms of minority recruitment, enrollment data in Chapter Two show minority enrollments at M.S.U. to be increasing since 1978 as a percentage of total enrollment, even in the face of declining total enrollments at M.S.U. One matter of concern is the constant decrease since 1972 in blacks as a percentage of total minority enrollment, even after minority enrollment turned upward in 1978. This needs to be investigated in comparison with blacks as a percentage of minority population in the age group as a whole. M.S.U. data should also be compared with that for similar institutions.

Data elsewhere in this study have shown that M.S.U. faculty and staff are making substantial efforts to recruit black scholars (as well as athletes) and almost 15 percent of the study sample were recruited directly. Another 17 to 23 percent were recruited indirectly through a M.S.U. student-to-student phone program and recruitment materials supplied to counseling offices in inner-city black, as well as suburban high schools. Enrollment and questionnaire data taken together substantiate a conclusion that M.S.U. is expending substantial efforts to attract and enroll qualified black students. The finding that more Sophomores

than Freshmen were directly recruited by M.S.U. staff and students suggests that emphasis on such recruitment may be declining but several other explanations are possible.

As we move into the 1980's, the crucial issues of retention, budget cuts, counseling, and declining enrollments will force undergraduate institutions to re-examine how they deliver services to their minority student populations.

We can only conclude that to do a better than adequate job, it is critically important for faculty, staff and administrators to know more about the population who will be attending the University. If research can isolate and/or examine those factors which impacted the change in concerns, the information can be made available to other black Freshmen and Sophomore students to help them anticipate what to expect in the environment and which services can best aid their efforts to survive. The successful adjustment of black Freshmen and Sophomore students who receive services from supportive services, is crucial to their academic survival.

If these concerns remain consistent with the concerns held in the high school setting, in sixteen week semesters, smaller classrooms, personal student/teacher contact, then the likelihood of their succeeding decreases. By not knowing what to expect before arriving at M.S.U. students did not perceive that there would have to be some

kind of change in their "student academic behavior" as well as a needed understanding of what services would be paramount to their success. The conclusions are based on the data gathered during this research and, cannot be generalized beyond the Black Freshmen and Sophomore students who participated in this study at Michigan State University.

Recommendations

Recommendations drawn from the findings in this study will hopefully serve as a stimulus to others who have an interest in this area. Since these recommendations were derived from what is essentially a very specific kind of student population, the recommendation should be weighted accordingly.

1. Michigan State University should set up a separate Financial Aids Office for minority students. A high percentage of minority students tend to rely heavily on some sort of financial assistance. The university should also secure funds from private foundations, industry, and government to improve the availability of funds for minority undergraduate students.

2. The University should develop orientation programs in which new students have an opportunity to meet minority upperclass students who can assist them in their adjustment to the university. Both the university and the

supportive services should foster a spirit of cooperation among the students.

3. The University should provide stress workshops for black Freshmen and Sophomore students to assist them in adjusting to the University environment.

4. A study should be conducted with a control and experimental group to determine whether those participants who are aware, used and benefitted from the supportive services handle subsequent college experience better than those who do not.

5. Role modeling is critically important for students in the University setting. Black faculty members, administrators, graduate students, and upperclassmen should be called upon to act as "sponsors" or "big brothers/big sisters" to black Freshmen and Sophomore students in a supportive role. Each could serve as a "resource person" to provide information, direction, and/or advice to an incoming student. This recommendation need serve no other purpose than to help black Freshmen and Sophomore students assimilate in the environment at Michigan State University.

6. A follow-up study should be conducted to determine how accurately the participants predicted how long it would take them to complete their college education.

7. Minority undergraduate students should be invited to attend departmental faculty meetings to provide them with the opportunity to give valuable input into

policies and practices affecting them. In addition, minority undergraduate students should be better informed of departmental matters which affect them.

8. Develop a Black Alumni list of those who have gone out to work in their professions. Find out if these individuals would object to meeting with black Freshmen and Sophomore students and recruitment counselors to talk about the services offered by the minority support programs, their experiences at Michigan State University and help alleviate any fears they may have about progressing through M.S.U.

Recommendations For Further Research

1. Studies are needed to investigate the needs and concerns of black Freshmen and Sophomore students admitted to other predominantly white universities and how they cope with the rigor of the university environment in comparison with M.S.U. students.

2. An in-depth study is needed to determine why black Freshmen and Sophomore students do not take advantage of the supportive services offered at an earlier time.

3. A study is needed to determine the critical factors that cause some black Freshmen and Sophomore students to continue their educations at predominantly white universities and others to drop out.

4. A study is needed to look at the concerns of black Freshmen and Sophomore students at other Big-Ten institutions and whether comparison of students' concerns at different institutions point to common concern among black Freshmen and Sophomore students.

5. A study is needed to investigate the recruitment and retention programs set up at predominantly black colleges to compare these for efficacy with M.S.U.

6. A study is needed to investigate why some M.S.U. Freshmen and Sophomore students drop out of college before receiving their degrees. It is suggested that mandatory exit interviews could produce information that could help strengthen retention efforts.

7. A study is needed to investigate the support services at black universities and how they serve the students as compared to the support service programs offered at predominantly white universities.

8. As noted previously, a study is needed to explain the continually decreasing proportion of blacks in the total minority student population at M.S.U.

APPENDICES

APPENDIX A

APPENDIX A

INTERVIEW SCHEDULE FOR ADMINISTRATORS

1. What year did your program begin, or how many years has it been offering services specifically targeted to minority students?
2. What specific services does your program have available for black Freshmen and Sophomore students at MSU?
3. There are approximately 1,243 black Freshmen and Sophomores now enrolled at MSU. Of this number, how many do you feel are aware of your services (i.e., what they are, where located, etc.)?
4. How many is your program(s) presently service? (If unsure, obtain best guess estimate or ask respondent to check and call you)
5. How many (or what percent) do you feel are:
well served? _____
adequately served? _____
poorly served? _____

(repeat for all services if there are more than one given in the response to question 2 above)

6. Poor service (if any) is due to:

- ☐ inadequate budget?
- ☐ not enough staff?
- ☐ student unwillingness to cooperate with the program?
- ☐ lack of student initiative?
- ☐ other? (specify) _____
- _____
- _____

(as before, repeat for all services)

7. How do you make black Freshmen and Sophomores aware of your program and its services?

8. Given the (admittedly unlikely) prospect of unlimited resources and staff time, what services do you feel should be expanded?

What, if any, new ones would you add?

APPENDIX B

APPENDIX B

SERVICES PROVIDED BY SUPPORTIVE PROGRAMS

1. Human Relations Department

Services:

To assist minority students in securing their degrees. Honors minority students for specific accomplishments that relate to success within M.S.U.

Limitations of Service:

Lack of student initiative

2. Upward Bound Program

Services:

The college students receive:

Tutoring

Instruction

Counseling

Academic Admission

Cultural Enrichment Activities

Limitations of Service:

Inadequate budget

Not enough staff

Lack of student initiative

3. Admissions and Scholarships Office

Services:

Telephoning high school seniors who are potential Freshmen targeted to come to M.S.U. Gives scholarships to qualified Freshmen and Sophomores.

Limitations of Services:

Inadequate budget

Not enough staff

4. Counseling Center

Services:

Personal counseling

Career counseling

Assertive skills workshop

Male/female relations counseling

Cross-cultural relationship counseling

Limitations of Service:

Inadequate budget

Not enough staff

5. Urban Counseling (Academic Advisors to Engineering Dept.)

Services:

Tutoring

Personal counseling and advising

Financial assistance

Career development

Limitations of Services:

Not enough staff

6. Financial Aids Office

Services:

Meet with minority student at orientation

Meet with Black Caucus members

Provide counseling to black students using upper-classmen as counselors

Limitations of Services:

Inadequate budget

Not enough staff

7. Student Affairs Office

Services:

Peer counseling

Academic and social programming

Limitations of Services:

Inadequate budget

Not enough staff to meet the needs and concerns of students

8. Office of Supportive Services

Academic Services:

Tutorial assistance from student tutors in a variety of areas.

Information on courses that have presented problems to students.

Assistance in improving study and test taking skills.

Assistance in choosing a major.

Selecting courses for registration.

Liason with all colleges

Counseling Services:

Peer counseling

Career, personal, social and academic counseling.

Personal Services:

Assistance in dealing with personal problems.

Workshops are offered which develop skills to meet on-going needs and concerns of students.

Assistance in time management.

Assistance in deciding on a career choice.

Limitations of Services:

Inadequate staff to meet the majority of students needs and concerns.

More Freshmen and Sophomore students should take advantage of services available to them through the Office of Supportive Services.

More computerized instructional support from the university is needed.

9. Center for Urban Affairs

Services:

Provides services to minority graduate students.

Offers financial assistance to minority graduate students.

Assists students to help alleviate social and educational barriers to their achievement as students and as professionals in all fields.

Limitations of Services:

Available only to minority graduate students.

March 7, 1983

Dear Freshmen and Sophomore Students:

I am a doctoral student in the College of Education, Administration, and Higher Education. As part of my dissertation work, I am attempting to assess the academic, financial and social needs of black freshmen and sophomore students at Michigan State University.

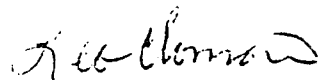
I would be most appreciative if you would assist me in this study by completing the questionnaire. The questionnaire takes about ten minutes to complete. Your response will remain confidential.

The study is designed to provide the university with an examination of the programs that provide services to black freshmen and sophomore students at Michigan State University. I am hopeful that the results of this study will lead to improved conditions, benefiting you and those who will come after you.

Your prompt responses will be most appreciated. Please return the form on or before March 15, 1983. I will be pleased to send you a copy of the results of the study.

I thank you for your cooperation.

Sincerely,



Leo Cloman
c/o Dr. Melvin Buschman
10 Kellogg Center
Michigan State University
East Lansing, Michigan
48824

Demographic Information

1. Sex: Male _____ Female _____
2. Age: _____
3. Career goal: _____ Medicine _____ Law
_____ Social Service _____ Sales
_____ Business _____ Communications
_____ Education _____ Agriculture
_____ Engineering _____ Other (specify) _____

4. High school grade point average: _____.
5. MSU grade point average: _____.
6. What is the highest academic degree that you intend to obtain?
_____ Associate degree
_____ Bachelors degree
_____ Masters degree
_____ Doctoral degree
_____ Professional/Technical degree (i.e., med. tech., law, M.D./D.O.)
7. How long do you think it will take you to complete your education?
_____ Less than four years.
_____ Four years.
_____ Five or six years.
_____ Seven or eight years.
_____ Nine years or more.
8. Since enrolling at MSU, have you ever considered leaving the University before completing your degree? _____ Yes _____ No
If yes, which of the following would have been your reason(s)?
_____ Lack of interest _____ Lack of finances
_____ A job offer _____ Unable to cope with the academic workload
_____ Emotional strain _____ Other (specify) _____

Part II Awareness, Use and Benefit from Minority Support Programs

Nine different programs are available on campus. First, check which programs you are aware of, in Column 1-"Awareness". Next, check which programs you have actually used in Column 2-"Use". Of the programs you have used, check those you feel have been of benefit to you in Column 3-"Benefit". These programs are offered at various locations on the campus. For the programs you have used, please indicate the approximate location in Column 4-"Location". The name of the building where you went to obtain services--or its approximate location, such as, "across from Berkey Hall" or "next to the library", will be enough.

1	2	3		4
<u>Awareness</u>	<u>Use</u>	<u>Benefit</u>	<u>Support Programs</u>	<u>Location</u>
_____	_____	_____	1. Human Relations Office	_____
_____	_____	_____	2. Admissions and Scholarship Office	_____
_____	_____	_____	3. Counseling Center	_____
_____	_____	_____	4. Center for Urban Affairs	_____
_____	_____	_____	5. Office of Support Services	_____
_____	_____	_____	6. Upward Bound Program	_____
_____	_____	_____	7. Financial Aids Office	_____
_____	_____	_____	8. Student Affairs Office	_____
_____	_____	_____	9. Urban Counseling	_____

Any comments?

4. Before you applied to MSU, did anyone recruit you or encourage you to apply to this University?
 _____Yes _____No
5. If you answered yes to question #4, was the person:
 _____an MSU student?
 _____a high school teacher or counselor?
 _____an MSU staff or faculty member?
 _____a relative?
 _____Other (specify)_____ ?
6. If you are now receiving (or have received in the past) any financial or scholarship aid, or if you are working on campus (or in a job you found with the aid of someone on the faculty or staff at MSU), please check the appropriate line(s) below.
 _____scholarship
 _____grant
 _____loan
 _____co-op program or paid internship
 _____employed by MSU
 _____employed in a job I got with MSU staff/faculty help.
 _____Other (specify)_____.
7. Have you needed and tried to obtain scholarship, loan, or part-time work through the University and been refused?
 _____Yes _____No
 If yes, please indicate the reason, if you know it_____
 _____.
8. Are you satisfied with your present achievement or grades at MSU?
 _____Yes _____No
9. If no, have you tried to obtain help through any of the academic support programs available from the University?
 _____Yes _____No If yes, what happened?_____
 _____.
10. Do you belong to, or participate in, any campus social, fraternal, political or athletic organizations?
 _____Yes _____No If yes, please list them._____
 _____.
11. As a black Freshman or Sophomore, at a predominantly white

University, are there needs or concerns that you have which you feel should be addressed by minority service or support programs? If you have such needs or concerns, indicate these below. If you have any ideas about what kinds of programs or services you'd like to have made available by the University, please indicate these also.

Any comments?

Thank you for your assistance.

Leo Cloman

____ Please check here if you wish to receive the results
of this study.

MICHIGAN STATE UNIVERSITY

UNIVERSITY COMMITTEE ON RESEARCH INVOLVING
HUMAN SUBJECTS (UCRIHS)
238 ADMINISTRATION BUILDING
(517) 355-2186

EAST LANSING • MICHIGAN • 48824

February 21, 1983

Mr. Leo Cloman
1618 H Spartan Village
East Lansing, Michigan 48823

Dear Mr. Cloman:

Subject: Proposal Entitled, "An Examination of the Efficacy of
Minority Recruitment and Retention Programs in Meeting
the Academic, Financial and Social Needs of Black
Freshmen and Sophomores at Michigan State University"

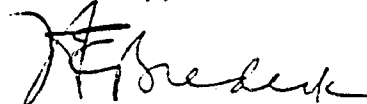
I am pleased to advise that this project is eligible for an exemption from full UCRIHS review and approval is herewith granted for conduct of the project.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval prior to February 21, 1984.

Any changes in procedures involving human subjects must be reviewed by the UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to my attention. If I can be of any future help, please do not hesitate to let me know.

Sincerely,



Henry E. Bredeck
Chairman, UCRIHS

HEB/jms

cc: Dr. Buschman

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BIBLIOGRAPHY

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